



ISH

INTERNATIONAL
SCHOOL OF
HELSINKI

CHILD SAFEGUARDING

Policy and Procedures
for ISH Handbook

PREVENTION

PROTECTION

SUPPORT

EXECUTIVE SUMMARY

International School of Helsinki Child Safeguarding Policy

ISH promotes the values of respect, integrity, compassion and responsibility and seeks to “foster wellness”. The ISH Child Safeguarding Policy seeks to protect the student, the family and the ISH community. It ensures that the right to protection and access to confidential support systems is available to all students.

This policy is based on the Child Protection work of the American School of Zagreb and the Jakarta Intercultural School and acknowledges the advanced work in Child Safeguarding JIS has developed. This policy has been developed in line with the International Task Force on Child Protection, The Association of International Schools in Africa, the relevant Finnish Child Protection Laws and the United Nations Convention on Child Rights. The Central and East European Schools Association (CEESA), the US State Department and Office of Overseas Schools contributed to the development of this policy and training are acknowledged as Child Safeguarding advocates. This policy is approved by the ISH School Board.

Duty of Care

Child abuse and neglect are of growing concern in schools throughout the world. Child abuse and neglect are violations of a child’s human rights and are obstacles to a child’s education as well as to their physical, emotional, and social development.

The International School of Helsinki (ISH) has an institutional responsibility to protect children. In this role we need to ensure that all children in our care are afforded a safe and secure environment in which to grow and develop, no matter what cultural background they come from. As educators, we have the opportunity to observe and interact with children over time on a daily basis, and are in a unique position to identify children who need help and protection. As such, we have a professional, ethical and legal obligation to identify children who are in need of protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All faculty and staff at the International School of Helsinki are mandated to report their concerns about the well-being of any student. Reporting and follow up of all suspected incidences of child abuse or neglect will proceed in accordance with Standard Operating Procedures linked to this policy. Furthermore, cases of suspected child abuse or neglect will be reported to local authorities in accordance with Finnish legislation.

The International School of Helsinki endorses the Convention on the Rights of the Child, of which our host country,

Finland, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. The International School of Helsinki will make this policy available to all parents through its website. It will annually carry out training with all faculty and staff on child protection issues, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, The International School of Helsinki will conduct a full investigation following a carefully designed course of due process.

UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child includes 54 articles to which governments are expected to be signatories. The principal articles, relevant to ISH, include:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 19: [Governments] must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them

Article 39: Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Definition of Child Abuse and Neglect

The International School of Helsinki has a rich and diverse community with multiple cultural beliefs, values and practices. To respect the global nature of the community, for the purposes of our Child Safeguarding policy, we have chosen to follow the World Health Organization's (WHO's) definition of abuse and neglect.

THE WHO DECLARES:

"Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

For the purposes of this document a CHILD is defined as being any person under the age of 18 or any person enrolled at ISH as a full-time student, even if that person has reached his/her 18 birthday.

A detailed explanation of the different types of child abuse and possible symptoms is given in [Annex 1](#).

STANDARD OPERATING PROCEDURES (SOP)

There are three main elements to our Child Safeguarding policy and procedures:


- ◆ **PREVENTION** through the creation of a positive school atmosphere and the teaching and pastoral support offered to students.
- ◆ **PROTECTION** by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Safeguarding concerns.
- ◆ **SUPPORT** for students who may have been abused.

Organizational Framework

Child Safeguarding is the responsibility of all adults and especially those working with students. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the Child Safeguarding Team. It is the role of the Head of School to ensure that all of the child safeguarding procedures are followed within the school. If for any reason the Head of School is unavailable, the Deputy Head will act in his or her absence. Additionally, it is the role of the Head of School to ensure that all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal procedures, to advise staff and to offer support to those requiring this.

