

Appendix 1: Reporting Procedure, Dealing with Disclosure and Further Action

General Principles:

If a child asks to speak to someone in confidence about a problem, staff should be clear that they cannot promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

The following guidance is based on five key practices for all staff.

When a disclosure is made, consider the 5 R's:

- **Receive:** Where possible always **stop and listen** to a child who wishes to speak in confidence. Responding to an allegation or suspicion of abuse of a child immediately takes priority. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, "I can't stop now but come and see me in my office at....". Where possible during any disclosure try to listen, allow silences and try not to show shock or disbelief.
- **Reassure:** Try to stay calm, make no judgements and empathise with the child. Never make a promise you can't keep. **Do not promise confidentiality** or agree to "keep it a secret". Action will have to be taken if you believe that any child is suffering, or is likely to suffer significant harm. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.
- **React:** React to what the child is saying only in as far as you need to for further information. **Do not ask leading questions.** Keep questions open like... "is there anything else you need to tell me?". Avoid expressing opinions beyond the facts. Leading questions and anything likely to suggest ideas or interpretations could damage subsequent investigations. Try not to criticise the alleged perpetrator as this may be a family member whom the child will still have feelings for.
- **Record:** Make brief notes about what the child says during the conversation but if this is not possible make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Use exact words where possible. Record the time date and place as well. Follow through our reporting procedure as outlined under Appendix 2.
- **Report:** Where a student makes any disclosure or where you have safeguarding concerns for any reason, it is very important that the procedures outlined in this policy are followed. All staff have access to our school's online safeguarding programme and all student concerns should be logged onto the system. Other staff (external/third party staff and volunteers) who do not have access to CPOMS (or similar), will need to fill out a record of concern which can be provided from the relevant DSL. If there is a more serious concern, staff should speak to a DSL at the earliest opportunity. Where a child has made a disclosure and alleges abuse, the DSL or Headteacher (if allegation is against any member of staff/volunteer) should be informed as soon as possible. The DSL/Headteacher will follow up on next steps and if/as needed will ensure to seek advice from the Founder regarding any involvement with local authorities. It is recognised by LBS that as an international school organisation, that our school also operates within a diverse and complex local context. Therefore, the following principles are taken into account when following the framework and procedure for disclosure, reporting and further action. As international schools we:
 - We may reside in a city or country that offer little external support.
 - recognise the limitations in the areas of child protection.
 - need to assess the quality and skills of psychologists and other support staff in dealing with children who have suffered harm or self-harm, in order to determine the boundaries of their work.
 - need to act in accordance with local legislation as well as the principles and practices outlined in this policy.

In the case of disclosure, remember the record you make should include:

- As full an account as possible of what the child said (in their own words).
- An account of the questions put to the child.
- Time and place of disclosure.
- Who was present at the time of the disclosure?
- The demeanour of the child, where the child was taken and where returned to at the end of the disclosure.

Additional/Key Points

- **Consider whether a child needs immediate protection.**

Consider both the child who has told you of concerns, and any other child, in the light of what you have been told or suspect. Initiate or take the necessary temporary protective action – e.g. by staying with the child until satisfactory arrangements for the child are made. You can ask and take into account the child's wishes about any immediate protection. You should aim to transfer protection of any child into the normally expected arrangements as soon as you are satisfied these are safe.

- **Action to take if, as a member of staff, you observe abuse whilst it is taking place in this school.**

You must do all you can to stop this immediately without putting yourself and the person being abused at further risk. Inform the perpetrator of your concerns. Advise them to stop the action immediately. Ask them to remove themselves and advise them that you will immediately be informing the appropriate/designated staff. If they fail to stop, you must immediately seek for help. Accompany the victim to a place of safety away from the perpetrator and leave them in the care of a responsible adult. Inform the Headteacher/DSL immediately of the action you have taken and why. The Headteacher/DSL will then support in follow-up procedures, including informing the perpetrator of the actions that will be taken in accordance within this policy.

- **When a child has made a disclosure and alleges abuse.**

When this occurs, the DSL (or Headteacher), should be informed as soon as possible. The DSL/Headteacher will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The DSL/Headteacher will then consider and where necessary, consult on the information available. It is the role of the DSL and/or Headteacher to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

Remember, even if there are doubts, and whether or not you personally believe it, the benefit of the doubt must always be in favour of making the report.

- **Do not reveal details of the allegation or identify individuals or staff concerned** other than to a DSL or the Headteacher respectively – that may put a child at further risk. Child Protection and Safeguarding issues should remain confidential to those designated as responsible for dealing with them. An individual member of staff who has heard a child's disclosure may feel under pressure from colleagues to explain but should be aware they are under a contractual obligation to maintain the circle of trust.

