

Safeguarding & Child Protection Policy

**Westminster Cathedral Catholic
Primary School**

Date of Policy: September 2018 **Date of Next Review:** September 2019
Presented to Governors: September 2018
Person Responsible: Alexandra Stacey

- **Designated person – Alexandra Stacey (Headteacher)**
- **Governor responsible for Child Protection – All Governors**
- **Identified Link Governor –Mr Richard Balloqui**

1. Aims

The governors and staff of Westminster Cathedral Catholic Primary School fully recognise the significant contribution the school makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm. All staff and Governors believe that our school should provide a caring, positive safe and stimulating environment, which promotes the social, physical and moral development of the individual child.

The aims of this policy are:

- To establish a safe environment in which children can learn and develop.
- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and support staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To develop a structured procedure within the school which will be followed by all members of the school community for identifying and reporting cases of suspected abuse or risk of abuse.
- To emphasise the need for good levels of communication between all members of staff.
- To explain the system and procedure within the school which will be followed by all staff if they are worried about a child's welfare or if they are being abused.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To support pupils who have been abused in accordance with their agreed child protection plans.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

To ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children we have a separate Safer Recruitment Policy.

We recognise that our school staff have a duty to share information which will make an important contribution to the assessment of a child who may be in need of services from the Local Authority and we will develop effective links and cooperate as required including attendance at case conferences. Our school procedures for safeguarding children will be in line with the Local Authority (LA), the Local Safeguarding Children's Board (LSCB), The All London Child Protection procedures and Working Together to Safeguard Children guidance.

We will ensure that:

- We have a designated member of staff who undertakes regular training every 2 years: **Alexandra Stacey (Headteacher)**
- We have a member of staff who will act in the designated teachers absence: **Sandra Brierely & Angela Hatch**
- We have a member of the governing body linked to Child Protection – **Mr Richard Balloqui**
- Depending upon their role, all members of staff will undergo basic Safeguarding and Child Protection training and develop their understanding of the signs and indicators of abuse and receive regular updated training as required but at least every 3 years
- All members of staff know how to respond to a pupil who makes an allegation or appears to be vulnerable or at risk
- All temporary staff and volunteers having contact with our pupils will be DBS checked and given a copy of this policy.
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding and Child Protection procedures by this policy being available on the school website.
- All pupils are aware of who they can talk to in school if they are worried or concerned.
- Our procedures are updated and reviewed at least annually.
- All new staff are given a copy of the Safeguarding and Child Protection Policy as part of the Induction to the school.
- Child Protection Awareness and updates will be carried out as part of our INSET and CPD with all staff annually with a staff discussion and review of the Policy taking place in September each year.

2. Implementation

Responding to disclosure and Referral Procedures

If a disclosure is reported to you:

1. Ensure the young person is safe and reassured. Respect their right to privacy and time to talk without interruption.
2. Listen to what is being said to you without pressure, judgment or horror. Do not ask leading questions. Always believe what the child has told you. A young person who is freely recalling significant events should not be interrupted.

3. Reassure the young person calmly and gently that they have done the right thing in telling you. Do not promise confidentiality. You must inform the Designated Teacher for Child Protection. Explain to the young person that to safeguard them, you must pass on the information that they are telling you. Tell them what will happen next, who you will tell and when.
4. Do not ask the young person to remove any items of clothing to show you any injuries.
5. Report what you have disclosed to the designated teacher as soon as possible.
6. Record in a clear and precise way what the young person has told you immediately whilst it is still fresh in your mind using the agreed disclosure form. Appendix A
7. Use actual words of sentences spoken by the young person rather than an interpretation of what was said.
8. Specific facts relating to named people, dates, times, places and context of disclosure should be recorded accurately.
9. Ensure you have signed, stated who you are and dated the recording.
10. If any injuries are visibly shown, record where they are and what they look like.
11. Remember, all recordings must be accurate and factual and dated as you may be required to produce the information as evidence for any further action that may be required.

Timing of referrals

Schools have no legal right to stop the young person from going home at the end of the school day, so it is vital that referrals are made as early as possible, especially if it is believed that the young person would not be safe in going home. It is particularly important that concerns about the safeguarding and protection of a child or young person is raised as soon as possible to ensure that matters can be dealt with prior to any school holiday breaks. This is in order to safeguard the young person and ensure systems are in place but also to ensure relevant staff are available to attend any strategy meetings, conferences or to provide reports.

