

PARSLOES PRIMARY SCHOOL



Safeguarding Policy 2018 -2019

Submitted for Approval by Governing Body: November 2017

Review Date: November 2018

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RATIONALE

Parsloes Primary School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school.

Policies to read in conjunction with this are: Safer Recruitment, Anti Bullying, E-Safety, Confidentiality and Whistle Blowing

PURPOSES

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

GUIDELINES

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. Ensure children know that there are adults in the school whom they can approach if they are worried.
3. Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
4. Follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the DFE .
5. All staff should adhere to the London Child Protection Procedures and use the following four categories for defining abuse: neglect, physical abuse, sexual abuse and emotional abuse.
6. Ensure we have a two designated senior staff for child protection who have received appropriate training and support for this role.
7. Ensure we have a nominated governor responsible for child protection, who meets regularly with the Designated Child Protection Leads (DCPLs) to review procedures.
8. Ensure 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 or their deputy and their role.
9. Ensure that all staff and nominated governor receive regular Child Protection training.
10. Follow the DfE and LA guidelines for managing allegations against staff.
11. Ensure all staff and governors are CRB checked/DBS checked (HR department arrange these)
12. Ensure a Single Central Record (SCR) is kept in line with current regulations
13. Ensure all staff (full time, volunteers, part time etc) have read Keeping Children Safe in Education (Part one) - (September 2016) and signed to say they have done so. A record of those who have completed this form will be kept by the Office Manager.
14. All staff have signed Personal Form re: Disqualification by Association form / Staff



Disqualification Declaration; where any queries arise from this the school will follow OfSTED guidance and consult with the LA, in line with their procedures. A record of those who have completed this form will be kept by the Office Manager.

15. Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Child Protection Lead. (see attached for procedure for reporting concerns)
16. Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on our website.
17. Notify social services if there is an unexplained absence of more than two days of a pupil who is has a Child Protection Plan.
18. Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences and Core Group meetings. (DSL)
19. Keep written records of concerns about children, even where there is no need to refer the matter immediately.
20. Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
21. Ensure safe recruitment practices are always followed. (Refer to Safer Recruitment policy). We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school.
- The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, eg Child and Adult Mental Health Service (CAMHS), MASH teams, Multi Agency Panel (MAP), Family support workers etc.
- Ensuring that, where a pupil is subject to a CP plan or Child in Need Plan, their information is transferred to the new school immediately and that the child's social worker is informed.

Designated Child Protection Lead: Mrs Karen Deville Deputy Head Teacher

Designated Deputy Child Protection Lead: Mrs Lauren Pearce Head Teacher

The above all attended relevant CP leads training in March 2018 and November 2016 respectively

Safer Recruitment Training:

Mrs. Deville, Deputy Head, Mrs O Hara, Assistant Head (July 2016) and Mrs B. Fairweather (Office manager), have successfully completed the Safer Recruitment training.

Child Protection Governor: Mr Richard Hunter (in post since September 2016)

CP governor has attended relevant governor training, including safer recruitment training.

Last Whole Staff CP re-fresher: April 2018

Last updated: August 2018



Good practice guidelines

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

- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decision-making which affects them
- encouraging positive and safe behaviour among children
- 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 children and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children 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
- use only the child's first name with an image
- ensure that children are appropriately dressed
- encourage children to tell us if they are worried about any photographs that are taken of them
- only allow parents and carers to take photographs / video on the school premises at organised school events eg. sports day / concerts. This media should only be used for their personal use and not to publish on social media

Children who may be particularly vulnerable

Some children may be at 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 children receive equal protection, we will give special consideration and attention to children 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.

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 children 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, counselling or other avenues of external support
- following the procedures laid down in our whistle blowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

Safeguarding and Child Protection Procedures

Recognising abuse

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: 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 carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 serious bullying



(including cyberbullying), causing children frequently to feel 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, although it may occur alone.

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.

Neglect: 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 abuse. Once a child is born, neglect may involve a parent or carer 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.

Some Specific Safeguarding Issues

(more details can be found in Keeping Children Safe in Education, 2016, soon to be replaced with KCSIE, 2018) Refer to copy on staff shared folder or see copy in Staff room.