- **Do not investigate the case yourself.** Discuss the allegation or suspicion immediately with the nominated DSL or Headteacher as outlined per this policy (unless you are the subject of the allegation in which case refer to the Headteacher).

- **Ensure that you have read through the Keeping children safe in education Part 1 (2022) document by the DfE in conjunction with this policy** (*please note that this document is to be used as a reference for further understanding of safeguarding practice in the U.K.*)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KC_SIE_2022_Part_One.pdf

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Even if the injury to the child has a plausible explanation, a completed body map helps track a history or pattern of repeated injuries. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time should staff seek to record injuries on photographic equipment. If you notice an injury to a child, try to record as much of all the injuries you can see.

- Exact site of injury on the body, e.g., upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.

- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted because of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Where any child has any form of injury that requires attention, please ensure that first aid/medical care is sought as soon as possible.

Date/Time

Ensure the date and time are accurate when the incident was noted.

Alert Staff Members

Ensure that the relevant DSL is alerted for *all* concerns (Early Years, Primary or Secondary).

Relevant DSL will follow up and action next steps and if needed, will prompt staff to take further action.

Attached Files

Attachments would be rare to upload as relevant information should be noted under **Incident box**. DSLs will follow up with actions/next steps and will upload information as needed. If uploading/scanning any files, ensure that originals are destroyed/shredded.

Appendix 4

Local Mapping (Child Protection/Safeguarding)

- This comprises of some information with regards to local legislation, guidance and supportive agencies that we aim to embed as part of our procedures when dealing with **more serious concerns relating to child protection/safeguarding concerns** at our school where a child needs immediate protection.
- There are ongoing efforts to further 'include clarity on legal duties to report any child protection issue to local authorities etc.' See section 8 on 'Sharing Information'.

Designated Safeguarding Leads (DSLs) alerted with the child protection/safeguarding concern.

DSL will immediately inform Headteacher.

Headteacher to make a decision if the school should seek advice from the Founder. Key staff involved at this stage should only be *DSLs and Headteacher*. Decision on next steps will be made depending on the situation/concern.

Headteacher to contact Founder. Should Founder provide information and advise of getting local authorities involved, Headteacher DSL to update and consult with Local Education Authority and Police.

If the decision is made to instead seek some general advice from local authorities (no details of concern will be shared), DSL & Headteacher to contact the Education Authority for advice we should consider taking. Headteacher and DSL/s to discuss appropriate next steps. At this stage, Founder to advise if we should seek advice from Regional Lawyer.

If there is a serious criminal offence, Headteacher to coordinate with Founder who will contact the local authorities, i.e. Local Police, Education Authority

Appendix 5-Record of Concern Form

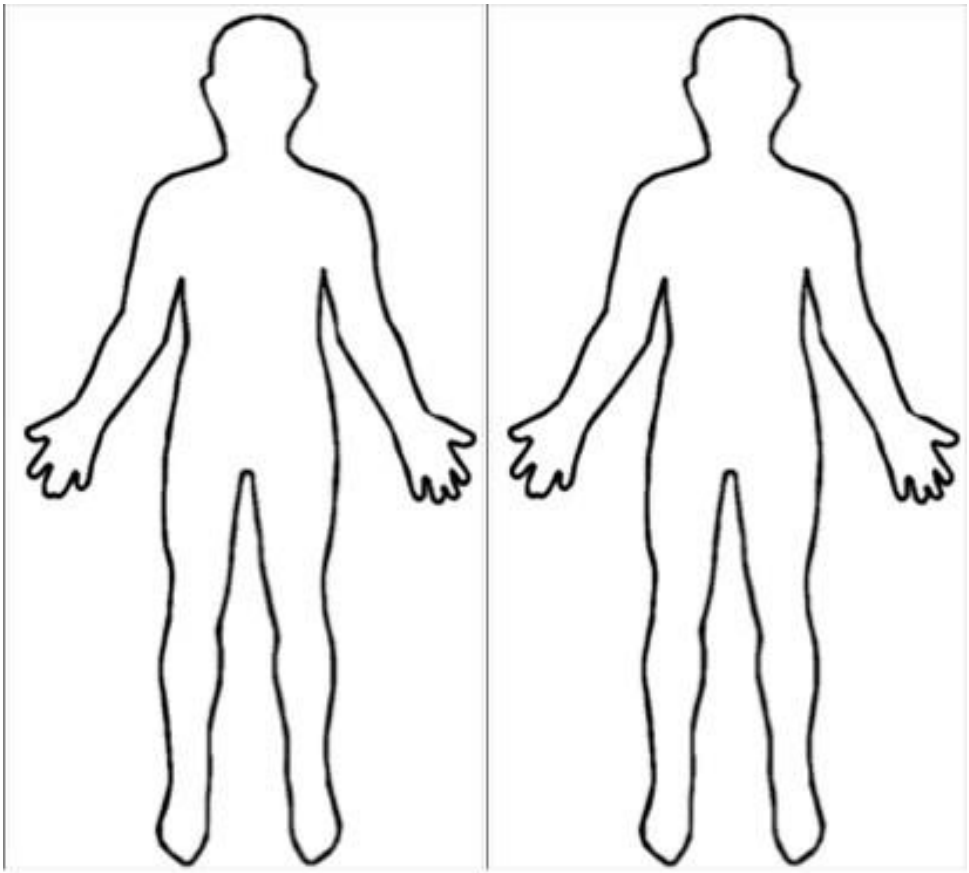
Child Protection/Safeguarding Record of Concern Form

