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High Performance Learning

The Sheffield Private School

Child Protection & Safeguarding Policy

School Principal	Head of Education	Academic Director
Roger Hancock	Saher Gilani	SH Noora Alkhalifa
11/06/24	26 September 2024	26/09/24
Next Review Due	July 2026	
Policy Reference Number	TSPS 2024 CPSG.P-Vr. 2	

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1 Purpose

The Sheffield Private School is concerned about the welfare and safety of all its students and attempts to create an environment in which students feel secure and valued and in which they are listened to and taken seriously.

This policy aims to outline the identification process of child abuse cases, the management of such cases, people responsible for it and the precautions taken by the school for child protection.

2 Scope

In our provision for children, as a school, we will ensure that the welfare of the child is paramount, that all children, whatever their age, culture or gender have the right to protection from abuse. All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately. Every member of staff has a responsibility to report concerns to the Principal.

We endeavour to make our school a safe and happy place. We ensure that our recruitment and induction procedures are aligned to the Child Protection Policy of the School and any case of reported Child Abuse is immediately responded to as per the following procedures.

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.

Our commitment against Child Abuse is reflected in:-

- The content of the curriculum; such as our School Assemblies; Moral Education Programme and class discussions.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school's Behaviour for Learning & Anti-bullying Policy which is aimed at supporting vulnerable students in the school.
- The practice of training all teaching Staff, Designated Safeguarding Leads, bus attendants and drivers and all members in the school concerned with the welfare of the students.

3 Recognising Signs of Abuse

Child abuse is defined by NSPCC (1999) as "a range of ways in which people, usually adults, harm children. Often the adult is a person known and trusted by the child. Child abuse is neglect, physical injury, sexual abuse or emotional abuse inflicted or knowingly not prevented, which causes significant harm."

It can often be difficult to recognise abuse. The signs in these guidelines are only indicators and many can have reasonable explanations. Children may behave strangely or seem unhappy for many reasons, as they move through the stages of childhood or their families experience changes. It is nevertheless important to know what could indicate that abuse is taking place and to be alert to the need to consult further.

Someone can abuse a child by actively inflicting harm or by failing to act to prevent harm. Abuse can take place within a family, in an institutional or community setting, by telephone or on the internet. Abuse can be carried out by someone known to a child like the parent, sibling, relative, and teacher or by a complete stranger.

3.1 Physical Abuse

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Physical abuse can involve hitting, shaking, throwing, poisoning, drowning and suffocating.

Symptoms that indicate physical abuse include:

- Bruising in or around the mouth , on the back, buttocks or rectal area;
- Finger mark bruising or grasp marks on the limbs or chest of a small child;
- Burn and scald marks; small round burns that could be caused by cigarette;
- Fractures to arms, legs or ribs in a small child;
- Large numbers of scars.

Please note that according to the Dubai Police Department any visible sign of injury is physical abuse and will be recorded as an offence.

3.2 Emotional Abuse

Emotional abuse happens when a child's need for love, security, praise and recognition

is not met. It usually co-exists with other forms of abuse. Emotionally abusive

behaviour occurs if a parent, teacher or authority figure is consistently hostile,

rejecting, threatening or undermining. It may involve seeing or hearing the ill treatment of someone else. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention-seeking behaviour
- Very low self-esteem or excessive self-criticism
- Excessively withdrawn behaviour or fearfulness;
- Lack of appropriate boundaries with strangers; too eager to please
- Eating disorders

3.3 Neglect

The persistent failure to meet a child's basic physical or psychological needs, causing

damage to their health and development.

Symptoms of physical and emotional neglect can include:

- Inadequate supervision; being left alone for long periods of time
- Lack of stimulation, social contact or education
- Constant hunger; stealing or gorging food
- Failure to seek or to follow medical advice such that a child's life or development is endangered
- Inappropriate clothing for weather conditions

3.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual

activities; whether or not the child is aware of what is happening.