Procedure for staff dealing with concerns about children (including peer on peer abuse)

Actions (including early help) where there are concerns about a child

If a staff member has any concerns about a child s/he should discuss these with the DSL or the Deputy DSL. The DSL (or Deputy DSL if appropriate) will decide on an appropriate course of action. This discussion and actions taken will be recorded.

All staff should be aware of the early help process, and understand their role. This includes:

- identifying emerging problems and potential unmet needs;
- liaising with the DSL;

- sharing information with other professionals to support early identification and assessment;
- in some cases, acting as the lead professional in undertaking an assessment of the need for early help.

All staff should be alert to identifying children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. If a member of staff has a concern that a child may be in need of early help then s/he should, in the first instance, discuss early help requirements with the DSL.

Actions: Pupil Mentor will contact the family to enquire why the attendance is low. Help is offered. Warning letter is sent.

If no improvement and persistent – further letter, request to see Head Teacher

Referral to Early Help:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/home.page>

Westminster - accesstochildrensservices@westminster.gov.uk or tel: 020 7641 4000

Tri- borough Safeguarding school board.

www.rbkc.gov.uk/lscb/

Peer on Peer abuse

All staff should be alert to the risk of Peer on Peer abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of abusing their peers; they should never dismiss abusive behaviour as a normal part of growing up, or "banter", and should not develop high thresholds before taking action. Peer on Peer abuse should be taken as seriously as abuse by adults.

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with the above procedure. If a child is in immediate danger or at risk of harm, a referral to children's social care and/or the police should be made immediately.

Children with Special Educational Needs or Disabilities

Additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by bullying – without outwardly showing any signs;
- Communication barriers and difficulties overcoming these barriers.

The study skills department works with these pupils and help to identify such barriers; and the staff there provide another opportunity, in addition to those available to all pupils, for these children to raise safeguarding concerns.

Looked After

Supporting and Safeguarding Children

- We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self worth. We recognise that a child in these circumstances may feel helpless and humiliated, and self blame. They may feel helplessness, humiliation and some sense of blame.
- We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. School may be the only stable, secure and predictable element in the lives of children at risk.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all pupils by:

- Ensuring children know there are adults in the school whom they can approach if they are worried.
- Establishing and maintaining an environment where children feel secure, are encouraged to talk and are listened to.
- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children such as Social Services, Child and Adult Mental Health Service, Education -Welfare Service and educational Psychology Service.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Supporting Staff (including Supply Staff)

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Confidentiality

- We recognise that all matters relating to Child Protection are confidential. The Headteacher or Designated Teacher will disclose any information about a pupil to other members of staff on a 'need to know' basis only.
- All staff must be aware that they must respect pupil confidentiality and must not discuss Child Protection cases with anyone other than the designated person, and be mindful of staffroom chatter, including when discussing past pupils.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets. Child Protection information will be sent through a secure electronic system or courier if required. Pupil Child Protection records will not be sent by post.

Safer Recruitment

We ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children. Commitment to safeguarding is made clear at all stages of the recruitment process as detailed in the Safer Recruitment Policy. All members of staff must have a current Disclosure and Barring Service (DBS) check and new staff employed on a permanent basis by the school will undergo a new DBS check.

Whistle Blowing

We recognise that children cannot be expected to raise issues that worry them if they feel unsafe or they feel that they will not be taken seriously or where staff fail to act in response to their concerns. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues in regard to their behaviour or actions of colleagues as detailed in the Whistle Blowing Policy (a copy is displayed in the school office and staff notice board).

Physical Intervention

Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Bullying, E-safety and Cyber Bullying

Bullying is a Safeguarding and Child Protection issue. Bullying includes physical, verbal, written as well as bullying on the internet or mobile phone. It may be homophobic or racial in content. Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Please refer to Anti-Bullying Policy.

As with all forms of harm or abuse, there is no exhaustive list of signs or indicators to watch out for. But these can include: changes in children's behaviour, demeanour, physical appearance and presentation, language or progress.

If you are concerned that a child's safety is at risk because you suspect someone is using communication technologies (such as social networking sites) to make inappropriate contact with the child:

1. Report to and discuss with the named child protection officer in school and contact parents.
2. Advise the child on how to terminate the communication and save all evidence.
3. Contact CEOP <http://www.ceop.gov.uk/>
4. Consider the involvement of police and social services.
5. Inform LA e-safety officer.

Children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology: they must be able to do this without fear.

All staff, parents and pupils must sign their agreement to an Acceptable Use Policy. This details the use of mobile telephones, photography, computers and the internet.