Please fill out as many sections as possible with as much detail as you can.
 (Always use a pen [never a pencil] or type the document and do not use correction fluid or any other eraser.)

Student's Name:		
DOB:		
Your Name and Post at School:		
Date:		
Time:		
Signature:		
Concern (Details of Concern/Suspicion/Incident-Emotional, Neglect, Physical, Sexual, Other)		
<p>Were there any linked students (if yes, provide name of the other student/s):</p> 		
Initial Actions:	Date:	

Note down the name (and role/title) of the member of staff that was alerted:		
Signed:	Date:	
Follow up (to be completed by the Safeguarding Team):	Date:	
Signed by Safeguarding Team:	Date:	
Conclusions/Outcome (to be completed by the Safeguarding Team):	Date:	

Body Marking Record



FRONT

BACK

Name of the person completing the body map:

.....

Role of the person completing the body map:

.....

Date of injury and form being completed:

.....

Date this form was completed and returned to DSL (if different):

Appendix 6: Recording Guidance

Behaviour & non-confidential concerns (ISAMS notes)	Sensitive Information (Year Lead / HOY Record)	Safeguarding and Child Protection Highly Confidential -list is not exhaustive
<ul style="list-style-type: none"> ■ Medication ■ Disruptive behaviour ■ Friendship issues ■ Bus behaviour ■ Parent contact ■ Fighting ■ Abusive language (swearing or being unkind) ■ Refusal to follow instructions or walking away from an adult ■ Leaving classroom without permission ■ Damage to property ■ Persistent uniform concerns ■ Low level persistent behaviour issues ■ Personal organisation concerns ■ Behaviour support or interventions ■ Persistent homework issues ■ Multiple Minor Behaviour Incident (MBI) 	<ul style="list-style-type: none"> ■ Details of confidential medical concerns ■ Mental health ■ Bullying ■ Inappropriate language (e.g., threatening nature) ■ Family circumstances – divorce, separation, new partners, etc. ■ Inappropriate internet searches ■ Viewing inappropriate content (consider context and age of child) ■ Bereavement ■ Sexism ■ Theft ■ Intentional injury of others ■ Abuse (including verbal) or assault against staff ■ Referral for counselling service as part of a follow up action ■ Intimate care required ■ Soiling or toileting concern beyond age-related expectations ■ Physical intervention required ■ Notes about parent support where there are concerns 	<ul style="list-style-type: none"> ■ Neglect ■ Physical abuse ■ Sexual abuse ■ Emotional abuse ■ Mental health (with safeguarding concern) ■ Bullying (including cyber-bullying, homophobic, faith/religious, racial or any kind of discrimination bullying) ■ Malicious allegations ■ Radicalization/extremism ■ Sexual exploitation ■ Sexualised language ■ Inappropriate physical/sexual behaviour/interaction ■ Incidents of self-harm ■ Possession of weapons ■ Possession or use of drugs, including alcohol and tobacco products ■ E-Safety issues (some examples below): <ul style="list-style-type: none"> ▶ Inappropriate internet searches of an explicit nature ▶ Sharing inappropriate content ▶ Ignoring age restrictions and communicating with unknown adults or other children. ■ Grooming ■ Sexting ■ Domestic abuse ■ Peer on peer abuse <p>*List is NOT exhaustive.</p>
<p>Allegations against staff must be reported directly and immediately to the Headteacher.</p>		
<p>If unsure whether an incident is a Safeguarding/Child Protection matter and/or to be shared with colleagues, please seek guidance from DSL.</p>		

Appendix 7

Child Protection and Safeguarding Policy Signature Page

I (Full Name of Person)

have read and fully understand the terms and conditions of the school's Child Protection and Safeguarding Policy.

I will abide by the regulations and procedures stated in this policy and uphold a commitment to protecting children with/for whom I work.

Signed: _____

Date: _____