Symptoms of sexual abuse include:

- Genital soreness, injuries or discomfort
- Sexually transmitted disease; urinary infection
- Excessive preoccupation with sexual matters; inappropriately sexualised play, words or drawing
- A child who is sexually provocative or seductive with adults

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- Repeated sleep disturbances through nightmares and/or bedwetting

Older children and young people may additionally exhibit:

- Depression
- Drug / Alcohol abuse
- Eating disorder; obsessive behaviour
- Self-mutilation; suicide attempts
- School/ peer/relationship problems

3.5 Radicalisation and Extremism

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties as radicalisation can be seen as another form of harm and abuse.

Definitions:

Radicalisation is the process by which a person comes to support terrorism and forms of extremism. Extremism is the vocal or active opposition to fundamental UAE values

Children and young people who may be exploring their own identities at various stages of their development are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

All schools have responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school and to intervene as necessary to prevent vulnerable people being radicalised.

The school provides students with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all students are valued and listened to within school. The school recognises the importance of providing a safe space for children to discuss controversial issues, and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern. The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk, and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Code of Conduct, will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Where concerns about a student/students being exposed to radicalism or extremism are raised the procedures outlined in this policy will be followed as for any other Safeguarding concern.

Parents and staff may find the website www.educateagainsthate.com informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

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3.6 Peer-on-Peer Abuse

Children can abuse other children (often referred to as peer-on-peer abuse). TSPS is committed to protecting children from this form of abuse, as with any other. There is likely to be some overlap with areas covered by other policies (Anti-Bullying, E-Safety, Behaviour and Positive Handling Policies) which should be read in conjunction with this one:

Peer-on-peer abuse may include:

- abuse in intimate personal relationships between peers;
- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment,such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sharing self-generated indecent images (also known as sexting);
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element); and
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

This list is not exclusive and staff must be responsive to any behaviours between students which may cause distress/harm.

Once a concern is raised, the same procedure must be followed as with all other Safeguarding Concerns.

3.7 Cyber Bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate.

It is important to note that there are no laws specifically governing minimum age requirements for access to social media. However, the school has a responsibility to ensure that access to social media is strictly regulated within the school network (see E-Safety & Social Media Policies).

In addition, The UAE's Child Rights Law (Federal Law No. 3 of 2016) affirms that all children have the right to education and basic protection in the UAE.

The Cyber Crimes law outlines in detail online behaviours and actions which are considered illegal. https://u.ae/en/resources/laws There are strict penalties in place for cyber-crime and some children may not be aware that they are breaking the law and that, for some offences, the Juvenile Law (Federal Law No. 9 of 1976) specifically dictates that children under the age of eighteen may be sentenced to no more than half of the prescribed detention period.

In the first instance, concerns about cyber-bullying should be dealt with in school and following the guidelines detailed in this and other policies, depending on the nature of the concern. However, outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate some situations.

As always, the first instance is to report concerns to the Designated Safeguarding Lead.

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4 Identifying Actual or Likely Occurrence of Abuse

There are a number of ways in which abuse may become apparent:

- A child discloses abuse
- Someone else discloses that a child has told him/her that a child is being abused or that he/she strongly suspects abuse
- A child may show signs of physical injury for which there appears to be no satisfactory explanation
- A child's behaviour may indicate that it is likely that he/she is being abused
- A member of staff's behaviour or the way in which he/she relates to a child causes concern

Once abuse-apparent, actual or suspected – is disclosed, it must be responded to in the correct manner according to procedures laid down by the school. Even if the truth of the disclosure is uncertain, an appropriate response has to be made in accordance with procedures.

5 Dealing with a Disclosure

All child protection concerns should be acted upon immediately.

5.1 Disclosure Involving a Child

It is the duty of anyone who works with children to report a disclosure of abuse. It is not for the staff to decide whether or not a suspicion or allegation is true. The member of staff should never try to deal with a suspicion, allegation or actual incident of abuse by him/herself. It may sometimes be difficult to accept that something that has been disclosed in confidence should be passed on to a colleague, but the welfare of a child must be paramount and you therefore have a duty to report suspicions, allegations or actual incidents to the designated member of staff. The Principal and designated head for Child Protection should be informed.