The Head of School is responsible for ensuring that the Child Safeguarding Team is convened on a quarterly basis to:

- ◆ Review the Child Safeguarding Policy and Procedures Manual (annually)
- ◆ Report of the number and nature of Reports of Concern logged across the school
- ◆ Plan and report on training.
- ◆ Review and consider lessons learnt from specific incidents.



The **Child Safeguarding Team** will include the Head of School, the School Counselors, the School Nurse and the Individualised Learning Coordinator. The role of the Head of School is to review all cases referred to him/her and ensure that cases are referred to external agencies when there is sufficient evidence.

The role of the School Board is to ensure that the school has an effective policy and to support the school in the fulfillment of this policy. All adults working with or on behalf of students have a “Duty of Care’ to report concerns. There are, however, key people within the school organization who have specific responsibilities to assess and evaluate those concerns in accordance with Child Safeguarding procedures. The names of those carrying out these responsibilities for the current year are listed in [Annex 2](#). The Counseling Team is responsible for handling specific reports of concern, working with the student and/or family to ensure that the child’s interests are protected. They are also responsible for notifying the Head of School of all reported concerns through the Incident Reporting System, and of alerting him/her of any serious allegations that might require additional intervention given the nature and severity of the report.

RECRUITMENT

It is the school's responsibility to ensure, as far as is practicable, that its employees are suitable people to work with children. ISH implements a number of checks during its recruitment process with the aim of ensuring that:

- ✦ Candidates who have a criminal record or about whom there have been some concerns about their suitability to work with children are not offered a position.
- ✦ Successful candidates fully understand their responsibilities towards Child Safeguarding while employed at the school.
- ✦ ISH maintains appropriate records that might be required in a possible future investigation or inquiry.

ISH will work with the Recruitment Agencies (ISS, Search, and CIS) to ensure that the reference checks and background screening undertaken by such agencies compliments ISH's own recruitment protocols. Background checks will be carried out for all local staff and for those expatriate staff who are not able to provide a police clearance certificate or there are concerns about the reliability of such certificates.

Employment Records

The following records will be maintained by ISH in respect of every employee, either in hard copy or digital format:

- ✦ Full CV (any gaps in employment accounted for)
- ✦ Statement of Suitability by the candidate
- ✦ Reference checks that cover the last two periods of employment
- ✦ Certified copies of education certificates.
- ✦ Signed "Acknowledgement of Code of Conduct"

Police Reports from Home of Record and Place of last employment need to be presented when joining the school. These records cannot be kept on file, however.

ISH's Recruitment Protocols are summarized below:

- ✦ **APPLICATION** - Candidates are required to sign a "Statement of Suitability" stating that they do not have a criminal record, know of no reason why they should be considered unsuitable to work with children, and giving their consent to a Background Check should they be considered a suitable candidate.
- ✦ **INTERVIEW** - At least one member of the interview process will have been trained in Safer Recruitment protocols and will be tasked with asking candidates about their Child Safeguarding experiences.
- ✦ **SCREENING** - A job offer will be made conditional on satisfactory references from at least two previous employers. Candidates should present a police clearance certification from their Home of Record. ISH will request a full background check by an external agency where it is deemed appropriate.
- ✦ **CONTRACTUAL EMPLOYEES** will be required to:
 - Sign an Acknowledgement of Code of Conduct with each contract renewal
 - Undergo full Child Safeguarding training as part of their orientation and then every three years thereafter.
- ✦ **HR** - ISH will maintain records to ensure compliance in respect of the above for every employee
- ✦ ISH's **STATEMENT OF SUITABILITY** is given in [Annex 3](#).

Code of Conduct

Every employee will be expected to sign an **Acknowledgement of Code of Conduct** with each contract renewal. A copy of the Code of Conduct and form are given in [Annex 4](#).

If an employee is observed to be acting inappropriately towards, or in the presence of, a student, then this must be reported to the Head of School and will be dealt with confidentially as a disciplinary matter.

