

The British International School Istanbul Safeguarding Students and Child Protection Policy
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1. Introduction

This policy applies to all Governors, Directors, staff and volunteers working in BISI. The policy should be read in conjunction with the Behaviour Management, Anti-bullying, PSHE/SEAL-GD, Harassment and Recruitment Policies. Our core safeguarding principles are:

- It is the school's responsibility to safeguard and promote the welfare of students
- Students who are and feel safe make more successful learners
- This policy will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an earlier date of review

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where students are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.

2. The principles and aims

In all the work that we do at BISI we see the rights, safety and welfare of students as paramount.

The school's Guiding Statements state that we strive to create a learning environment that promotes each individual to achieve their full potential. We prepare students to become critical thinkers in order for them to make informed decisions and become responsible members of the community. We take seriously our responsibilities to protect and safeguard the welfare of the students entrusted in our care.

Principles

- The school will ensure that the welfare of students is given paramount consideration when developing and delivering all school activity
- All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm in accordance with this guidance
- All students and staff involved in child protection issues will receive appropriate support from the SLT who will follow this policy guidance in doing so.

Aims

- To provide all staff with the necessary information to enable them to meet their statutory responsibilities to promote and safeguard the wellbeing of students
- To ensure consistent good practice across the school
- To demonstrate the school's commitment with regard to safeguarding students.

3. Terminology

Safeguarding and promoting the welfare of students refers to the process of protecting students from abuse or neglect, preventing the impairment of their health or development, ensuring that students grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those students to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the [Childrens Act 1989](#) and associated guidance (see [Working Together to Safeguard Children, An Interagency Guide to Safeguard and Promote the Welfare of Children](#)) in respect of those students who have been identified as suffering, or being at risk of suffering harm.

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

Child refers to all young people who have not yet graduated from BISI.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

4. Context

Research suggests that more than 10 per cent of students will suffer some form of abuse. Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in student's behaviour and to recognise the outward signs of abuse. Students may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns.

5. Key personnel in school - Designated Safeguarding Lead (DSLs)

The designated child protection lead officers are Amanda Ilhan (Pre School & Primary School Deputy Director), Richard I'Anson (Pre School & Primary School Director) and William Bradley (Secondary Director). The principal elements of the role of the designated officers of child protection are:

6. Roles and responsibilities

The school has ensured that the DSL:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of relevant procedures
 - coordinates action on child abuse within the school, ensuring that all staff/volunteers are aware of their responsibilities in relation to child protection.
- refers individual cases of suspected abuse to the Chairman of the Board of Governors on issues relating to child protection.
- keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file
- refers cases of suspected neglect and/or abuse to appropriate service and/or police in accordance with this guidance and local procedure
- ensures that when a child with a child protection plan leaves the school, their information is passed to their new school's DSL
- attends and/or contributes to child protection conferences in accordance with safe guarding guidelines
- develops effective procedures with relevant statutory agencies
- ensures that all staff sign to indicate that they have read and understood this policy
- ensures that the child protection policy is updated annually
- liaises with the other DSLs and Chairman of the Board as appropriate
- keeps a record of staff attendance at child protection training
- makes this policy available to parents.

The Director/Deputy Director as DSLs:

- ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- allocate sufficient time and resources to enable them to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively
- ensure that child's safety and welfare is addressed through the curriculum.

The Role of the Governors

The Chairman of the Board of Governors will liaise where necessary and with due regard to issues of confidentiality with the DSLs about allegations of abuse. The Chairman of the Board of Governors will review the policy annually and the efficiency with which the related duties have been discharged.

7. Good practice guidelines

To meet and maintain our responsibilities towards students, the school community agrees to the following standards of good practice;

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decision-making which affects them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in child's behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, e-safety plans and information-sharing
- asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of neglect and or abuse.

8. Abuse of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards all students must be beyond reproach. In addition, staff should understand that, under the law of Turkey, 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 child under 18 may be a criminal offence, even if that child is over the age of consent.