E-Safety

Most of our children 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 children. The harm might range from sending hurtful or abusive texts and emails, to enticing children 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 children safe in school. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. (refer to E-Safety Policy) and further information is available at the link below:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Bullying

While bullying between children 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 pupils and parents receive a copy of the anti-bullying procedures on joining the school 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 head teacher and the DSL will consider implementing child protection procedures.

Follow the link below:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>



Risk of Radicalisation

Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of our armed forces, whether in this country or overseas. Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

What are the indicators of vulnerability to radicalisation?

Safeguarding children and young people from radicalisation is no different from safeguarding them from other forms of harm and is something you can do with no additional training, simply trusting your judgement and using your existing professional knowledge.

Indicators for vulnerability to radicalisation are the same as those you are already familiar with: family tensions, sense of isolation, migration and distance from cultural heritage, experience of racism or discrimination, feeling of failure etc.

Those in the process of being radicalised may become involved with a new group of friends, search for answers to questions about identity, faith and belonging, possess violent extremist literature or advocate violence actions, change their behaviour and language, seek to recruit others to an extremist ideology.

It is vital to note that children and young people experiencing these situations or displaying these behaviours are not necessarily showing signs of being radicalised. There could be many other reasons for the behaviour including those you are already familiar with – alcohol or drug abuse, family break-down, domestic violence.

All staff (full time, part time) have read The Prevent Duty and signed to say they have done so. A record of those who have completed this form will be kept by the Office Manager.

Further Information can be found in Channel Guidance, a hard copy is kept in the school office or alternatively follow this link:

<https://www.gov.uk/government/publications/channel-guidance>

FGM

Female Genital Mutilation or FGM is a form of child abuse and violence against women and girls, and therefore should be dealt with as part of existing child and adult protection structures, policies and procedures. KCSIE states that any adult that FGM is disclosed to must be the adult who informs the police. This can be with support from the DSL.

What is FGM?

Female genital mutilation comprises all procedures involving the partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons.

FGM indicators

- The girl may confide that she is to have a “special procedure“ which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays
- A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent This is not enough on it’s own but might be significant when added to other concerns.
- A mother or an older sibling had already undergone FGM

Signs that FGM may have occurred

- Prolonged absence from school with a noticeable change in behaviour on return
- Finding it difficult to sit still and appears to be experiencing discomfort or pain
- Spending a long time away from class for toilet breaks
- Asking to be excused from PE or swimming



- Suddenly visiting the school nurse more frequently
- A sudden change in dress

Who is affected?

FGM is practised mainly in 28 African countries and in a few countries in the Middle East, including Yemen and Northern Iraq, Asia and within certain ethnic groups in Central and South America. With increased immigration, the practice has spread to Europe, North America, and Australia.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines.

A hard copy is kept in the main office or alternatively at the link below

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

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 children 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 children 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.

Taking action

Key points to remember for taking action are:

- report your concern to the DSL by the end of the day
- if the DSL is not around, ensure the information is shared with the deputy or the most senior person in the school that day and ensure action is taken to report the concern to children's social care
- Refer to the contact numbers for social services if no-one senior is on site or contactable. These contact numbers are on display throughout the school and from the school office
- only share information on a need-to-know basis – do not discuss the issue with colleagues, friends or family
- complete a 'blue' disclosure form
- seek support for yourself if you are distressed.

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 designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on the blue disclosure form and hand it to the designated lead.
- Seek support if you feel distressed.

A disclosure form is provided with this policy or can be accessed from the school office.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.

Referral to children’s social care

The DSL will make a referral to children’s social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a child’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, head teacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

Child protection information will be stored and handled in line with [Data Protection Act](#) principles. Information is:

- processed for limited purposes



- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Disclosure forms and other written information will be stored in a locked facility and any electronic information is secure and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items should also be kept in locked storage. Child protection information will be stored separately from the child's school file and the school file will be 'tagged' to indicate that separate information is held.

Files relating to Child Protection Plans and Safeguarding information will be stored in the DSLs office, in locked filing cabinets.

Child Protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a child or parent to see child protection records, they should refer the request to the head teacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and children on request.

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 whistle blowing 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 head teacher. Complaints about the head teacher should be reported to the chair of governors.

Staff who are the subject of an allegation

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 children'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 children are protected.

Allegations against staff should be reported to the head teacher. Allegations against the head teacher should be reported to the chair of governors.