Domestic Violence

Domestic Violence is a safeguarding and child protection issue. Any child who has been witness to or involved in incidents of domestic violence will have suffered a degree of trauma, and is likely to be at risk of emotional damage and/or physical injury. Allegations of domestic violence or risk of witnessing such incidents will be referred to the Duty and Assessment Team

Forced Marriage

All staff need to be aware of any signs that indicate a pupil is concerned that they may be taken away. There need to be close monitoring of attendance and checks on requests for holidays abroad and request for leave of absence.

Female Genital Mutilation (FGM)

“Female Genital Mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or non-therapeutic reasons.”
(World Health Organisation-1997)

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

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure. Many girls may not be aware that they may be at risk of undergoing FGM.

Westminster Cathedral Primary School has decided to take proactive action to protect and prevent our girls being forced to undertake FGM.

The Headteacher and Governors do this in 3 ways:

1. A robust attendance policy that does not authorise holidays, extended or otherwise.
2. FGM training for DCPT and disseminated training for all staff at the front line dealing with the children
3. Comprehensive PSHE and Relationship and Sex Education delivered to KS2 children.

A child who has undergone FGM should be seen as a child protection issue and current procedures will be followed.

Extremism & Radicalisation (Prevent)

We will help support pupils who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe a pupil is being directly influenced by extremist materials or influences we will ensure that pupil is offered mentoring. In such instances our school will seek external support from the Local Authority and/or local partnership structures working to prevent extremism. However, staff will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours

in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive)

Therefore all adults working (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headteacher, including any harm through extremism or radicalisation.

Racist Incidents

Our policy on racist incidents is set out in a separate Racial Equality policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Photography

Photos can only be taken of children by external parties if written permission has been received from the parents. Children names must never be published with photos that are to be published for a wider audience. Sample letters requesting permission are stored on the network in the letters file. An Acceptable Use Agreement is signed by parents at the start of each academic year.

Child Trafficking & Sexual Exploitation

The school has set procedures for passing on information when pupils move school. Westminster Education Welfare Department will be contacted if pupils do not return to school and they will not be removed from the school roll until the Educational Welfare Officer authorizes this action.

Prevention

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.

- Include in the curriculum opportunities for PSCHE which equip children with skills they need to stay safe and to know to whom they should turn for help.
- Ensure children do not have access to internet chat sites at school and are warned of the dangers of using these sites outside of school.

Organisation of Curriculum Time

- Both key stages have regular circle time including direct and indirect teaching of self-esteem and respect for ourselves and others. (See PSHCE policy)
- The PSCHE /Citizenship curriculum develops the skills children need to recognise and stay safe from abuse. (See Sex and Relationships Policy and curriculum)
- The Science curriculum includes sex education, and health and hygiene education. (See Science policy)
- Pupils are provided with good lines of communication with trusted adults, supportive networks and an ethos of protection.
- An ethos is maintained where children feel secure and are encouraged to talk and are always listened to.
- All children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- We keep doors to all rooms open wherever adults are working with children.

3. Responsibilities

Governors

Governors are responsible for:

- Ensuring there a nominated governor responsible for Safeguarding and Child Protection.
- Ensuring there is a nominated senior person for Safeguarding and Child Protection who has received appropriate training and support for this role.
- Ensuring the school has an up to date Safeguarding and Child Protection Policy, and they are aware of the contents and procedures described in the policy.

- Ensuring that all matters relating to a child are kept confidential, and information is shared with other staff on a need to know basis
- Mediating if an allegation has been made against the Head Teacher. The Chair will discuss the content of the allegation with the LA Lead Officer for Safeguarding and Child Protection and follow LA procedures for managing allegations against staff.

Designated Teacher/Headteacher

Alexandra Stacey is the designated member of staff who undertakes regular training, and is responsible for the following, with Selina Simmons & Angela Hatch seconding this position:

- Following the procedures set out by the Local Safeguarding Children Board, Westminster Local Authority and the Diocese of Westminster and taking account of guidance issued by the Department for Education.
- Ensuring every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensuring all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibilities and boundaries which are: identification, assessment, listening, recording and referring to the Designated Teacher.
- Ensuring all staff sign annually to show they have read and understand the Safeguarding & Child Protection Policy, the latest Safeguarding advice and the Disqualification by Association Policy.
- Ensuring that parents have an understanding of the responsibility placed on the school and staff by posting the policy on the school website.
- Involve parents in Safeguarding and Child Protection concerns except where (1) this would put the child at risk or (2) there has been an allegation of sexual abuse.
- Developing effective links with relevant agencies and cooperating as required with their enquiries regarding Safeguarding and Child Protection.
- Ensuring all staff receive induction training on appointment and that training is undertaken every three years.
- Ensuring all staff and volunteers have basic Safeguarding and Child Protection training and provide regular inset on legislation and procedures.