TRAINING

All adults who are regularly on ISH's campuses will be expected to undergo appropriate training on a regular basis depending on their level of engagement with students and their roles with regard to Child Safeguarding. Initial training will be delivered in-house, normally during the orientation process. Thereafter, staff will be expected to undergo refresher training at least every three years. Staff members will verify that they have read our Child Safeguarding manual and understood how to report concerns.

Training will also be given to volunteers and coaches who regularly interact with students on campus.

A strong part of the ISH culture is the warmth and openness of relationships between staff and students. ISH believes that these should be preserved while ensuring that all students remain safe and comfortable while at school.

Staff and Student Interaction Guidelines are given in [Annex 5](#). Training will also be given to volunteers and coaches who regularly interact with students on campus.

Training hierarchy

ALL ADULTS - All adults who are regularly on campus, including parents.

General Duty of Care: ISH Child Safeguarding Policies and Procedures, how to report concerns

FACULTY - Faculty and others who are in regular contact with students (trusted adults)

Understanding Child Safeguarding, types and symptoms of abuse, how to handle disclosures and discuss child safeguarding issues with peers

COUNSELING STAFF

- ◆ Serious case reviews, information sharing and documentation, framework for assessment, specific types of abuse
- ◆ Working with students and families
- ◆ How to follow up with a reported concern
- ◆ When to make referral

REPORTING CONCERNS

“Doing nothing is not an option.”

All adults have a duty to act if they have a concern about a child’s welfare. Abuse can take many forms. Frequently both victims and perpetrators work hard to conceal that abuse is taking place. A concern may just be a “gut reaction” to something heard or observed which doesn’t feel right. It may be more specific by way of a witnessed event or disclosure. Whatever the nature of the concern, adults will be expected to:

- ◆ Recognize their concern.
- ◆ Make a written report by completing a **Record of Concern Form (Annex 6)** which can be downloaded from the ISH Good Morning site.
- ◆ Pass on their concern to a member of the Child Safeguarding Team within 24 hours. A specific disclosure by a student must be reported before the close of the school day. Concerns or alerts may be as a result of:
 - **OBSERVED** student behavior (physical, emotional, change in behavior)
 - **HEARSAY** (third party disclosure)
 - **DISCLOSURE** (specific report made by a student directly or via a trusted adult)
 - **OBSERVED** adult behavior (breach of Code of Conduct)

Certain students may be the subject of discussion at SST meetings. If the consensus of the SST team is that there is evidence that some of a child’s learning or behavioral issues may be due to some form of abuse, then a **Record of Concern** should be completed and submitted to the responsible for that student at the conclusion of the meeting.

Handling a Disclosure

Any adult, to whom a student makes a disclosure, must:

LISTEN carefully to what is said. Don't interrupt or prompt. Let the child tell the story in his/her own words.

Use **TED** questions:

- ◆ **TELL** me what happened
- ◆ **EXPLAIN** what happened
- ◆ **DESCRIBE** what happened.

REASSURE the child that they are right to speak up. Be calm, attentive, nonjudgmental. Don't show any emotion other than sympathy.

CONFIDENTIALITY – Make it clear that this cannot be kept a secret and that you have a duty to report it to a Counselor who is properly trained to help students in this situation.

QUESTION the child only if necessary to clarify something that is unclear such as when and where. Do not ask leading questions.

ACTION – contact a member of the CS Team and complete a Report of Concern form (ROC) before you leave school that day.

WRITE IT DOWN – use the child's words as far as possible and record anything else that concerned you.

Use of ISH Facilities by Community Groups

ISH will endeavor to ensure that all community groups and instructors, who use our facilities outside of normal school hours, understand ISH's Child Safeguarding Policies and Procedures and those coaches and other adults have received Level 1 Child Safeguarding orientation as appropriate.

ANNEX 1:

Forms of Abuse

PHYSICAL ABUSE

Physical abuse of a child is a form of abuse, which 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 caregiver fabricates the symptoms of, or deliberately induces, illness in a child.