9. Students who may be particularly vulnerable

Some students may be at an increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our students receive equal protection, we will give special consideration and attention to students who are:

- disabled or have special educational needs
- living in a known domestic abuse situation
- affected by known parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

10. Support for those involved in a child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the students and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest
- responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety

- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of help lines, counseling or other avenues of external support
- following the procedures laid down in our complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

Informing Parents

This policy is available on the school website. It is also included in the staff handbook.

Supporting students and their families

There is a need for great support for any child undergoing a child protection referral and investigation and often the support is limited to what we as a school can offer.

We aim at least to provide a secure school environment in which the child feels valued and protected.

Whenever possible the DSLs will make themselves available to discuss individual students or situations with concerned members of staff/volunteers.

Wherever possible we will offer support to the family of the child or students involved in a child protection investigation within the time and expertise constraints of our role and our staff.

The welfare of the child remains paramount and all staff/volunteers must remember the limits of confidentiality and the requirements of the law of the land.

11. Complaints procedure in respect of poor practice behaviour

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

Complaints from staff are dealt with under the school's Complaints Policy.

12. If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child 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 Complaints Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Deputy/ Director. Complaints about the Deputy/ Director should be reported to the Chair of Governors.

13. Staff who are the subject of an allegation

When dealing with an allegation against a member of staff/volunteer, it is vital to keep the welfare of the child as the central concern, as with standard child protection procedures. A balance needs to be struck between supporting and protecting the child and keeping the effects of a possible false allegation to a minimum.

In dealing with any allegation the officers and the governors need to balance:

- the seriousness of the allegation
- the risk of harm to students
- possible contamination of evidence
- the welfare of the person concerned

Any allegation against a Director/DSL should be reported to the Chairman of the Board of Governors via one of the other DSLs.

It is important for staff to avoid allegations of incautious behaviour with students. For example, one-to-one tuition, sports coaching, conveying a student by car, or engaging in inappropriate cyber/mobile telephone

communication with a student. It is unrealistic to suggest that staff should never touch students. We recognise that at times of distress touch is one way of offering reassurance and comfort. However, touch is a sensitive issue. Touching may be misconstrued and can feel invasive.

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 adults do pose a serious risk to student's welfare and safety and we must act on every allegation made. 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 students are protected.

If a member of staff/volunteer has any suspicions as a result of something that a child has said or that they have noticed they should report it directly to the Directors.

If the DSLs for child protection are not available they should report their concerns to Campus Coordinator/Dean of Students.

Staff must:

- allow a child to make the disclosure at their own pace and in their own way
- avoid interrupting, except to clarify what the child is saying
- not probe for any information that the child does not volunteer

Allegations of abuse by one or more students against another

There is a whole school Behaviour Policy, Harassment Policy and Anti-Bullying Policy all of which should be viewed in conjunction with this policy.

Reporting Cases of Abuse

BISI recognises that it is an agent of referral and not of investigation. It fully accepts that the investigation of child abuse is the responsibility of the relevant police department and will do everything possible to support and assist them in their task.

The Chairman of the Board of Governors is responsible for reporting cases of actual or suspected abuse to the relevant police department within 24 hours. Contact details are as follows:

The Police Department in charge of child/student related issues in Besiktas: 0212 263 61 24

The Police Department in charge of child/student related issues in Sariyer: 0212 287 88 94

In the case of a member of staff/volunteer, it is the responsibility of the Chairman of the Board of Governors to report to the authorities, anyone whose services are no longer used because he or she is considered unsuitable to work with students.

14. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. Staff will receive child protection training once every three years. DSLs will ensure that new staff have read and understood this policy.

One of the DSLs will receive refresher training every two years. This training is normally provided through the annual COBIS (Council of British International Schools) conference. All staff (including part-time staff and volunteers) will receive training from the trained child protection officer.

15. Safe Recruiting

The school follows a policy of safe recruiting. Checks are required for all adults that come in contact with students.

- For those appointed from the UK or who have worked in the UK, the school initiates DBS (Disclosure and Barring Service) checks.
- For those appointed from other countries, the relevant police or other check are required, as listed on the English DBS website.
- For Turkish citizens, a certificate from the Public Prosecutor's Office in their area of residency or the General Directorate for Criminal Records in Ankara, is required.

