

	Cambridge School of Bucharest <u>Policy</u>	Doc. Ref. : CSB-011-PO
		Rev. : Version 1
		Date : 18.09.2017
<i>CSB Child Protection and Safeguarding</i>		

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This document will be expired after 3 Years from date of last modification as indicated above.

Rev.	Date	Modification
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Title	Designated Child Protection Officer	Deputy Director	School Director
Signature			

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OBJECTIVE

Safeguarding children - the action we take to *promote* the welfare of children and *protect* them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. All staff are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive appropriate care, protection, and justice.

The procedures contained in this policy apply to all school staff and any community members working with CSB children. The policy applies to all students within CSB including Nursery, Kindergarten, Lower School, Middle School, and High School.

Our aims are that:

- the welfare of the child is paramount
- safer children make more successful learners
- all children, regardless of age, gender, ability, culture, race, language, religion, or sexual identity, have equal rights to protection
- all staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- students and staff involved in child protection issues will receive appropriate support and training
- students over the age of 18 receive the same protection and support from the school
- designated staff and administration will carry out policy development and review
- policies will be reviewed annually, unless an incident or new legislation or guidance requires the need for an interim update
- to provide all staff with the necessary information to enable them to meet their child protection responsibilities
- to ensure consistent good practice
- to demonstrate the school's commitment with regard to child protection to students, parents, and other partners

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Terminology

Safeguarding and promoting the welfare of children refers to the process of protection children from abuse or neglect, preventing the impairment of health or development, and ensuring children receive safe and effective care for them to have the optimum life chances to enter adulthood successfully.

Child Protection refers to the processes undertaken to protect children who have been identified as suffering, or are at risk of suffering significant harm.

DCPO refers Designated Child Protection Officer deal with the care of care of children and students in cases of abuse, neglect, or unlawful activities.

Lead DCPO refers to the same duties as a DCPO, however they also deal with concerns involving staff

AQC refers to Academic Quality Controller.

Staff refers to all those working for or on behalf of the school (full time, part time, paid or voluntary).

Child refers to all young people who are under the age of 18.

Student refers to any young person up to and over the age of 18 within CSB

Parents refers to birth parents and other adults who are in a parenting role, such as adoptive parents, step-parents, and foster carers.

Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

'It is essential that the standards reflect the most up to date legislative and policy position on safeguarding and ensure that as effective a safeguarding environment as possible is in place to protect children.'

Education (Independent Schools Standards) England Regulations 2014

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Research suggests that over 10 per cent of all children will suffer some form of abuse, regardless of their background and upbringing. School staff are in a unique setting, able to observe changes in children’s behaviour and the outward signs of abuse due to their day-to-day interaction with students. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

Key personnel – Designated Child Protection Officers

The Lead Designated Child Protection Officer for safeguarding is:

Julia Suroz

Contact details: tel 0040 21 210 21 31 Ext. 51 email julias@cambridgeschool.ro

The Designated Child Protection Officer is:

Kelley O’Sullivan

Contact details: tel 0040 21 210 21 31 Ext. 15 email kelleyo@cambridgeschool.ro

Roles and responsibilities

It is CSB’s role to designate members of staff to coordinate child protection arrangements, as a Designated Child Protection Officers for Safeguarding, also referred to as Designated Child Protection Officers (DCPOs).

The DCPO:

- is appropriately trained
- acts as a source of support and expertise to the school community
works with the AQC’s and School Director to resolve issues
- has an understanding of UK procedures
- keeps written records of all concerns, ensuring that such records are stored securely, but kept separate from, the student’s general file
- refers cases of suspected abuse to children’s social care, police, parents/carers or extended family as appropriate

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- notifies children’s social care police, parents/carers or extended family if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and all appropriate agencies are informed
- attends and/or contributes to child protection conferences
- coordinates the school’s contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with any additional school body as appropriate
- keeps a record of staff attendance at child protection training
- ensures the child protection policy available to parents
- ensures that students’ safety and welfare is addressed through the curriculum

The School Director is appropriately trained and, in the absence of the DCPOs, carries out those functions necessary to ensure the on-going safety and protection of students. In the event of the long-term absence of the DCPOs, the School Director will assume all of the functions above.