Staff must remember that confidentiality is crucial when being party to a disclosure and staff must not discuss any details with any person other than the Principal (DSL) and Deputy Designated Safeguarding Lead.

All child protection concerns should be acted upon immediately. If you are concerned that a child might be at risk or is actually suffering abuse:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- If a child has Special educational needs, these may be considered in the way the child is addressed/listened to e.g. more patience may be needed or students may draw or show their concerns in a different way. The SEN should not, however, be used as a reason for bias e.g. assuming that the child does not know/understand what they are saying.
- Reassure the student, but do not make promises which might be impossible to keep.
- Reassure the student that what has happened is not their fault and stress that it was right to talk.
- Listen rather than ask direct questions; ask minimal open rather than leading questions.
- Explain what has to be done next and who has to be told.
- If you feel a physical examination & first aid is required, refer the child to the doctor in consultation with the DSL.

5.2 Disclosure Involving a Member of Staff

Staff who are concerned about the conduct of a colleague, including visiting professionals and volunteers, towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

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The school's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place. Staff are expected to report all concerns about poor practice or possible child abuse by colleagues, including what may seem minor contraventions of the school's Staff Code of Conduct Policy to the Principal, to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school. Concerns or complaints about the Principal should be reported to Saher Gilani, Head of Education at Britus Education.

6 Assessment and Record Keeping

- Make notes as soon as possible after the conversation on the school's concern form.
- Do not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student.
- Record the site of any injury on a body map – do not take photos.
- Record statements and observations, not interpretations or assumptions.
- All information relating to Child Protection is maintained within a confidential file.

7 Possible Suspension of Member of Staff

The member of staff may be suspended whilst an investigation is conducted but this is not an automatic procedure. Circumstances in which suspension properly occurs include:

- where a student(s) is at risk;
- where the allegations are so serious that dismissal for gross misconduct is possible;
- where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

Where suspension is being considered, an interview should be arranged. The member of staff should be advised to seek the advice or assistance of a professional/support organisation or friend. The member of staff should be informed at the outset of the interview that an allegation has been made and that, at the conclusion of the interview, suspension might occur. It should be made clear that the interview is not a formal disciplinary hearing but is for the purpose of putting forward a serious matter which may lead to suspension and further investigation. The member of staff should be invited to respond. Full notes should be taken of the interview and the teacher invited to read and sign them as a true record after the interview. A copy of the notes will be given to the member of staff.

The member of staff should be invited to identify any persons who may have information relevant to the investigation. These names should be added to the list of those to be interviewed.

8 Investigation into an Allegation

If, as a result of the interview, the Principal considers that suspension is necessary along with a full investigation of the allegation, the member of staff should be advised that he/she is suspended from duty. Written confirmation of the suspension must be given within one working day, giving reasons for the suspension. The Principal must inform the student, parents and member of staff of the likely course of action.

The Principal will nominate a member of the staff to be responsible for conducting a full investigation and produce a report of the findings. The police may be called in, depending upon the nature and severity of the alleged offence. The member of staff concerned should be given as much information as possible including reasons for any proposed suspension, as is consistent with not interfering with an investigation. The member of staff should be given an opportunity to make representations concerning the suspension. A brief adjournment should be offered to the member of staff prior to the response. Once all the relevant persons have been interviewed and all the relevant issues have been explored and the

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investigation is complete, the details obtained and the statements taken should then be compiled into a report. This will be given to the Principal who will decide on the outcome.

9 Staff Recruitment, Training and Support.

9.1 Appointment of Staff

For staff working with children, safe recruitment will be ensured by checking their suitability to work with children. Therefore the school will ensure that:

- Initial recruitment application forms elicit information about an applicant's past, including a Criminal Record Bureau and now known as DBS (Disclosure Barring Service Check) for teachers in countries where this exists and other conduct awards from different countries
- Induction procedures will include explanation about child protection and any training needs identified
- Staff signing up to the Child Protection Policy and Code of Conduct

9.2 Training and Support

Newly qualified teachers should have acquired the necessary foundation to develop a working knowledge of their contractual, legal, administrative and pastoral responsibilities as teachers. This includes the care and welfare of those in their charge and so includes issues of possible or actual child abuse.

All staff and volunteers in the school need appropriate, practical in-service training to enable them to carry out their duties effectively. Awareness of child protection issues will continue to be addressed through on-going training provided by the school.

9.3 Staff Conduct

All staff should demonstrate exemplary behaviour in order to protect themselves from allegations of misconduct. Staff should maintain their standards of behaviour acting as a role model. The guidance given by the Staff Code of Conduct illustrates common sense examples of how to create a positive culture and climate. This should be signed by all staff on appointment to demonstrate adherence.

10 Contribution of the Curriculum

Schools play an instrumental role in the prevention of child abuse through the curriculum. Courses in personal and social education can help young people to develop more realistic attitudes towards the responsibilities of adult life, including parenthood.

Through the curriculum children are also taught about the risks of different kinds of child abuse and be equipped with the skills they need to help them to stay safe. Teaching children possible ways to prevent or tell about abuse must be done carefully so as not to cause anxiety or upset normal, stable relationships between adults and children.

TSPS strives to a safe environment in which children can learn and develop, offering support where necessary for students who have been abused.

11 Disclosure From Student Concerning Home, Family, Friendship Group, etc

Please follow reporting procedure as previously outlined in section 5:1. The Principal will liaise

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directly with concerned group and refer to relevant external agencies as necessary. Full guidance and contact details can be found on the Ministry of the Interior Child Protection website: https://www.moi-cpc.ae/

Other useful contacts are:

- Community Development Authority- CDA on hotline: 800988
- EWAA Shelter for Women and Children on hotline: 8007283
- Dubai Foundation for Women and Children on 800111
- Child protection centre in Sharjah on toll-free helpline number 800 700
- Hemaya Foundation for Children and Women - Ajman on hotline: 800himaya (800446292)
- Aman Centre for Women and Children through RAK Police – 07-2356666

12 Responsibilities

12.1 Responsibilities of the Principal

The Principal has overall responsibility for safeguarding and child protection. In his absence the Vice-Principals, David Goodwin & Praveena Sudheer will take responsibility for the above.

The Principal is the Designated Safeguarding Lead (DSL) for safeguarding and child protection. There is also a Deputy Safeguarding Lead.

The Designated Safeguarding Lead for The Sheffield Private School is Mr Roger Hancock principal@sheffield-school.com.

The Deputy Safeguarding Lead is Ms Stephy Abraham, Head of Inclusion stephy.abraham@sheffield-school.com.

The Principal must do all that he can to ensure that all those working with children at The Sheffield Private School are suitable people. This involves scrutinising applicants, after-school instructors, volunteers and other agencies connected with the school by verifying their identity, obtaining references and obtaining comprehensive background checks. This involves DBS checks for all UK staff appointments and Police checks for any other nationality employees. All school members are required to undergo suitable checks.

Ensure that training for the Designated Safeguarding Lead is up to date and includes knowledge of local procedures. Training with Educare at L3 must be updated at least every two years. All staff to receive annual training regarding the safeguarding and child protection policy and procedures. A record of attendance must be maintained and kept on file.

The Principal is responsible for reviewing and amending the policy where necessary to be approved on an annual basis.

12.2 Responsibilities of the Designated Safeguarding Lead (DSL)

- The DSL is responsible for training all staff (academic, support, auxiliary) at induction and with regular updates.
- The DSL is responsible for reporting suspicions of child abuse directly to the Principal.
- The DSL must insure all volunteers and contract staff undergo suitable checks.
- The DSL must ensure that important parties such as the Head of Subject, Form Tutor and teachers, Head of Inclusion are informed of any suspicions or allegations of abuse that have been made regarding a student.
- The DSL is responsible for ensuring that school complies with all aspects of UAE law relating to the protection of children.