Then the Borough's Designated Officer (previously known as the LADO) should be informed by only the Head Teacher (or in her absence a Deputy Head Teacher or the Chair of Governors as applicable)

Details below:

For further information on managing allegations against staff contact your Designated Officer (DO) at the following email address:

To ensure that DO referrals are promptly received, please send them mike.cullern@lbbd.gov.uk (Safeguarding Lead for Education) as well as lado@lbbd.gov.uk

PARSLOES PRIMARY SCHOOL

School Policy Statement

CHILD PROTECTION REPORTING PROCEDURE

In the first instance:

Any member of staff who has any concerns about a child should in the first instance report this in person to the Designated Safeguarding Lead (DSL) as soon as possible for a decision regarding referral.

This should then be recorded on our disclosure form (BLUE) and handed to one of the Designated Safeguarding Leads.

All concerns forms are stored securely in the Designated Safeguarding Lead's Office.

Disclosure forms are available on RM staff and from the main office.

The Class CP file has a register of pupils in that class that concerns have been raised about. No details of reasons why are stored in this Class File.



PARSLOES PRIMARY SCHOOL

Report of Concern

| | | |
|---------------------------|---------------|-----------------|
| Child's FULL name: | Class: | Teacher: |
|---------------------------|---------------|-----------------|

| | |
|----------------------------------|------------------------------|
| Disclosed to (your name): | Incident reported to: |
|----------------------------------|------------------------------|

| | |
|-------------------------------------|-------------------------------------|
| Date of incident/disclosure; | Time of incident/disclosure: |
|-------------------------------------|-------------------------------------|

Incident / Disclosure: (Complete reverse / separate sheets as necessary)

Signature:

Action taken:

Name:

Signature:

Date:

Outcome of action taken:

Name:

Signature:

Date of updating the referrer above:

Disclosure form – V1



NAME OF CHILD:

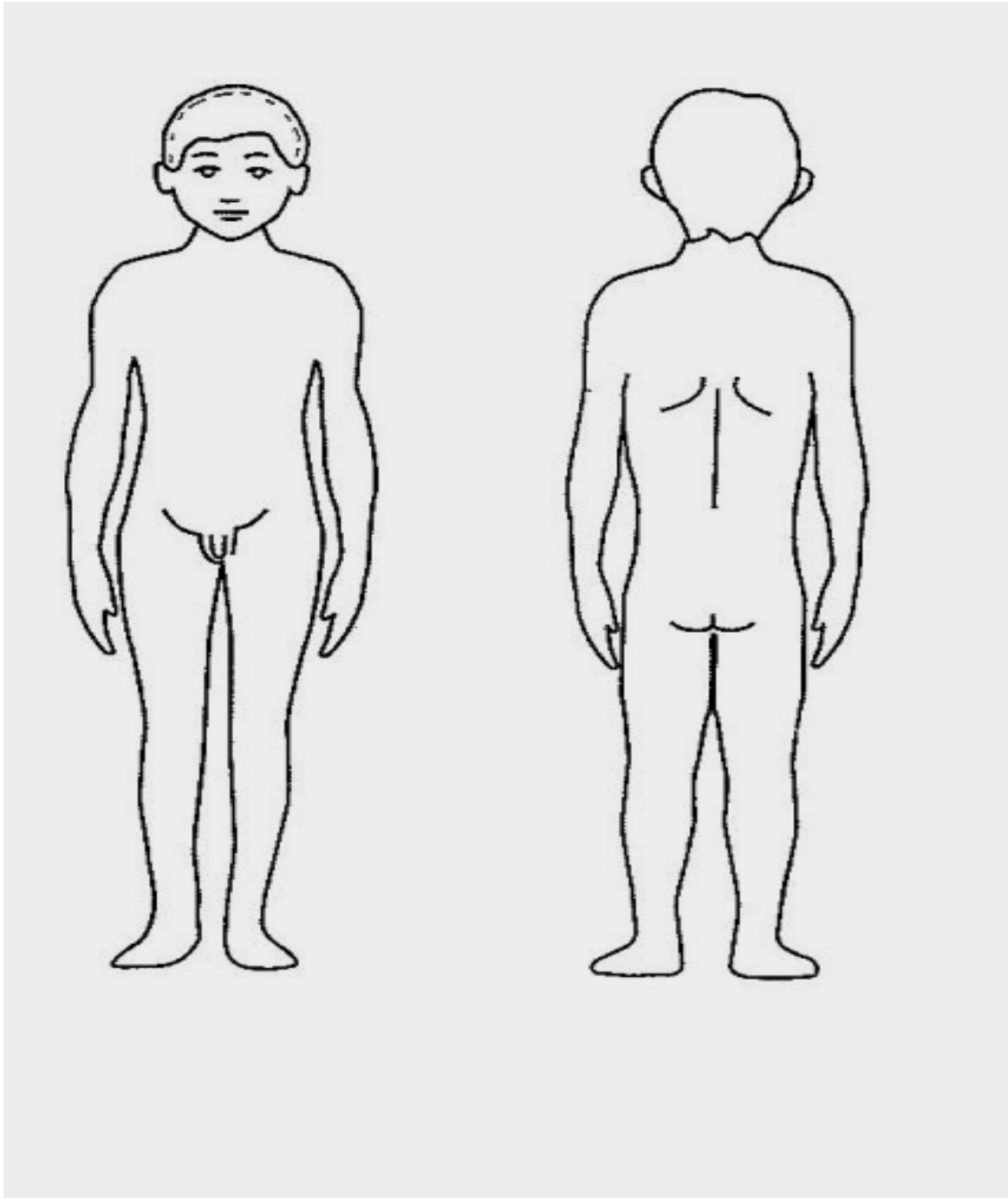
DATE OF BIRTH:

DOCTOR'S NAME

DATE:

GENDER:

SIGNATURE:



NAME OF CHILD:

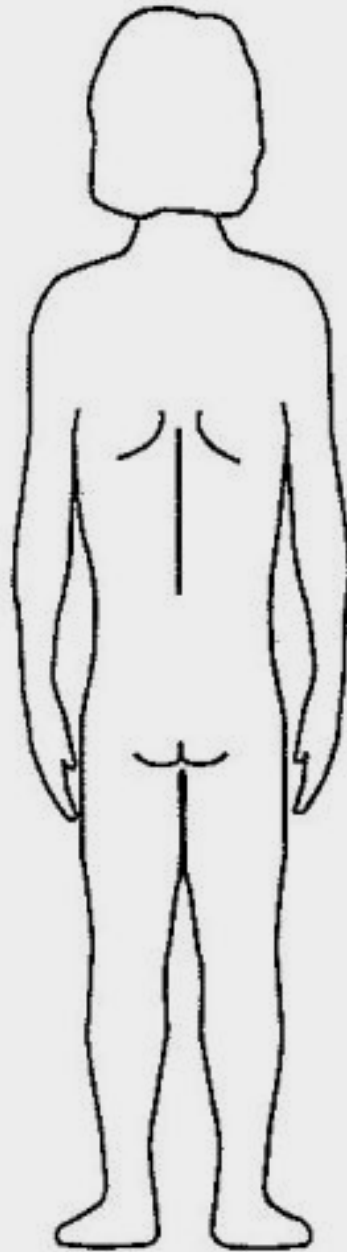
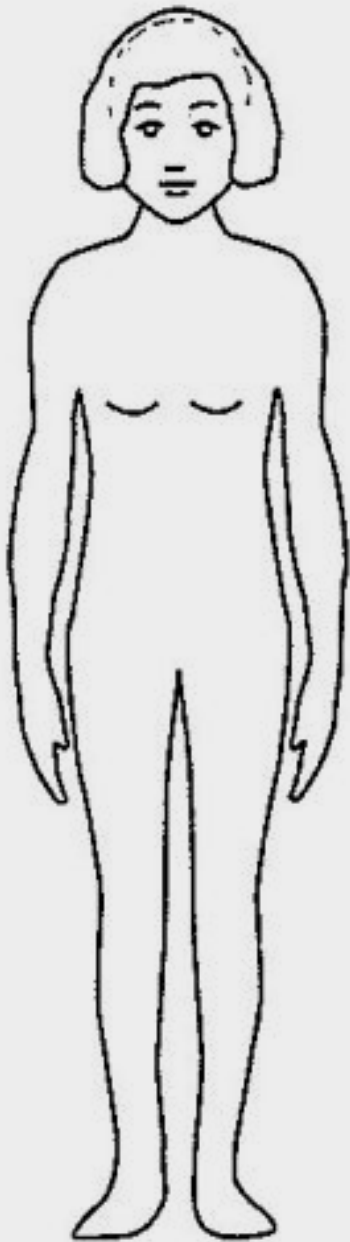
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