The School Principal ensures that the school has:

- a DCPO for safeguarding who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a Lead DCPO for safeguarding who deals with concerns against members of staff
- a child protection policy and procedures, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff
- safer recruitment procedures that include the requirement for appropriate checks

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- a training strategy that ensures all staff, including the senior leadership, receive child protection training, with refresher training at yearly intervals. The DCPOs should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection
- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSOs and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensures that all staff are able and comfortable to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures

Good Safeguarding and Child Protection Practice

To meet and maintain our responsibilities towards students we need to agree on standards of good practice.

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging safe and positive behaviour among students
- being a good listener
- being alert to changes in students' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's Safeguarding and Child Protection Policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid

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- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- Staff are provided with copies of Keeping Children Safe in Education 2015 – part one (UK) that provides brief, clear advice on potential steps to take

Abuse of trust

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003 (England and Wales), it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent (18 years in Romania).

Children who may be particularly vulnerable

Some children may be more susceptible to abuse. It is important to note that this increased risk is not due to the individual child's personality, impairment, or circumstances, but rather to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances. Other factors can contribute to an increase in risk include; prejudice and discrimination, isolation, social exclusion, communication issues, and a reluctance on the part of some adults to accept that abuse can occur.

For all our students to receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers

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- living in chaotic and unsupportive home situations
- living away from home
- involved directly or indirectly in prostitution or child trafficking
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, or sexuality
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats.

Support for those involved in a child protection issue

Child abuse and safeguarding is often devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students 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 student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or 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 helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies

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Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action.

Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way.

Complaints are managed by senior staff and the School Director.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student 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 whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Lead Designated Safeguarding Officer.

Concerns of poor practice or possible child abuse by the School Director should be reported to the School Partner, Joseph Houry.

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 professionals do pose a serious risk to students and we must act on every allegation. 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

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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.

Staff Training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff will receive training during their induction. All staff, including the School Director, (unless the School Director is the DSP or DSO) will receive training that is updated at least every two years and the DSP will receive training updated at least every two years, including training in inter-agency procedures.

Safer recruitment

CSB endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Safeguarding Children and Safer Recruitment in Education together with the school's individual procedures.

Safer recruitment means that all applicants will:

- complete a school-specific application form
- provide two referees, including at least one who can comment verbally and in writing, on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through police records certification and the Disclosure and Barring Service as appropriate.
- be interviewed, preferably in person, and by video conference if not, and be specifically asked if the applicant has any reason why they could not take the job or should not be working with children

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

All staff must sign to confirm they have received and read a copy of the child protection policy (see: appendix 2).

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The school has a duty to report to the DBS (Disclosure and Barring Service) (within 1 month of leaving) any person whose services are no longer required by the school because they are considered unsuitable to work with children. Referrals on this basis are where the school has concerns that a person has caused harm, or poses a future risk of harm to vulnerable groups, including children.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our students attend off-site activities, we will check that effective safeguarding procedures and arrangements are in place.

Nursery and Kindergarten

The designated child protection officer for EYFS is Helen Stevens. In specific relation to EYFS: the school must notify local authorities or DBS (as appropriate) within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

In EYFS all staff mobile phones and other personal electronic devices with cameras must be stored away. Parental use of mobile phones, cameras and other technology must only be for personal use and must not be uploaded onto any social media.

Photography and images

The 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 students we will:

- only use CSB sanctioned equipment to do so, and follow all protocols for usage and storage of audio-visual material as outlined or updated by the DCPO

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- seek parental/carer consent as appropriate for photographs and videos to be taken or published (for example, on our website or in newspapers or publications)
- use only the student’s first name with an image
- ensure students and staff are appropriately dressed
- ensure students are undertaking an official CSB activity only

Image consent form and updated information is available from school office.

e-Safety

All of our students and staff 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 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 students and staff safe in school.

Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school.

Staff should contact students only through the official school-sanctioned platform, Webschool. Staff should never be in contact with a current school student or a group of students via a private social media platform such as Facebook and Instagram for instance. Staff may face disciplinary procedures and action, up to and including dismissal and reporting to local law enforcement authorities if appropriate, when found to be in breach of school policy.

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Part 2: Child Protection Procedures:

Recognising abuse

We need to understand what types of behaviour constitute abuse and neglect to ensure that our students are protected from harm.

Abuse is 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.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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

Emotional abuse is 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.

Emotional abuse 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 or sexual content, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example

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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 is 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.

Keeping Children Safe in Education (HM Government, 2015)

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, school-related bullying is thought to result in more than 12 child suicides each year in the UK.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All students 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 School Director and the DCPOs will consider implementing child protection procedures.

Indicators of abuse – what you might see

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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 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
- 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

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- 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 DSO 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.

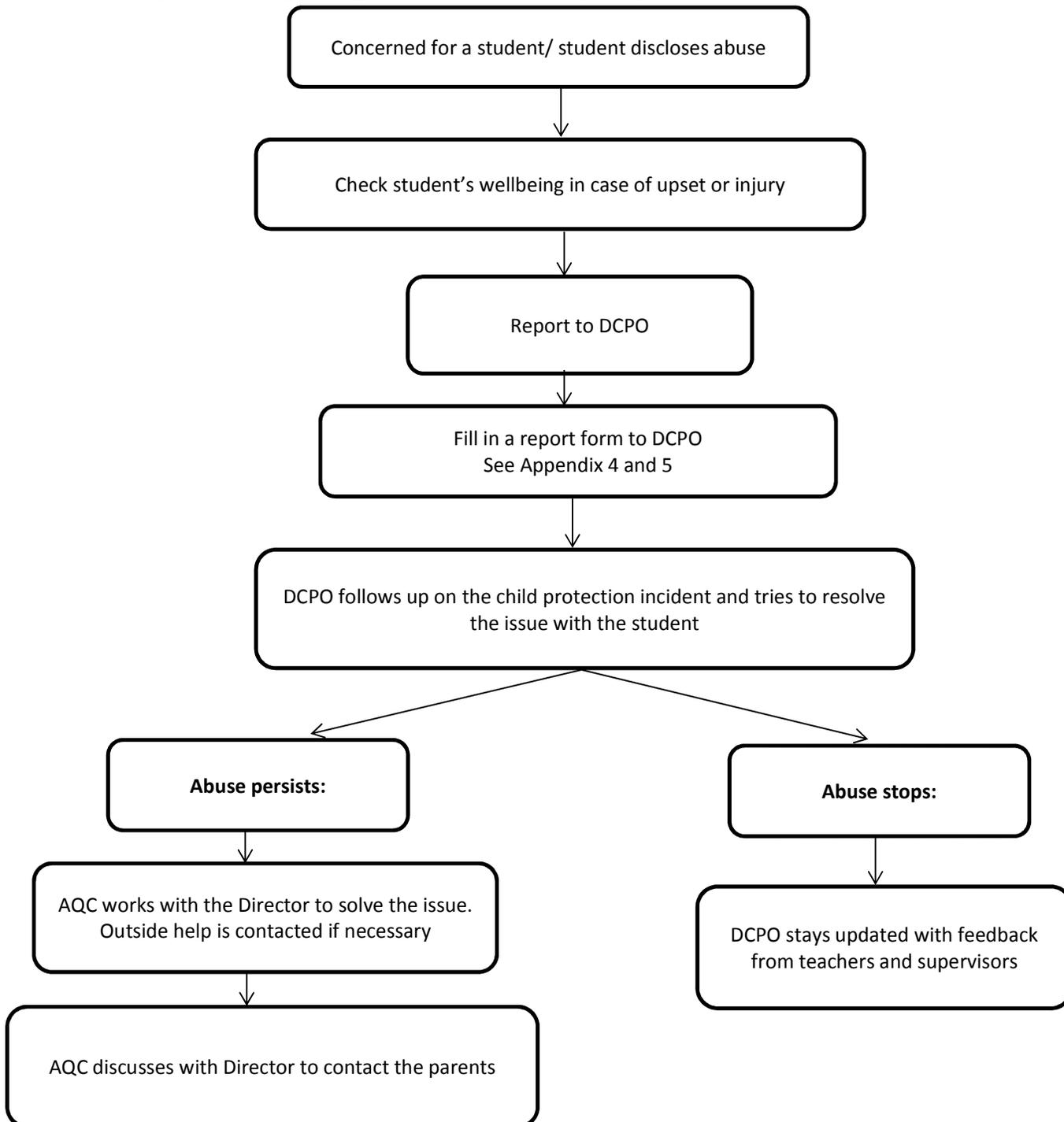
Impact of abuse

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.

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Taking action - Safeguarding and Child Protection Reporting Procedure



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AQC and DCPO stays updated with
 feedback from teachers and
 supervisors

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, contact school office and/or nurse, who will take appropriate next steps. Then inform the DCPO
- report your concern to the DCPO as soon as you can safely and responsibly do so
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern as soon as you can safely and responsibly do so. Include all requested and known information. Dates, times and ‘actual’ wording of any pupil disclosure and subsequent conversations are critical
- seek support for yourself if you are distressed. Know which family members, friends and colleagues form part of your personal support network – ‘who do you go to? Who do you rely on for support and comfort?’

If you suspect a student is at risk of harm

There will be occasions when you suspect that a pupil may be at risk, but you have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are okay or if you can help in any way.

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Use the welfare concern form (appendix 4) to record these early concerns and seek advice from DCPO or a trusted colleague – sharing information keeps us safe. If the student does begin to reveal that they are being harmed you should follow the advice in the section ‘If a student discloses to you’.

If, following your conversation, you remain concerned, you should further discuss your concerns with a Designated Child Protection Officer

If you are concerned that there is a child protection issue and need to record more in depth information, please use the Child Protection record of concern (appendix 5).

Monitoring the situation

After a welfare concern form has been filled in, all action taken must be recorded on the relevant green record form or welfare concern form (appendix 4) together with weekly and monthly updates. This is maintained and kept securely by the lead designated person and updated with input from monitoring and observations by the class teacher including any other relevant information on the child.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being 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 student 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. Children and adults need to be aware that nothing is so awful or embarrassing that it cannot be talked about.

The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen, if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

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During your conversation with the student:

- Allow them to speak freely.
- Remain calm and do not over react – the student 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 student.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what the student’s mother thinks about all this.
- At an appropriate time tell the student that in order to keep them safe and 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 student what will happen next. The student 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 record of concern form and hand it to the designated person.
- Seek support if you feel distressed.

Notifying parents

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

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However, in exceptional circumstances the DSO and school may feel that that notifying parents could increase the risk to the child or exacerbate the problem. In such cases, advice may be sought from other local or overseas agencies, or a decision may be taken for school to contact an extended family member.

Referral to children’s social care

The DSO will make a referral to local children’s social care or other relevant local agencies if it is believed that a student is suffering or is at risk of suffering significant harm. The student (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 student’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 through the pastoral programme and curriculum, including relevant external 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. Safeguarding through pastoral programme and curriculum is deliberately pre-emptive and preventative.

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 pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

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Staff should only discuss concerns with the DCPO. 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 1998 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

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected 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 student's school file and the school file will be 'tagged' to indicate that separate information is held.

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 student or parent to see child protection records, they should refer the request to the School Director.

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

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

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if:

- the situation is an emergency and the DCPO, School Director, or Partner of school are unavailable
- they are convinced that a direct report is the only way to ensure the student's safety

Whistleblowing Policy

Introduction

CSB seeks to conduct its affairs in a responsible manner, taking into account the general guidance and legislation on standards in public life, particularly in regard to probity, openness, and accountability, in compliance with the Romanian Whistleblowing policy and procedures.

Aims and Objectives

This policy should be implemented when one has reason to believe that a suspected misconduct or transgression has taken place, which poses a risk to the interest of another, whether students, colleagues, parents, or the school. The following is a list of transgressions, although it is not exhaustive:

- Crime / miscarriage of justice / illegality
 - Criminal activity
 - Bribery or corruption
 - Fraud or other financial irregularities

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- Health and safety
 - Bullying and/or humiliation
 - Contravening health and safety guidelines
 - Actions which endanger the health and safety of others
 - Actions which endanger the school and/or environment
 - Compromising a student’s welfare but not in a manner that would meet the minimum requirements for intervention by child protection services
- Improper conduct or unethical behaviour
 - Failure to comply with any legal or professional obligation or regulatory requirements
 - Misuse of sensitive information
 - Breach of CSB’s internal policies and procedures
 - Sexual, racial, ethnic, or religious harassment
 - Discrimination based on sex, race, ethnicity, or religion
 - Professional practice that falls significantly short of the school’s normally accepted standards
- Attempts to conceal any of the above

When to enact the policy

This policy may be enacted when an employee of the school, a parent, or an outside contractor feels that there is a legitimate concern over the conduct of a colleague or other employee. CSB recognises that people may be reluctant to report a possible case of improper behaviour; however, it is the responsibility of each individual to ensure that the students and staff are treated fairly, and that CSB maintains its reputation as a student-centered and work-friendly environment.

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Why enact the Whistleblowing policy?

Whistleblowing not only ensures the protection of the students and staff, it protects the whistleblower from the suspicion of colluding with the poor practice that they are aware of. Additionally, this policy offers support to new, or inexperienced, teachers and may result in exposing areas where further staff training is needed. Poor practices may also be an indication that the person in question is experiencing training is needed. Poor practices may also be an indication that the person in question is experiencing undue stress, and measures can then be taken to ameliorate some of the issues surrounding the behaviour.

The spiritual, moral, social and cultural development of the pupils cannot be achieved if they feel they are being treated unfairly. A staff member who consciously fails students and demonstrates no remorse or desire to improve is not liable to welcome being exposed, yet their conduct must be addressed, not only for the benefit of the students, but also for morale of the other staff and the reputation of the school.

What are the barriers to Whistleblowing?

Frequently people do not become whistleblowers because do not feel they have concrete enough evidence to raise a concern, or that they would set into motion a chain of events that would result in adverse repercussions for their own job security. They may feel that, should they ‘blow the whistle’, their own work environment would become hostile, or that they may encounter harassment or victimisation.

These are valid concerns; however, the Whistleblower Protection Act works to ensure confidentiality, thereby protecting whistleblowers from reprisal. The identity of those who enact the Whistleblower policy will be held in confidence, as much as possible, and their identity will only be revealed with their permission, or should they be required to appear as a witness or attend a court hearing.

Should one be concerned about revealing their identity, they can make an anonymous report. Under these circumstances, it would be up to the discretion of the Director and Human Resources to investigate and determine whether or not to pursue the issue.

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Deliberate, false, and malicious allegations will result in employee disciplinary action. However, no action will be taken against someone who raises a genuine concern that, after a thorough investigation, proves to be unfounded.

Reporting Concerns Procedure

Before taking your concerns to the appropriate person, it is advisable to write down your concerns as close to the observed or overheard event that has caused alarm. This will help you to recall the events accurately when questioned. Prior to making a formal report, it is helpful to ask yourself if this behaviour is something that you would like to have continued, unchecked. Once the decision has been made, the following series of steps need to be taken.