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a 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 children frequently feeling frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional neglect is a dimension of emotional abuse.

NEGLECT AND NEGLIGENT TREATMENT

Neglect is the persistent failure to meet a child's basic physical, educational 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 abuse. Once a child is born, neglect may involve a parent or caregiver failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

SEXUAL ABUSE

Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable


to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators that a Child May be Suffering Abuse:

The following physical and emotional/behavioral indicators may suggest that a child is in need of support and potentially at risk of/suffering from some form of abuse. They may also be an indication of something else such as bereavement or other temporary trauma. It is important to report anything seen or observed so that trained counselors can meet with the child.

- ✦ Physical injuries that are not explained satisfactorily by the parents or guardians.
- ✦ Students exhibiting dangerous social behaviours such as drug or alcohol abuse or risky sexual behaviour
- ✦ Repeated absences from school without excuse or explanation
- ✦ Student exhibiting psychological problems such as hyper-anxiety or depression
- ✦ A student carrying too much responsibility for the family's everyday life that is inappropriate for their age.
- ✦ Students using or referring to sexual language or materials that are inappropriate for their age.
- ✦ Absence of parent engagement or communication with school
- ✦ Parents suffering from psychological problems or illnesses, such as depression.
- ✦ Parental substance abuse.
- ✦ Domestic violence in the family.



ISH defines caretaker as follows: An adult designated to make any and all legal, financial, social and medical decisions for the child in the parents' or guardians' absence. It is the school's responsibility to ensure that all enrolled students have designated caregivers in place for children under 16 years old. Repeated communications from the school unheeded

Should parents/legal guardian leave the country for any reason, the responsibility for informing the school of all appropriate contact details lies with the parent or guardian.

Temporary Change of Guardian Forms are available from ISH. These forms are expected to be completed prior to parents / guardians leaving the country. ISH requires the appropriate contact details of the legal guardians of the student in Helsinki.

ANNEX 2:

Structure of ISH Child Safeguarding 2018-2019

THE CHILD SAFEGUARDING TEAM (CST)

- ◆ **Head of School** - Kathleen Naglee
- ◆ **Deputy Head** - Ben Thrash
- ◆ **Individualised Learning Coordinator** - Amy Leino
- ◆ **Lower School Counselor** - Allison Clark
- ◆ **Upper School Counselor** - Jonathan Owen
- ◆ **School Psychologist** - Hatty Francis-Enholm
- ◆ **Community Counselor** - Hannele Houston
- ◆ **School Nurse** - Patricia Ruotsalainen

Reporting Structure

Any member of staff who has reason for concern about a child safeguarding issue should complete a Report of Concern Form ([Annex 6](#)) and pass it to any member of the CST on the same school day. This colleague will then determine follow-up actions.

Under normal circumstances, a Record of Concern can be given to any member of the Child Safeguarding Team, preferably one from the same division as the student about whom there is a concern. Under certain circumstances, however, the report **must** be made to a person with the appropriate level of authority as follows:

If the concern involves a member of the faculty or host country staff, the Report of Concern should be made to the Head of School since this may become a disciplinary matter. Where necessary, the identity of the person making a report about another member of staff will remain confidential. If the concern involves a visiting student (ISH instructor, community sports or service programs etc.), then the Report of Concern should go to the Head of School immediately.

If the concern involves a contractor, then the Report of Concern must be made to the Business Manager.

If the concern involves the Head of School (or a member of the Board of Management) then the report should be made to the Chair of the School Board.

ANNEX 3:

Statement of Suitability

STATEMENT GIVEN TO ALL PROSPECTIVE NEW EMPLOYEES BEFORE A CONTRACT CAN BE OFFERED

ISH takes Child Safeguarding very seriously. All candidates are expected to have read ISH's Child Safeguarding Policy and Procedures Handbook and to submit a "Statement of Suitability" as part of their application documentation. Successful candidates will be required to provide Police Clearance Certificates from their home country and last place of employment.