- Keeping confidential written records of concerns about a child even if there is no need to make an immediate referral and ensuring that all such records are kept confidentially and securely and are separate from pupil records with an indication of further record-keeping being marked on the pupil records.
- Once an incident has been reported, consulting with or reporting any disclosures by making a referral to The Duty, Referral and Assessment Team or, if the child is already known to Social Services, the allocated Social Worker or named team with responsibility. A referral will need clarification of the reason for the referral, details of the young person (name, d.o.b, address and other agencies involved), nature of concern, any urgent action required, any need for medical attention, whether the parents are aware of the referral and any action required to gain parental consent. The referral will be recorded in the CP file, signed, dated and recording the name of the person spoken to.
- Ensuring that any pupil currently on the concerns register who is absent without explanation for two days or if there are any changes that cause concern is referred to Social Services
- Liaising and working together with all other support services and agencies adhering to guidelines regarding children on the concerns register.
- Sharing information with Social Services if they are making enquiries about a child or family where there are CP concerns. Share at Case Conference or strategy meeting if one is called.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded.
- Developing and following procedures where an allegation is made against a member of staff.

Class teachers, support staff, supply staff and volunteers

Our school procedures for safeguarding children will be in line with LA and ACPC procedures. Teachers, support staff, supply staff and volunteers will ensure that:

- They sign annually to show they have read and understand the Safeguarding & Child Protection Policy, the latest Safeguarding advice and the Disqualification by Association Policy.

- They are aware of and adhere to the schools Safeguarding and Child Protection policy and guidelines at all times.
- They are aware of their duty of care and acceptable, professional behaviour towards children; know that any physical punishment is against the law and any verbal or physical contact that worries or intimidates a child may lead to a complaint.
- They respond to a pupil who discloses abuse in a calm, non-judgemental way. Allow the child to talk, but do not promise to keep secrets. Listen supportively but do not ask direct questions. Write the conversation/incident down on the form provided immediately, and pass to the designated person (See appendix A for the correct form).
- All matters relating to a child are kept confidential, and information is shared with other staff on a need to know basis.
- Encourage self-esteem and self-assertiveness whilst not condoning aggression or bullying.
- Promote a caring, safe and positive environment within the school.

Professionals in all agencies have a responsibility to refer a child to children's social care when it is believed or suspected that that child has suffered significant harm, is likely to suffer significant harm, has developmental and welfare needs which are likely only to be met through the provision of family support services (with agreement of the child's parent /legal guardian). If ever in doubt you must inform the Child Protection Co-ordinator who is encouraged to contact the local duty and assessment social work team.

Allegations against Staff

We understand that a child may make an allegation against a member of staff.

- If a pupil makes an allegation against a staff member, the member of staff will immediately inform the Head teacher (or the next senior teacher in their absence) unless the allegation is about the headteacher.
- The headteacher on all such occasions will discuss the content of the allegation with the LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer and their HR officer

- If the allegation made to a member of staff concerns the Headteacher, the member of staff must speak to the Chair of Governors who will then immediately discuss the content of the allegation with the LA Lead Officer for Safeguarding and Child Protection who is the nominated senior officer or the LADO (Local Authority Designated Officer and their HR officer.
- The school will follow the Diocese, LA and LSCB procedures for managing allegations against staff, a copy of which will be readily available.
- The Headteacher, Deputy or Chair of Governors may ring the Local Authority Designated Officer or the LA Lead Officer for consultation at any time.
- Staff will be supported by the learning mentor if the headteacher is leading the investigation.

Note: If a strategy meeting is called the meeting will decide:

1. *Whether there should be a S47 Child Protection investigation*
2. *Whether there should be a criminal investigation*
3. *Whether there should be an investigation under LA Disciplinary Procedures*

Staff contact with pupils

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

4. Monitoring and Reporting

Staff discuss concerns with the designated teacher and record observations correctly using the child's own words and adult responses as soon as possible, using the correct form (See appendix). Written records of concern will be kept about children even if there is no need to refer the matter immediately. All record will be kept securely, separately from the main pupil file, in a locked location in the headteacher's office.

5. Health and Safety

Our Health and Safety policy reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

Related policies-Anti-Bullying, Behaviour, CPD/Induction, Health and Safety, ICT Acceptable Use Policies-Staff, Parents and Pupils, Managing Equalities, PSCHE, Sex and Relationships, Safer Recruitment, Whistle Blowing

Essential reading (all available in the Headteachers Office)

The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 (update March 2015)

Keeping Children Safe in Education September 2018

Keeping Children Safe in Education September 2018 – Statutory guidance for schools and colleges

Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

What to do if you're worried a child is being abused: Advice for practitioners March 2015

London Child Protection Procedures and Practice Guidance May 2018

United Nations Convention on the Rights of the Child

Appendix 1



Disclosure Form

This form should be used when a pupil discloses to any member of staff or volunteer that they or another pupil is suffering or is at risk of abuse.

Dos and Don'ts

Do:

- allow the pace of the conversation to be dictated by the pupil
- ask neutral questions which encourage the pupil to talk such as “can you tell me what happened?”
- accept what the pupil says and do not ask for further detail
- acknowledge how hard it was for them to tell you
- reassure the pupil that they have done the right thing
- explain whom you will have to tell (the DCPO) and why

Don't:

- burden the pupil with guilt by asking questions such as “why didn't you tell me before?”
- interrogate or pressure the pupil to provide information
- ask any questions that start with the words, how, what, when, where and why
- undress the child or examine clothed parts of the child's body
- criticise the perpetrator
- promise confidentiality or make promises that you cannot keep such as “it will be alright now”

1. You

Your name.....

Date.....

2. The Pupil

Name of Pupil.....

DOB.....Class/Year

Parent/carers.....

3. The Alleged Perpetrator

If the pupil has named or described the alleged perpetrator, note the details here:

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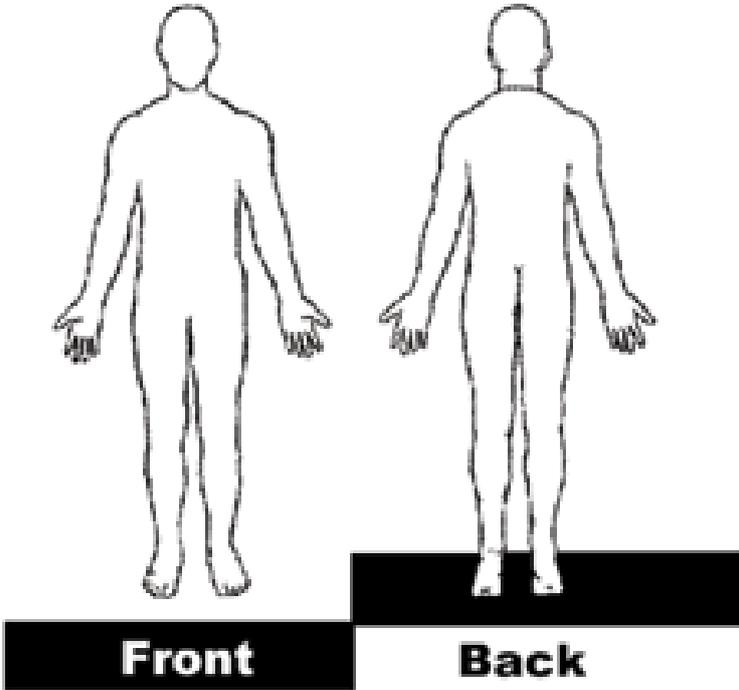
4. The Disclosure Record of conversation (use continuation sheet if necessary):

- Record what was said by the pupil and by you
- Use the exact words and phrases used by the pupil
- Clearly distinguish between fact, observation, allegation and opinion
- Note the non-verbal behaviour and the key words in the language used by the pupil

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Use the Body map below to indicate (with an 'X') any injuries that the child discloses – or that are obvious as they are speaking to you.



Did the pupil name witnesses? If so, note them here:

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Was anyone else present during the disclosure? If so, note them here:

.....

5. Consent to Share

Was the pupil able to provide informed consent (please circle)? Yes/No
If so, how did you seek consent?

- Specifically, what did you explain, what questions did you ask and what were the responses?

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Did the pupil provide consent to share (please circle)? Yes/No

If yes, what did the pupil say?

- Note the exact words used by the pupil

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If no, did you explain that you would have to share this information with the DCPO and who else might receive this information and why (please circle)?

Yes/No If yes, what did the pupil say?

- Note the exact words used by the pupil

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6. Additional Information

Any other comments

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Signed..... **Time and date**

This form and any notes taken must be passed to the DCPT Alexandra Stacey or in her absence to Selina Simmons or Angela Hatch as soon as possible – ideally immediately (without leaving the child distressed and alone. It must ALWAYS be no later than the end of the timetabled day. If the allegation or complaint is made against the Head Teacher, this information should be passed directly to the Chair Governors/LADO.