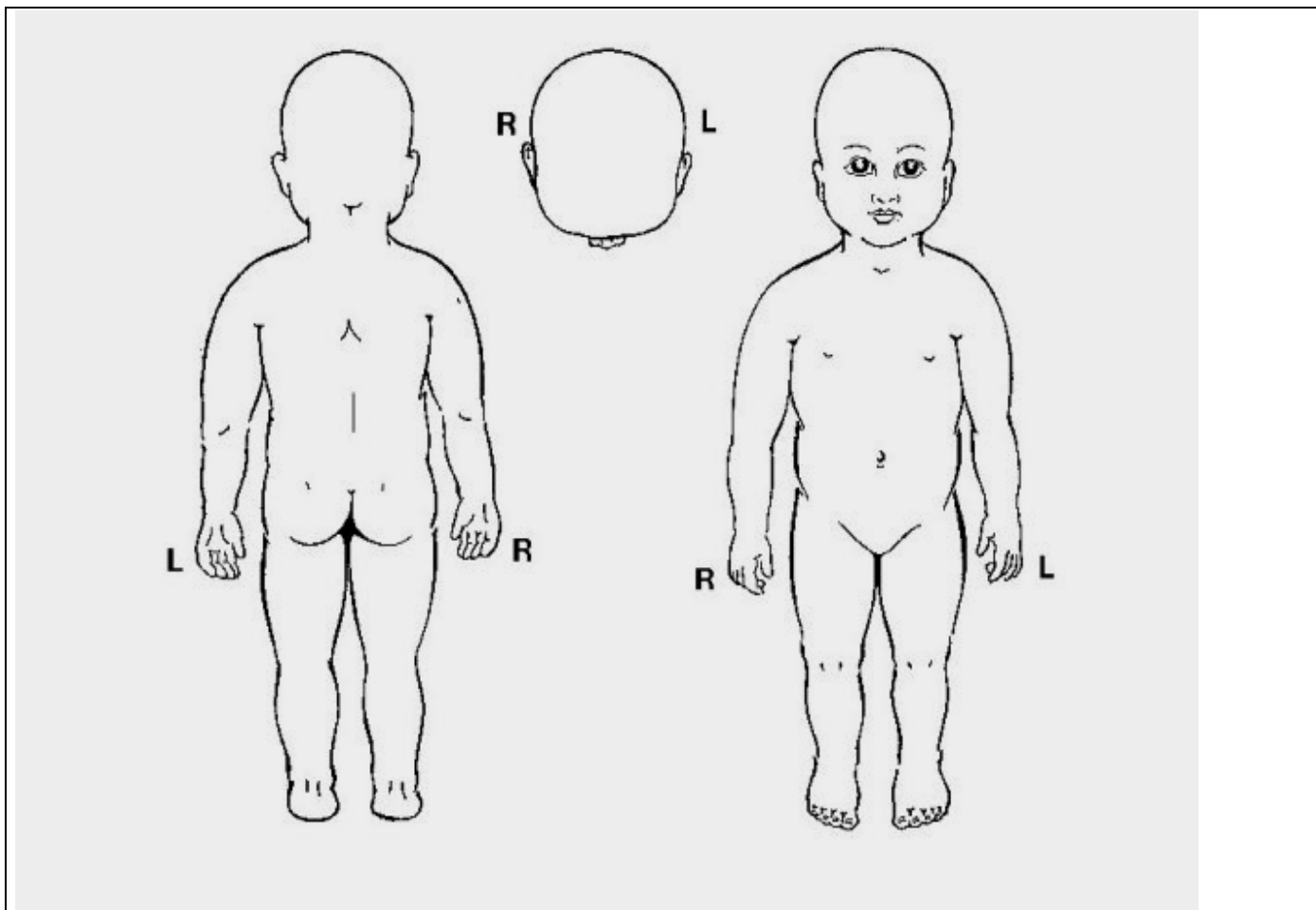
DOCTOR'S NAME

DATE:

GENDER:

SIGNATURE:





NAME OF CHILD:

DATE OF BIRTH:

DOCTOR'S NAME

DATE:

GENDER:

SIGNATURE:



