



SAFEGUARDING POLICY

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes: (Keeping Children Safe in Education, DfE September 2016), **therefore this policy MUST be used in conjunction with the safer recruitment policy, anti-bullying policy, internet safety policy, music safeguarding policy, restraint policy and behaviour policy. These all fall under the wider umbrella of Safeguarding, and should be implemented in the day-to-day running of the school.**

Circulation: This policy is addressed to all Governors, teaching and support staff, including school medical and nursing staff and will be supplied to parents and pupils on request.

This policy has been developed in accordance with the principles established by the Children Act 1989; the Local Safeguarding Children Board's Multi-Agency Safeguarding Code of Practice and in line with current, relevant legislation and DfE guidance: "Keeping Children Safe in Education 2015" and "Working together to safeguard children 2015" and "Prevent Duty Guidance" June 2015.

This policy applies in all school activities, both on and off-site, which take place during, before and after school undertaken by pupils whilst they are the responsibility of the school.

This policy applies to all teaching and support staff, governors, students on placements and volunteers working in the school. The School is also committed to ensuring that other providers of services to the School who have contact with its pupils comply with this policy. Staff, including volunteers, are required to read this Policy and sign the appropriate form as part of their induction to confirm such.

Kimichi School fully recognises its responsibilities for safeguarding children from risk of/or actual abuse.

In order to protect children the school is committed to undertaking all reasonable measures to safeguard and promote the welfare of each pupil in its care by:

- the safe recruitment of staff and volunteers. (Safer recruitment policy)
- promoting a safe learning environment for all pupils.
- raising awareness of safeguarding issues and undertaking appropriate training for staff including opportunities within the LIFE curriculum for pupils to develop the skills needed to recognise and stay safe from abuse.
- developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- ensuring pupils know that there are adults in the school whom they can approach if they are worried.
- supporting a pupil who has been abused in accordance with his/her agreed safeguarding plan.
- establishing procedures for reporting and dealing with allegations of abuse against members of staff .
- securing a balanced presentation of political issues in order to negate political

indoctrination.

Staff responsibility for Safeguarding

- a) The Designated Governor is currently Mr. Richard Tattam, who is responsible for ensuring that the School's procedures are consistent with the Local Safeguarding Children Board's procedures.
- b) The Designated Senior Person for matters arising from Safeguarding is Sally Alexander.

The responsibilities of the Designated Persons are to:

- advise and act upon all suspicion, belief and evidence of abuse reported to him/her
- be the first point of contact for parents, pupils, teaching and support staff, external agencies and any other in all matters of safeguarding
- ensure all staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse
- co-ordinate, update and review the safeguarding procedures in the School
- liaise with the Social Services Department and other agencies on behalf of the School
- ensure that all members of staff and volunteers receive basic and induction training in safeguarding issues and are aware of the School's safeguarding procedures
- monitor the keeping, confidentiality and storage of records in relation to safeguarding
- ensure that all students are encouraged to talk and that students know whom to approach with any concerns
- ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
- keep the Headteacher informed of all actions unless the Headteacher is the subject of a complaint
- receive training in safeguarding issues and inter-agency working as required by the Local Safeguarding Children Board including regular attendance at the B&NES Child Protection Forum.
- transfer information to the new school when a pupil on the Safeguarding Register or about whom there have been safeguarding concerns in the preceding year leaves, ensuring that the information is transferred separately from the main pupil file. If the School does not know where the pupil has moved to, then the Local Authority Designated Officer or the local Social Services department will be contacted.

The responsibilities of all school employees are to:

- respond appropriately to disclosure
- act upon all suspicion, belief and evidence of abuse by referring the concern immediately to the Designated Person
- know the relevant Safeguarding procedures
- undertake the required Safeguarding awareness training
- monitor their own standards and practice.

Record-keeping

All disclosures, complaints or concerns should be recorded at the time in accordance with the published guidelines (see attached forms).

The school will keep copies of safeguarding information until the student's date of birth plus 25 years. The Safeguarding Register is kept securely in the Headteacher's study. Access to this record is strictly limited to the Headteacher, the Designated Persons and the Designated Governor.

An agreed symbol indicating that there is a reference in the Safeguarding Register will be placed on the pupil's main file.

Staff will be given as much information as necessary in order for them to help the pupil concerned. In general, this will mean that, where a pupil is on the Safeguarding Register, or where there are concerns about a pupil, the Head of Year, the Form teacher and any member of staff specifically chosen by the pupil to provide support will be kept informed on a need-to-know basis. It may be appropriate in some cases to inform other staff though without details necessarily being given.

Whenever information is given, care will be taken to indicate its sensitivity and the confidentiality

required.

When a pupil leaves, the School will pass on immediately to the receiving school the full contents of the record, including any on-going concerns raised in the previous year, ensuring that the information is transferred separately from the main pupil file. If the receiving school is not known, the Education Social Welfare Service will be informed at once so that appropriate enquiries can be made.

Parents do not have automatic right of access to the Safeguarding Register but this may be permitted access depending on the circumstances.