When abuse is detected, the Principal will consult with Saher Gilani Head of Education at Britus Education and then may proceed by contacting the Ministry of the Interior (MOI)Child Protection Department and/or Police. This does not require parental consent for referral. This will be done by contacting

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the MOI CPD or the police and requesting that they come to the school. A record will be kept of that meeting by the Designated Safeguarding Lead. Where an allegation has been made against the Principal, the Deputy Safeguarding Lead will handle the process in consultation with Britus Head of Education.

The MOI Hotline number:	116111	
Email:		childprotection@moi.gov.ae
Al Quasais Police Station:	04901	
Email:		mail@dubaipolice.gov.ae

The DSL should keep a record with the documents that support the allegations of abuse, signed by the person who reported it. The Designated Safeguarding Lead should also keep records of the follow up actions taken with the students after the incident was addressed by the school authorities, in terms of external support and school counselling.

12.3 Responsibilities of the Head of Human Resources

It is the responsibility of the Smita Sultane, Head of HR to keep up to date and accurate records of Police and DBS checks for all employees and that all employees have completed the relevant online Child Protection course (information to be held on iSAMS). The Head of HR must also follow up on references for all new staff.

12.4 Responsibilities of Reception Staff and Security Personnel

Reception staff and security personnel are required to be vigilant and adhere to the procedures governing the access, detailed record-keeping, provision of a Visitor's Pass to be worn for ease of identification and monitoring of visitors to the school.

12.5 Responsibilities of all TSPS employees

- All TSPS staff must complete the Educare on-line Child Protection in Education course every two years, or any other course considered appropriate by the KHDA. The certificate of completion of this course must be kept with the staff member's records by the Human Resources Department.
- All members of the school staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the students in the school. In doing so, they should seek advice and support as necessary from the DSL. The school's Whistleblowing Policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place.
- Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Code of Conduct Policy to the Principal, to facilitate an early intervention in order to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.
- All staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- All staff are required to adhere to the policies, protocols, Staff Code of Conduct and the standards in the Staff Handbook, many of which relate to this policy.
- Staff must not take photographs of students on their own personal devices.
- Staff should not give their personal mobile phone numbers or email addresses to students, nor should they communicate with them by text message, Facebook, WhatsApp, personal email or any other form of social media. If they need to speak to a student by telephone, they should use one of the school's telephones and email using the school system.

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- The group leader on all trips and visits involving an overnight stay may ask the students for their mobile numbers before allowing them out in small, unsupervised groups. The group leader will delete any record of students' mobile phone numbers at the end of the trip or visit and should ensure that all students delete any staff numbers that they may have acquired during the trip. Staff should be aware that it is not appropriate to use social media to communicate directly with students.
- If a member of staff becomes aware that a student has his/her personal mobile number or email address, this should be reported to the Head of Phase.
- All staff are responsible for ensuring that they use full privacy settings to control access to their own web pages, profiles, posts, blogs, wikis, podcasts, digital media, forums, groups, etc.
- All staff are expected to attend regular and relevant professional development sessions.

All staff are expected to:

- be aware of symptoms of abuse;
- report concerns to the Designated Safeguarding Lead;
- keep clear, dated, factual and confidential records of child protection concerns.

13 School Commitment- Recruitment, Training and Selection

The school safer recruitment procedures will be followed for all staff employed by the school. All staff (both teaching and non-teaching), including volunteers who apply to work at the school, will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children and eligibility to work at the school.

At least, two references will be taken up and they will be required to give evidence of their qualifications. References will be followed up and checked by the Principal or delegated member of staff. At least one person on an interviewing panel must have completed safer recruitment training. Staff will have access to Child Protection and Safeguarding Policy and will be required to sign a document certifying that they have read it and agree to abide by its contents. All these policies are applicable when students go on trips away from school.

14 Procedures for Visitors & Volunteers

All visitors and volunteers are welcome at TSPS. However, the main priority is the safety of our students. Procedures should reflect both aspects of potential visits.

On arrival at the school, all visitors should be asked to sign in at reception. This is for their safety, should there be an emergency evacuation. It also provides a record of visitors in the school.

Individual visitors will be given a green Visitors' Lanyard to wear for the duration of the visit and will be asked to return it and sign out when they depart. Visitors should be collected from reception by the appropriate member of staff and escorted to the venue for their meeting/event. Visitors should never be allowed to roam around the school premises at will.

Where there is a group event, for instance a parent assembly, visitors will have been asked to register via an Online Microsoft Form and this will be used as a register. All parents have a school ID, provided at the start of each academic year and this should be worn at all times. As with individual visitors, groups should be restricted to the venue for their meeting/event unless escorted by the appropriate member of TSPS staff.

Visitors and Volunteers should use staff toilet facilities, never those used by students.

15 Storage, Retention and Transfer of Records

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Records of Safeguarding Concerns and ongoing cases should be kept by the Head of Wellbeing (DSL) and shared with the Principal (the Safeguarding Lead). Electronic copies should be kept only in password protected files. Hard copies should be kept in the locked cabinet in the office of the Head of Wellbeing, keys being held only by her and the principal.

Files should state clearly the name, date of birth and gender of the child, along with details of the concern and any actions. These should be recorded on the standardised record of concern, along with any supporting documents.

When the DSL/SL leaves or a new one appointed, a thorough handover must take place, covering historical cases as well as current ones.

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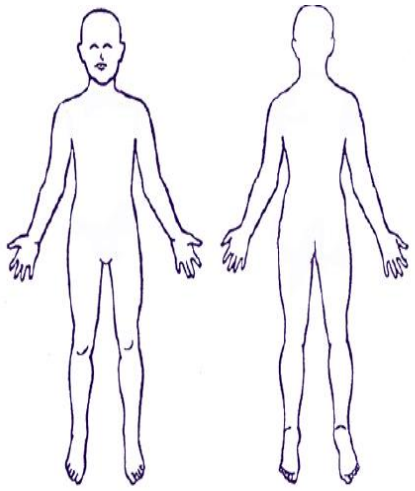
(Appendix A) The Sheffield Private School

Child Protection Disclosure Pro-forma

CONFIDENTIAL

Date:		Name and role of person completing form:	
Name of Child:			

Details of disclosure by child / incident / child protection concerns



Action taken by person(s) above:

Date of notification to DSL:	Name of DSL:

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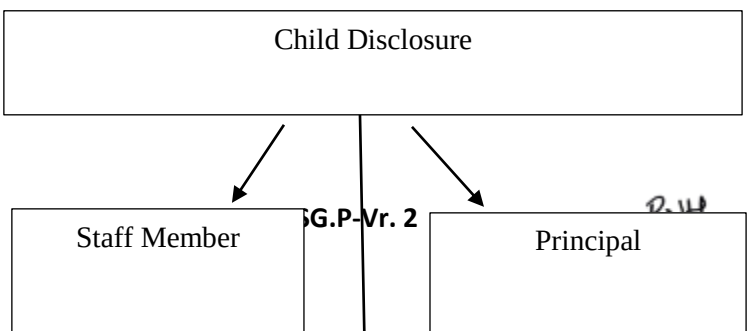
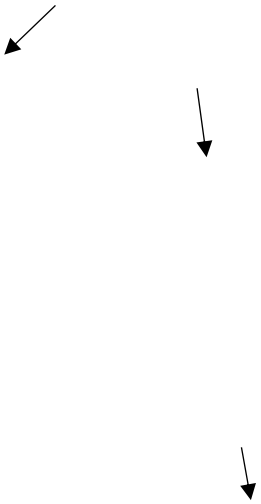
Detail of decision / action by DSL:			
Reason(s) for this decision or action by DSL:			
Notes of feedback between DSL and the person who raised this child protection concern, including date of feedback:			
Tick to confirm added to student's chronology and copy placed in student's C.P. file			
Date for review:		Name of person(s) to review:	
Notes of review (if necessary continue on a separate page and attach):			

(Appendix B) Flow Chart Report/ Referral of Suspected Abuse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