16. Record Keeping

Any member of staff/volunteer receiving a disclosure of abuse from a child or noticing signs or symptoms of possible abuse in a child must make notes as soon as possible, on an Incident Report Form, writing down as exactly as possible what was said or seen, putting the scene into context and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

All hand written notes will be kept, even if they are subsequently typed up in a more formal report.

All records of a child protection nature should be handed to the DSL and will be kept securely by him/her. Access to those records is on a need to know basis and decisions about access will be made by the DSLs.

When a child leaves the school, the DSL will inform the child's new school immediately and discuss with the child's class/form teacher the transfer of any confidential information the school may hold.

A vital part in detecting abuse is effectively monitoring and recording of student's progress and behaviour in school. This is particularly important where a child is giving cause for concern but there has been no disclosure or physical evidence of abuse, or if the child had communication difficulties or is too young to give much verbal information.

Records need to be as accurate and objective as possible. Signs of physical injury, instances of behavioural disturbance or disclosures should be recorded as precisely and as soon as possible. Explanation of injuries given by the child or an adult need to be recorded accurately. Key features of a biographical report are:

- it should record the child's full name, age and date of birth, and the parents' names and addresses
- it should be written in a formal but clear style
- any assessment needs to be supported by evidence
- it must make clear that any questions the child was asked were open ended and that the child was not put under pressure
- it should use the child's own words
- it should present any conclusions reached by staff/volunteers as their views and not as fact.

The DSLs for child protection have the responsibility for collating and reviewing as well as maintaining and storing the records.

17. Photography and Images

The vast majority of people who take or view photographs or videos of students do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse students through taking or using images, so we must ensure that we have some safeguards in place. To protect students we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use students' names with images online.
- use only the students' first names with an image
- ensure that students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

17. E-Safety

Most of our students 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 students. The harm might range from sending hurtful or abusive texts and emails, to enticing students to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chat rooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites whilst in school.

18. Other Possible Issues

If other possible issues arise such as FGM, radicalisation and extremism, the DSL will review this policy.

19. Confidentiality

Staff/volunteers must make it clear to a student who is making a disclosure that they cannot keep the information confidential.

We need to keep a delicate balance between how much information to divulge and to whom, about a student, who has/may have been abused: members of staff/volunteers need to be alerted about the concerns about the student, who also needs to be protected from too many people knowing everything about their lives. All staff need to understand that information should only be shared on a need to know basis.

20. The Curriculum

Staff will use many different elements of the school's PSHE curriculum to raise students awareness and build their confidence so that they have a range of contacts and strategies to ensure their own protection and that they understand the importance of protecting others.

This policy is under constant review. Any deficiencies or weaknesses will be remedied without delay.

Latest Review: Tuesday 15th March 2016

Additional information

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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 students 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 students. 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 students frequently to feel frightened or in danger, or the exploitation or corruption of students. 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 and non-penetrative acts. They may include non-contact activities, such as involving students in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging students to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. ([Definitions taken from Working Together to Safeguard Students](#))

Bullying

While bullying between students is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All students and parents have access to the Anti-bullying Policy on our website and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the DSL will consider implementing child protection procedures.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as students may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many students do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

If a child discloses information to you

It takes a lot of courage for a child to disclose that they are being neglected and or 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.

If a child 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 child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child:

- Allow them to speak freely.

- Remain calm and do not over react – the child 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 child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child 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 child what will happen next. The child may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the DSL.
- Write up your conversation as soon as possible on the record of concern form and hand it to the DSL.
- Seek support if you feel distressed.

Confirmation of receipt of Safeguarding Students and Child Protection 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 child protection policy.
I have been made aware of my duty to safeguard and promote students'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 DSL.

School Welfare Concern Form

Use this form to record any concern about a child's welfare and give it to the DSL for child protection.

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 child protection record of concern form instead, and hand it to the DSL today.

Child's full name

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 DSL

Class
Class teacher/form tutor

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:

Child's details

Full name

Address

Telephone

Date of birth

Gender: Male Female

Are there any 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?

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 DSL 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 DSL 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 DSL is unavailable, hand it to 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.