Safeguarding information is not normally shared with agencies other than Social Services or the Police. Guidance should be obtained from the School's solicitors in respect of any request for access from another agency.

DISCLOSURE PROCEDURES All Staff

Initial Complaint/concern

A member of staff suspecting or hearing a complaint of abuse must not investigate it beyond the point at which it is clear that there is an allegation. In particular, the member of staff:

- Must listen carefully and calmly to the child and keep an open mind. Staff should not make a decision as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer.
- Must not undertake their own investigation, question the pupil again or request more details.
- Must reassure the pupil by telling them that they have done the right thing in telling the member of staff. Do not give a guarantee of absolute confidentiality and explain the need to pass the information to one of the Designated Persons who will ensure that the correct action is taken.
- Must keep a sufficient written record of the conversation distinguishing clearly between fact, observation, allegation and opinion. The note should then be signed and dated and kept in a secure file that cannot be tampered with.
- If staff are uncertain about whether the information divulged constitutes abuse and require clarification, they should without delay (and without divulging the student's name) discuss the case with designated staff with responsibility for Safeguarding.

2. Preserving Evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers, etc.), must be safeguarded and preserved.

3. Reporting

All suspicion or complaints of abuse must be reported to one of the Designated Persons immediately. If the complaint involves one of the Designated Persons, then this must be reported to the Headteacher. If the complaint involves the Headteacher then this must be reported to the Chair of Governors, who will inform the Local Area Designated Officer.

The Designated Persons will brief the Headteacher on all cases, unless the Headteacher is her/himself the subject of the complaint, and will report to the Safeguarding Designated Governor if a referral to the local Social Services Department is to be made.

The Designated Person Guidelines

The Designated Person carries the legal responsibility to inform Social Services of any concerns raised about possible safeguarding issues. This may be by a telephone call or email, followed by a written referral as necessary. Whenever possible the Designated Person will have already discussed concerns about a pupil with his or her parents/carers and will tell parents/carers when a referral is to be made to Social Services. However, in some exceptional circumstances the parent/carer will not be informed in advance. This could be because the child may be seen to be at risk if they were to be informed or the pupil is over 16 years of age and has invoked their rights to confidentiality. In circumstances where a referral is made without first informing the parents, they will be told about the concerns and actions as soon as possible.

The Designated Person must also notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the safeguarding register.

Referral Guidelines

On receiving notification of a concern/complaint, the Designated Person will decide upon the appropriate course of action. If there is any doubt as to the seriousness of the suspicion or complaint,

they will inform the Headteacher and consult with the Local Authority Designated Officer (LADO). Initial consultation with the LADO may take place on a no names basis to protect the anonymity of the pupil, family or member of staff concerned. However, as soon as sufficient concern exists that a child may be, or has been, at risk of significant harm, a referral will be made without delay following the procedures published by the Local Safeguarding Children Board.

If an initial referral is made by telephone, the Designated Person will confirm the referral in writing to the local Social Services Department within 24 hours. If no response or acknowledgment is received within three working days, the Designated Person will contact Social Services again.

If the concern/complaint is of a serious nature then the School will refrain from undertaking an internal enquiry unless this is the agreed course of action following consultation with the LADO or at a multi-agency strategy meeting.

The wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed, will be considered before a referral is made. However, there may be times when the situation is so serious that, after appropriate consultation with the Headteacher and the LADO, decisions need to be taken that override a pupil's wishes.

Under normal circumstances the wishes of the complainant's parents will be taken into account, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. However, it may be necessary to override parental wishes in some circumstances. If the Designated Person is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose. In addition, a pupil who is over 16 years of age has rights to confidentiality which may prevent the School from being able to share information with parents.

The Designated Persons will liaise with each other and with the Headteacher to inform him of any issues and on-going investigations and to ensure that there is always cover for the Designated Person role.

Training

- to recognise how to identify signs of abuse and when to make a referral
- to have a working knowledge of how Local Authorities operate, the conduct of a safeguarding case conference and be able to attend and contribute to these when required
- ensure each member of staff has access to and understands the School Safeguarding and Safeguarding Policy
- ensure all staff have induction training
- keep accurate secure written records of referrals and/or concerns
- obtain resources and attend any relevant training as required by Birmingham Local Safeguarding Children Board (BSCB).

Raising Awareness

- ensure the School Safeguarding Policy is updated and reviewed annually
- ensure parents are provided with easy access to the Safeguarding Policy
- where pupils leave the School ensure that their safeguarding file is copied and transferred to their new school separately from their main file.

What is Child Abuse

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children (Keeping Children Safe in Education, DfE July 2015).

Physical Abuse

This 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.

Emotional Abuse

This 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 a child that they are

worthless, unloved or inadequate. It may involve bullying, causing children to feel frightened or in danger.

Sexual Abuse

This type of abuse involves forcing or enticing a child to take part in sexual activities, including prostitution whether or not the child is aware of what is happening. Examples of physical contact include penetrative acts (rape, buggery or oral sex) or non-penetrative acts kissing, fondling, masturbation. It may include non-contact activities involving children in looking at or be involved in sexual online images and or encouraging children to behave in sexually inappropriate ways.

Neglect

This is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment to the child's health and development. It can include failing to provide adequate food, clothing and shelter, adequate supervision or failing to provide medical help when needed.

Sexual exploitation

Any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. This includes boys and young men as well as girls and young women. However, some groups are particularly vulnerable. These include children and young people who have a history of running away or of going missing from home, those with special needs, those in and leaving residential and foster care, migrant children, unaccompanied asylum seeking children, children who have disengaged from education and children who are abusing drugs and alcohol, and those involved in gangs. Sexual exploitation can take many forms from the seemingly 'consensual' relationship where sex is exchanged for attention, affection, accommodation or gifts, to serious organised crime and child trafficking. What marks out exploitation is an imbalance of power within the relationship. The perpetrator always holds some kind of power over the victim, increasing the dependence of the victim as the exploitative relationship develops.

Female genital mutilation

FGM is defined by the World Health Organisation (WHO) as the range of procedures which involve 'the partial or complete removal of the external female genitalia or other injury to the female genital organs whether for cultural or any other non-therapeutic reason'¹.

There are four main 'types' of FGM depending on the type of cut that is made. Type 1 – the clitoris or the clitoral hood is cut off

Type 2 – The clitoris and inner lips are removed

Type 3 – The clitoris, inner lips and outer lips are removed and the skin is sewn to leave only a small opening (infibulation)

Type 4 – all other harmful procedures (pricking, piercing, burning, scraping etc)

FGM can be performed on babies and toddlers, but it most often happens when girls are between the ages of 4-10, most commonly before they enter puberty. The World Health Organisation estimates that around 100-140 million women alive today have undergone FGM.

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75

of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges. Actions If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Honour based violence and forced marriage

There is a clear distinction between a forced marriage and an arranged marriage, in arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice whether or not to accept the arrangement remains with the prospective spouses.

In forced marriage, one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual, financial and emotional pressure.

The term "honour crime" or "honour-based violence" embraces a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where their family or their community is punishing the person.

They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family.

Being Drawn Into Terrorism

Protecting children from the risk of radicalisation should be included as part of Kimichi School's wider safe guarding duties. Kimichi School promotes fundamental British values through the use of the LIFE course, school council debate and discussion. We are very proud of the fact that we do not shy away from controversial issues, but rather have developed a safe environment in which pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Children at risk of radicalisation may display different signs or seek to hide their views. Concerns can be brought to the DSL or a member of staff and subsequently a decision should be made as to whether to make a referral to the Channel programme. From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 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.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

Internet safety is paramount at Kimichi School: This includes being aware of how social media can be used as a tool to influence young people. Staff are in the process of undertaking WRAP training with West Midlands police.

Domestic violence and abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

psychological

physical

sexual

financial

emotional

Drugs

Kimichi School will provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service and the LIFE course;

- Tackle problem behaviour in schools, with wider powers of search and confiscation;
- Work with local voluntary organisations, health partners, the police and others to prevent drug or alcohol misuse.

Violence against women and girls

Radicalisation

Individuals at risk of being drawn into terrorism

Assess the nature and extent of that risk, including staff and governors. Develop the most appropriate support plan for the individuals concerned

Develop relationship with agencies and encourage communication: CHANNEL.

Mental health

This can be:

Depression, peer pressure, exam pressure, medical mental conditions.

Bullying (see anti-bullying policy)

Gang violence

A gang is a group of recurrently associating individuals or close friends with identifiable leadership and internal organisation, identifying with or claiming control over territory in a community, and engaging either individually or collectively in violent or other forms of illegal behaviour. Some criminal gang members are "jumped in" or have to prove their loyalty by committing acts such as theft or violence.

Teenage relationship abuse

Relationship abuse is when someone hurts or upsets someone else that they are in a relationship with. Some people think it only happens in adult relationships, but it can happen at any age. Usually, women and girls are the victims and men and boys are the abusers but it can happen to boys as well. It can also happen in same sex relationships.

Sexting

Sexting is when a person takes a nude or semi-nude picture of themselves and sends this to their friends or boy / girlfriends via mobile phones.

Children and young people may not realise that what they are doing is illegal or that it may be potentially harmful to them in the future.

The problem is that once taken and sent, the sender has lost control of these pictures and they could end up anywhere. They could be seen by future employers, friends, family or even by paedophiles.

By keeping, or forwarding indecent pictures of a person under 18 on to someone else - young people need to be aware that they could be committing a serious criminal offence as these activities are offences under the Protection of Children Act 1978, which was amended by the Sexual Offences Act 2003.

Trafficking

The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs

Fabrication of illness

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include: z fabrication of signs and symptoms. This may include fabrication of past medical history; z fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents; z induction

of illness by a variety of means.

Children missing in education

Children who either fail to start in a new school or appropriate education provision or simply become lost from school rolls and fail to re-register at a new school when they move into the city. These 'missing' children can be amongst the most vulnerable in our city. It is essential that all services work together to identify and re-engage these children back into appropriate education provision as quickly as possible. Children who remain disengaged from education are potentially exposed to higher degrees of risk that could include engagement in antisocial or criminal behaviour, social disengagement and/or sexual exploitation.

Procedure in the event of a disclosure

It is important that children are protected from abuse. All complaints, allegations or suspicions must be taken seriously.

This procedure must be followed whenever an allegation is made that a child has been abused or when there is a suspicion that a child has been abused.

Promises of confidentiality should not be given as this may conflict with the need to ensure the safety and welfare of the child.

If the complainant is the child, questions should be kept to the minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any court proceedings.

A full record shall be made as soon as possible of the nature of the allegation and any other relevant information, using the 'Initial Cause for Concern Form'. (Safeguarding Policy).

A handwritten report should also be made in the serious incident book that is kept securely on the school premises.

Record-keeping

Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Officer on that working day where possible.

The nominated member of staff shall telephone and report the matter to the appropriate local social services department duty social worker. A written record of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported. The telephone report must be confirmed in writing to the relevant local authority Social Services department within 24 hours.

Staff should make accurate notes at the time of any allegation or suspicions. These should not be revisited, revised or put into neat copy for others. Original rough notes carry more 'weight' if a case comes to court.

The record should consist of:

- the pupil's details, name, date of birth and family details
- date and time of the event/concern
- the nature of the concern raised
- the action taken.

In the case of disclosure the record must also include:

- as full an account as possible of what the pupil said
- an account of questions put to the pupil
- time and place of the disclosure
- who was present at the time of the disclosure
- the demeanour of the child
- where the child was taken and where returned to at the end of the disclosure.

Responding appropriately to a child making an allegation of abuse

Stay calm

Listen carefully to what is said.

Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.

Tell the child that the matter will only be disclosed to those who need to know about it. Allow the child to continue at her/his own pace.

Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.

Reassure the child that they have done the right thing in telling you.

Tell them what you will do next, and with whom the information will be shared.

Record in writing what was said, using the child's own words as soon as possible – note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.

It is important to remember that the person who first encounters a case of alleged abuse is not responsible for deciding whether abuse has occurred. That is a task for the professional safeguarding agencies, following a referral from the designated safeguarding officer.

Confidentiality

Safeguarding raises issues of confidentiality which should be clearly understood by all. Staff, volunteers and trustees have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

Clear boundaries of confidentiality will be communicated to all. All personal information regarding a child will be kept confidential except when; it is suspected that a child under 18 years is the victim of abuse.

If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's own sake.

Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it.

Where possible, consent should be obtained from the child before sharing personal information with third parties. In some circumstances obtaining consent may be neither possible nor desirable as the safety and welfare of the child is the priority.

Where a disclosure has been made, staff should let the child know the position regarding their role and what action they will have to take as a result.

Staff should assure the child that they will keep them informed of any action to be taken and why. The child's involvement in the process of sharing information should be fully considered and their wishes and feeling taken into account.

Safeguarding issues are highly sensitive and staff who receive information about children or their families in the course of their work should share that information only within appropriate professional contexts. All safeguarding records should be kept secure.

The record should be signed and dated by the person making it, with the name clearly printed at the side. It should use names, not initials. The record must be kept securely and handed to the Designated Person.

Codes of conduct and staff training seek to support the School's 'position of trust' stance and prohibit inappropriate physical and social contact between employees and pupils, including contact through text, email and social media.

It is an offence under the Sexual Offences Act 2003 for a person over 18 to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same place as the child, even if the person does not teach the child.

The law uses the age of 18 to recognise that many young people, while over the age of consent for sexual activity (16), are still reliant on adults who hold some responsibility for their care and that young people are, therefore, vulnerable to the potential abuse of power by those adults. Young people as pupils cannot be seen as being on an equal footing with their teachers in respect of power and self-determination. The offence acknowledges that a person in a position of trust is expected to respect their position and not abuse it.

A member of staff who strives to keep a relationship secret by putting pressure on a pupil to keep their behaviour a secret is abusing their position of trust.

Sexual relationships are defined as including:

- sexual activity including sexual touching through to intercourse
- causing or inciting sexual activity with a child
- sexual activity in the presence of a child
- causing a child to watch a sexual act

Sexual relationships between any member of staff and any pupil, including those who are aged 18 years or over and are members of the School, will be treated as 'gross misconduct', and will almost certainly result in dismissal. A pupil is considered to be a member of the School until 31 August of their last year at the School, unless they have officially left at an earlier point in the academic year. The School undertakes to report to the Disclosure and Barring Service (DBS) [formerly the Independent Safeguarding Authority], within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. Such reports would contain as much evidence as possible. The School recognises that failure to make a report constitutes an offence.

Coping with pupil crushes

Managing a young person's crush can be difficult. Staff can feel isolated and vulnerable, and uncertain how to deal with this unwanted attention without offending the pupil. A member of staff who suspects that they are the subject of a pupil crush must always seek help and advice in dealing with the situation at the earliest opportunity, rather than attempting to manage the situation on their own, which is likely to make matters worse and raise suspicions.

REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF & VOLUNTEERS

To be followed in conjunction with the current DfE guidance.

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word 'staff' is used for ease of description.

Introduction

In rare instances, members of the staff of schools have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The School recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

The School recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the School will do so with sensitivity and will act in a careful, measured

way. Any allegation of abuse made against a member of staff will be dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

Receiving an Allegation from a Child

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines for dealing with a disclosure

The allegation should be reported immediately to the Headteacher (or in his absence the acting senior member of staff). If the Headteacher is the person against whom the allegation is made, this must be reported to the Chair of Governors or, in their absence, to the Vice-Chair or the Designated Governor with responsibility for Safeguarding. The Headteacher (or Chair of Governors if the allegation is against the Headteacher) should:

Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Headteacher (or Designated Person). Record information about times, dates, locations and names of potential witnesses.

Initial Assessment by the Headteacher (or Designated Person)

The Headteacher (or Designated Person) should make an initial assessment of the allegation, consulting with the Designated Person, the Designated Governor and the Local Authority Designated Officer as appropriate. Where the allegation is that a member of staff has behaved in a way that has harmed a child, or may have harmed a child, or; has possibly committed a criminal offence against or related to a child, or; has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children, the matter must be reported to the Local Authority Designated Officer immediately. (See Appendix H).

It is important that the Headteacher (or Designated Person) does not investigate the allegation. The initial assessment should be on the basis of the information received and a decision taken as to whether or not the allegation warrants further investigation. If further investigation is necessary then the School will provide staff contact details for the relevant agencies to investigate further.

If the allegation is not patently false and there is cause to suspect that the child is suffering or is likely to suffer significant harm, the Local Authority Designated Officer will refer to children's social care and ask for a strategy discussion to be convened. The Headteacher (or Designated Person) will attend this discussion.

If there is not cause to suspect significant harm, but a criminal offence might have been committed, the Local Authority Designated Officer will inform the police and convene a discussion with the police. The Headteacher (or Designated Person) will attend this discussion.

If the nature of the allegation does not require formal disciplinary action, the Headteacher will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within fifteen working days.

Other potential outcomes are:

The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the School disciplinary procedures. The allegation can be shown to be false because the facts alleged could not possibly be true.

Enquiries and Investigations

Safeguarding enquiries by Social Services or the Police are not to be confused with internal, disciplinary enquiries by the School. The School may be able to use the outcome of external agency enquiries as part of its own procedures. The safeguarding agencies, including the Police, have no power to direct the School to act in a particular way, however, the School should assist the agencies with their enquiries.

The School shall hold in abeyance its internal enquiries while the formal Police or Social Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the Headteacher (or Designated Person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Headteacher (or Designated Person) is responsible for ensuring that the School gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Headteacher (or Designated Person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the Police or other investigating agency, the Headteacher (or Designated Person) shall:

- inform the child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve.
- ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve.
- inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve.
- inform the Chairman of Governors and/or the Designated Governor of the allegation and the investigation, although there should be no disclosure of details, as this may prejudice the outcome of a Governors' disciplinary panel.

The Headteacher (or Designated Person) shall keep a written record of the action taken in connection with the allegation.

Suspension of Staff

Suspension should not be automatic. In respect of staff other than the Headteacher, suspension can only be carried out by the Headteacher's (or the Headteacher's nominee). In respect of the Headteacher, suspension can only be carried out by the Chair of Governors (or in his/her absence, the Vice Chair).

Suspension may be considered at any stage of the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives: eg paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example: where a child is at risk.

where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct where necessary for the good and efficient conduct of the investigation.

If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.

Prior to making the decision to suspend, the Headteacher, his nominee (or Chair or Vice Chair of Governors) should interview the member of staff subject to the approval of the Local Authority Designated Officer. In particular, if the Police are engaged in an investigation the officer in charge of the case should be consulted.

The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely for raising a serious matter which may lead to suspension and further investigation. During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity to consider any information given to him/her at the meeting and prepare a response, although that adjournment may be brief.

If the Headteacher, his nominee (or Chair or Vice Chair of Governors) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible, and ideally within one working day.

Where a member of staff is suspended, the Headteacher, his nominee (or Chair or Vice Chair of Governors) should:

- inform the Chair of Governors of the suspension in writing.
- report to the Governing Body that a member of staff has been suspended pending investigation. The detail given to the Governing Body should be minimal.
- where the Headteacher has been suspended, the Chair or Vice Chair of Governors will need to take action to address the management of the School.
- inform the parents/carers of the child making the allegation of the suspension. They should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension
- inform senior staff who need to know of the reason for the suspension
- consider with the nominated Governor whether a statement to the students of the School and/or

parents/carers should be made, depending on the nature of the allegation and taking due regard of the need to avoid unwelcome publicity

- consider carefully and review the decisions as to who is informed of the suspension and investigation. The Local Authority Designated Officer and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

A suspended employee should remain available for interview at any time during normal working hours.

The suspension should remain under review in accordance with the School disciplinary procedures. An employee who has been under suspension for 3 weeks or more may appeal using the appeals procedure. The appeal will be considered as soon as practicable and the suspension will continue to operate pending appeal.

The Disciplinary Investigation

The disciplinary investigation and disciplinary hearing should be conducted in accordance with the existing staff disciplinary procedures. If possible the investigating officer should aim to provide a report within 10 working days. On receipt of the report the Headteacher (or Designated Person) and Designated Governor should consult the Local Authority Designated Officer to decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days if possible.

The member of staff should be informed of: the disciplinary charge against him/her.

his/her entitlement to be accompanied or represented by a trade union representative or colleague.

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

The child or children making the allegation and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to School of the member of staff (if suspended).

The Headteacher (or Designated Person) should give consideration to what information should be made available to the general population of the School.

Allegations without foundation

Obviously false allegations may be indicative of problems of abuse elsewhere. A record should be kept and the Local Authority Designated Officer should refer the matter to children's social care in order to determine whether the child is in need of services or has been abused by someone else. If the allegation is shown to be deliberately invented or malicious, the Headteacher may consider taking appropriate disciplinary action against the pupil, or the police may be asked to consider whether any action might be appropriate against the person responsible for the allegation if he/she was not a pupil. In consultation with the Designated Person and/or the Designated Governor, the Headteacher shall:

- inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or safeguarding action will be taken. Consideration should be given to offering counselling/support.
- inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.
- prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

IN ACCORDANCE TO REGULATIONS RECENTLY SET OUT, KIMICHI SCHOOL ADHERES TO THE STATUTORY GUIDANCE SET BY THE DFE CONCERNING ALLEGATIONS OF ABUSE.

§ If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. Any unnecessary delays should be eradicated.

§ In response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons.

§ Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded or malicious should not be referred to in employer references.

§ Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

§ All schools should have procedures for dealing with allegations. The procedures should make it clear that all allegations should be reported immediately, normally to the head teacher, principal or proprietor as it is an independent school. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the head teacher or principal; or in cases where the head teacher or principal themselves is the subject of the allegation or concern. Procedures should also include contact details for the **local authority designated officer** (LADO) responsible for providing advice and monitoring cases.

For further information on the Information Advice Support Service please contact; Contact Telephone:

0121 303 1888

Contact Fax: 0121 303 0814

Contact Email: iasscitywide@birmingham.gov.uk Outside normal

office hours; Please contact the Emergency Duty Team on 0121

675 4806.

Allegations made against the Headteacher

If the complaint concerns alleged abuse by the Headteacher, this must be referred to the Chair of Governors or, in her absence, to the Vice-Chair or the Governor responsible for safeguarding, Mr Richard Tattam. They will in turn consult with the Local Authority Designated Officer (LADO).

Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. A copy should be provided to the person concerned. The records should be kept to normal retirement age or for ten years if this is the longer length of time.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the School's statutory duty to inform the Independent Safeguarding Authority.

Monitoring Effectiveness

Where an allegation has been made against a member of staff, the Designated Governor, together with the Designated Person should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the School's procedures and/or policies and/or which should be drawn to the attention of the Local Authority Designated Officer. Consideration should also be given to the training needs of staff.

If an allegation is made by one pupil against another pupil, the Designated Person will convene a meeting with the Headteacher to discuss the appropriate next steps and consult the LADO, if appropriate.

Whistleblowing

The type of activity or behaviour which we consider should be dealt with under this policy includes:

- manipulation of accounting records and finances

- inappropriate use of School assets or funds
- decision making for personal gain
- any criminal activity
- abuse of position
- fraud and deceit
- serious breaches of School procedures which may advantage a particular party (e.g. tampering with tender documentation, failure to register a personal interest)

What action should the whistleblower take?

Kimichi School encourages the whistleblower to raise the matter internally in the first instance to allow those Governors and School staff in positions of responsibility and authority the opportunity to right the wrong and give an explanation for the behaviour or activity. We have designated a number of individuals to specifically deal with such matters and the whistleblower is invited to decide which of those individuals would be the most appropriate person to deal with the matter:

- Chair of Governors
- Headteacher
- Safeguarding Governor

The whistleblower may prefer to raise the matter in person, by telephone, or in written form marked 'private and confidential' and addressed to one of the above named individuals. All matters will be treated in strict confidence and anonymity will be respected.

How will the matter progress?

The individual(s) in receipt of the information or allegation (the investigating officer/s) will carry out a preliminary investigation. This will seek to establish the facts of the matter and assess whether the concern has foundation and can be resolved internally. The initial assessment may identify the need to involve third parties to provide further information, advice, or assistance.

Records will be kept of work undertaken and actions taken throughout the investigation. The investigating officer(s), possibly in conjunction with the Governing Body, will consider how best to report the findings and what corrective action needs to be taken. This may include some form of disciplinary action or third party referral, such as the Police.

The whistleblower will be informed of the results of the investigation and the action taken to address the matter. Depending on the nature of the concern or allegation and whether or not it has been substantiated, the matter will be reported to the Governing Body.

If the whistleblower is dissatisfied with the conduct of the investigation or resolution of the matter or has genuine concerns that the matter has not been handled appropriately, the concerns should be raised with the investigating officer(s) and/or the Governing Body.