(A criminal record will not automatically disqualify a candidate, depending on the nature of the offence. All such background checks will be done in a manner that preserves the privacy of candidates.)

Do you know of any reason or prior circumstance which might preclude you from being considered as, or given a reference as, a suitable candidate to work with children?

(Statements which are subsequently found to be false or misleading will result in disqualification from or termination of employment with ISH.)

Yes / No. If yes, give details:

Signed by: _____

Date: _____

ANNEX 4:

Child Safeguarding Code of Conduct

ISH is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees and volunteers who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees and volunteers acting on behalf of ISH can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children at ISH.

We must show prudent discretion before touching another person, especially children, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. ISH personnel and volunteers are prohibited at all times from physically disciplining a child. Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely non-sexual and otherwise appropriate.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse, neglect or observed inappropriate behavior by another person towards a child must be reported as described in the Child Safeguarding Policy of the school.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between ISH parents, administration, teachers, personnel, volunteers, and minors:

1. Communication between ISH staff (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.
2. Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address. Staff who use any form of online communications including social media and text messaging to communicate with minors may only do so for activities involving school business.

Child Safeguarding Code of Conduct

I undertake to strictly follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children participating in ISH programs.

I WILL:

- ✦ Participate in all Child Safeguarding training that is required of me by the school.
- ✦ Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- ✦ Use positive reinforcement rather than criticism, competition, or comparison when working with children.
- ✦ Maintain appropriate physical boundaries at all times and touch children – when necessary –only in ways that are appropriate, public, and non-sexual.
- ✦ Comply with the mandatory reporting regulations set out in ISH’s Child Safeguarding Procedures to report suspected child abuse or observed inappropriate behavior towards a child.
- ✦ Cooperate fully in any investigation of abuse of children.

I WILL NOT:

- ✦ Touch or speak to a child in a sexual or other inappropriate manner.
- ✦ Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliation, ridiculing, threatening, or degrading children and/or youth.
- ✦ Smoke or use tobacco products, be under the influence of alcohol or possess or use illegal drugs at any time while working with children and/or youth.
- ✦ Accept gifts from or give private and personal gifts to children without the knowledge of their parents or guardians.
- ✦ Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- ✦ Use profanity in the presence of children at any time.

I understand that as a person working with and/or providing services to children under the auspices of ISH I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from ISH.

Signed by: _____

Date: _____

ANNEX 5:

Staff and Student Interaction Guidelines

PHYSICAL TOUCH GUIDELINES


There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgment at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported and documented.

This means that adults should:

- ⊕ report and record any situation, which they feel might compromise the school or their own professional standing
- ⊕ report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff
- ⊕ be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- ⊕ never touch a child in a way which may be considered indecent
- ⊕ always be prepared to explain actions and accept that all physical contact be open to scrutiny
- ⊕ never indulge in horseplay, tickling or fun fights.



Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with special educational needs or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and –so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary. Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognized that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries. The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child.

ANNEX 6:

Report of Concern Form

CHILD SAFEGUARDING: REPORT OF CONCERN

Name of person making the report:	
Date of Report:	
Name of member of Child Safeguarding Team to whom report is given:	
Nature of Concern:	
Date, Time and Location of Incident / Observation:	
Name of Student (if known):	
Details of Concern: Concerns or alerts may be as a results of: <ul style="list-style-type: none">• Observed behavior in a child (physical, emotional, change in behavior)• Hearsay (third party disclosure)• Disclosure (specific report made by a student directly or via a trusted adult)• Observed behavior in an adult (breach of Code of Conduct) <i>Provide full factual details only. State whether you witnessed the incident or if it was reported to you. If there was any conversation with the child, report hisher own words as closely as possible. (Continue overleaf if necessary.)</i>	
Follow up Action (if any): <i>(Did you make any follow- up action as a result of what you heard or witnessed?)</i>	
Signed by (reporter):	
Signed by (DSO/Recipient of report):	