Respecting confidentiality

Wherever possible, Kimichi School seeks to respect the confidentiality and anonymity of the whistleblower and will as far as possible protect him/her from reprisals. We will not tolerate any attempt to victimise the whistleblower or attempts to prevent concerns being raised and will consider any necessary disciplinary or corrective action appropriate to the circumstances.

Raising unfounded malicious concerns

Individuals are encouraged to come forward in good faith with genuine concerns, with the knowledge that they will be taken seriously. If individuals raise unfounded concerns in bad faith or attempt to make mischief, this will also be taken seriously and may constitute a disciplinary offence or require some other form of penalty appropriate to the circumstances.

The Role of Key Individual Agencies

Social Services

The Children's Act 1989 gives Local Authority Social Services the primary responsibility for the care and protection of abused children and children at risk of abuse. It is their statutory duty to ensure that there is an investigation in cases of suspected abuse or significant harm and to take action to protect the child and to promote the welfare of the child.

Social Services also convene Safeguarding conferences and manage the Child Protection Register.

Police

The overriding concern of the Police in safeguarding is the welfare of the child. Their general duties are to investigate crimes as well as a duty to prevent offences being committed and to protect those at risk of harm. The Children's Act 1989 permits the Police to take a child into police protection; where there is reasonable cause to believe that he/she would otherwise be at risk of significant harm. Police and Social Services will work jointly where it is likely that criminal proceedings will be brought against the perpetrator of the abuse.

NSPCC

The NSPCC pursues its objective of identifying and preventing child abuse through consultation and cooperation with Social Services. They are identified as an 'authorised person' under the Children Act 1989. NSPCC runs national Child Protection Helplines.

Child Protection Officers of the NSPCC are required to initiate procedures that ensure their own appropriate response to any complaint or request for help on all matters concerning children.

Procedure

The following procedures should be read in conjunction with guidance from the Birmingham Safeguarding Children Board Child Protection Procedures [http:// www.lscbbirmingham.org.uk/](http://www.lscbbirmingham.org.uk/)

- The Head of Centre in each Centre is the DSP (Designated Senior Person) responsible for Safeguarding. In case of absence the Assistant Head should be contacted.
- Safeguarding concerns should always be given immediate priority. Delay is unacceptable.
- Concerns should always be discussed with the DSP.
- Staff should be aware and ensure that the young person is aware that any disclosure cannot remain confidential but must be passed on to the DSP who will then make a decision who else needs the information.
- There is a legal requirement on staff to assist Local Authority Social Services departments acting on behalf of children where there have been allegations of child abuse.

Role of designated safeguarding officer

All concerns about safeguarding should be passed to the DSP (or the safeguarding Governor if the DSP is not present) urgently. Any concern about the DSP should go to the safeguarding Governor. Concerns are recorded immediately using a standard format (see recording)

The DSP is responsible for:-

- Liaison and links with Social Care
- Receiving concerns from staff about potential/actual abuse and giving appropriate advice
- Making referrals to Social Care concerning children about whom there is a

safeguarding concern

- Consulting with Social Care concerning children about whom there is a safeguarding concern
- Assisting in the referral of children “in need” who may not necessarily be in immediate risk of significant harm.
- Ensuring the school is represented at Safeguarding conferences and assisting anyone else involved in preparing for Safeguarding conferences. The DSP may nominate another member of staff to attend the CP case conference but must ensure they have previous knowledge of the case and understands their role as outlined by the DSP.
- Maintenance of a register within the centre of children at risk (need to know basis)
- Ensuring dissemination of information about Safeguarding procedures within the centre/school
- Assisting in dissemination of information about Safeguarding cases within centre.
- Keeping written records of all concerns about a child even if there appears to be no need to make an immediate referral
- Ensuring that all such records are kept confidentially and securely and are separate from child records
- Ensuring that an indication of further record keeping is marked on the child’s records
- Ensuring that the safeguarding policy for visitors is available in reception and is handed to new staff

The role of the designated officer is to deal with all instances involving safeguarding that arises within Kimichi School. They will respond to all safeguarding concerns and enquiries.

Use of photographic/video equipment

Written consent to take and use images of children will be obtained prior to the taking of photographs and or video footage. Parents/carers should be made aware of when, where and how the images may be used to give their informed consent.

Training

Training will be provided, as appropriate, to ensure that staff are aware of these procedures. Specialist training will be provided for the member of staff with safeguarding responsibilities. The Leadership Team and Safeguarding Governor will receive core training to carry out their role and will attend an update every 2 years. All staff will receive basic safeguarding training on induction and every 3 years from a DSP in the Service.

Complaints procedure

Kimichi School has a complaints procedure available to all staff, volunteers and trustees.

Recruitment procedure

Kimichi School operates procedures that take account of the need to safeguard and promote the welfare of children and young people, including arrangements for appropriate checks on new staff, volunteers and trustees where applicable. The panel that oversees recruitment will include in it someone trained in safer recruitment.

SAFEGUARDING CONTACT DETAILS

Schools and Education Services Lead Officer for Safeguarding (Assistant Director, Safeguarding and Quality Assurance) 0121 3032280

Child protection Manager for schools and Education Services 0210 675 1669 LADO

Team (Position of Trust): 0121 366 9955 or pshe-cit@servicesforeducation.co.uk

Resources to support PHSE (LIFE) and curriculum work contact Health Education Resources Centre: 0121 366 9955 or view on-line catalogue on www.servicesforeducation.co.uk

To receive up-to-date information on safeguarding (and PSHE) follow us on twitter @S4E_HES

Positive Handling - Behaviour Support Service: Steve Brown 0121 303 0277

Vetting & Barring, DBS - Lesley Bishop 0121 303 2487 or lesley.bishop@birmingham.gov.uk

Early Years advice contact Marie Foster 0121 303 6754

fCAF information contact Jon Needham 0121 303 2291

Sexually Harmful Behaviour Service: 0121 3036616

Schools Plus: 303 4524; DBS / SCR questions.

Referrals to Birmingham Children's social Care should be made through the Information Advice Support Service on 0121 303 1888

IASS.citywide@birmingham.gov.uk

Out-of-hours (evenings and weekends) 0121 675 4806

This policy agreed on (date) 01/11/2016

By (name) Kirstie Berry

(position) Chair of Governors

Review date 20th July 2017

Confirmation of receipt of safeguarding children policy

Name:

Date of joining school:

Post:

Date of induction:

Name and designation of staff member responsible for induction:

I confirm that I have received and read the school safeguarding policy.
I have been made aware of my duty to safeguard and promote children's welfare. The procedure for reporting concerns about a child has been explained to me.

Signature:

Name: Date:

Please sign and return this form to the designated senior person:

INITIAL CAUSE FOR CONCERN FORM

THIS FORM MUST BE COMPLETED AND SIGNED BY MEMBERS OF STAFF WHO IDENTIFY POSSIBLE SAFEGUARDING CONCERNS

1. All safeguarding concerns must be reported immediately to the DSP for safeguarding.
2. Record facts and do not make judgments (state dates, times, places, actual words used, what was observed, who was present, questions asked etc).
3. If you need support filling in this form do not delay, the DSP will help.
4. Any concerns about staff should be reported directly to the Head Teacher. Concerns about Head Teacher should be reported directly to the Governors.

Teachers should be reported directly to the LEA Safeguarding Lead Officer.

The Designated Senior Teacher for safeguarding is: Sally Alexander Ifs/he is not available contact: Richard Tattam

Details of Incident Date of Incident: Child: Class:

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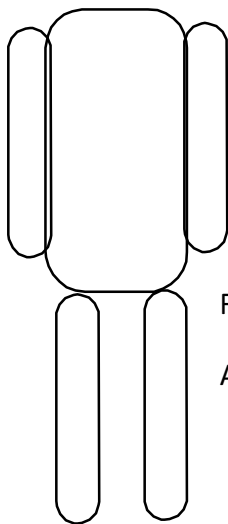
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Signed: Date:

(ATTACH AND SIGN ADDITIONAL PAGES IF NEEDED)

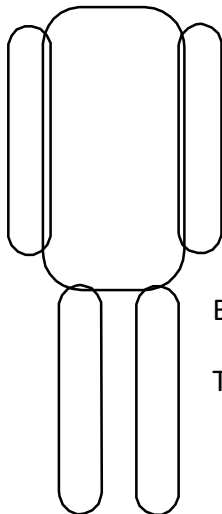
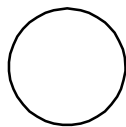
This should include information in relation to the date, the time , the place where the alleged abuse happened , your name and the names of others present , the name of the complainant and, where different, the name of the child who has allegedly been abused, the nature of the alleged abuse, a description of any injuries observed, the account which has been given of the allegation.

SAFEGUARDING INCIDENT REPORT :INDICATE POSITION OF ANY MARKS OBSERVED BELOW



Front

Action taken by Designated



Back

Teacher/Head Teacher

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Signed:

Date:

SCHOOL WELFARE CONCERN FORM

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

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

Child's fullname

Date of this record

Why are you concerned about this child?

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

Class

Class teacher/formtutor Your

name and designation

Signature

Have you spoken to the child? Yes No

What did they say? Use the child'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 child? Yes No

Further details

RECORD OF CONCERN: SCHOOL

Child's details Full

Name

Address

Telephone

Date of birth

Gender: Male Female

Is the child looked-after by the local authority or are there any other legal family arrangements? (for example, a residence order)

When was the child first admitted to this school?

Ethnicity and culture

Religion

Does the child have any disability or special educational need? Yes No
Please specify

Preferred language of child

Is any type of language support required to converse with the child? Yes No
Please specify

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

If yes, what did the child say?

Details of those with parental responsibility Name(s)
Address

Telephone Relationship

to child

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 child?

Details of any siblings

Does the child 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 child?

Yes No

Please give date and reason for the CAF

Why are you concerned about this child?

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 child 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 child 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

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 child at risk. Speak to the designated person first

Does the child 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, child 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 designated person 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 designated person is unavailable, hand it to their deputy, the head teacher or your line manager.

NB: If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form.