Initial Reporting Procedure

- Concerns may be raised either verbally or in writing, and should be reported directly to either the Director or Human Resources
- A friend or colleague may accompany you to the meeting if you prefer
- At this point you will be informed of the proposed action that will be taken and a date will be set for a second meeting
- Depending on the severity and complexity of the concern, you should receive initial feedback within 10 days of filing a report. Further feedback would need to be agreed upon
- To protect your identity, you should ask for clarification regarding confidentiality
-

You may raise your concern verbally or in writing.

You should report your concern directly to the School Director – Rita Hayek Maalouf

Tel: 021 210 2131

If the School Director is the subject of your concern, speak to the School Partner, Joseph Khoury.

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Guidance for staff when reporting a concern

- A friend or colleague may accompany you to the meeting if you wish.
- Ensure the School Director informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days.
- The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

After a Whistleblower report is filed

- The School Director will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.
- Members of the school community may be asked to provide information or advice.
- External advice, for example, from legal or human resources or children’s services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistleblower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
 - No poor practice or wrongdoing is established and the case is closed
 - The concern has some substance and the subject of the concern will receive advice and support from the School Director to improve practice
 - Poor practice or wrongdoing is established and disciplinary proceedings are initiated
 - The concern is more serious and an investigation is initiated. This investigation may involve the local authority’s legal team, children’s social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children’s social care will be immediately involved, and relevant staff members may be suspended (according to staff disciplinary policy).

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Appendix 1

Code of ethical practice for school staff

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for our students.

All school staff should:

- place the safety and welfare of students above all other considerations
- treat all members of the school community, including students, parents, and colleagues with consideration and respect
- adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
- treat each student as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between pupils and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a student, even over the age of 18, is an offence
- be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm
- encourage all students to reach their full potential
- never condone inappropriate behaviour by students or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value them and seek appropriate support for any issue that may have an adverse effect on their professional practice.

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Staff name: _____

Signature: _____

Date: _____

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Appendix 2

Confirmation of receipt of child protection policy

Name:

Date of joining school:

Post:

Date of your induction or last Child Protection training:

Name and designation of staff member responsible for induction or training:

I confirm that I have received and read the school child protection policy.

I have been made aware of my duty to safeguard and promote children’s welfare.

The procedure for reporting concerns about a student has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the school office/HR

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Appendix 3

Visiting staff child protection information leaflet

School statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. While working in our school we expect you to take care of our students and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with learning needs are particularly vulnerable.

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A student may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the Designated Child Protection Officer (DCPO) or a senior member of staff before you leave the school site.

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Do not question the student or try to secure evidence. **Your responsibility is to report your concern, not to investigate.**

If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish, and let them know that you must pass the information on to the DCPO.

If you become concerned about a student's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should complete a welfare concern form and hand it to the DCPO or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help to complete the form.

If you have any questions or wish to see our child protection policy please contact the DCPO.

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Appendix 4

CSB School welfare concern form

Use this form to record any concern about a student’s welfare and give it to the designated person for child safeguarding.

If you suspect the student may be suffering abuse or neglect, or you have received a disclosure of abuse from a student, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Student’s full name:

Date and time of this record:

Why are you concerned about this student?

What have you observed and when?

What have you heard and when?

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What have you been told and when?

Have you spoken to the student? Yes No

What did they say? Use the student's own words

Have you spoken to anyone else about your concern? Yes No

Who?

Is this the first time you have been concerned about this student? Yes No

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Further details

Are the parents/carers aware of your concern? Yes No

Date and time you handed this form to the designated person

Class

Class teacher

Your name and designation

Signature _____

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Appendix 5

Child protection record of concern

Student's details

Full name

Address

Telephone

Date of birth

Gender: Male Female

When was the student first admitted to this school?

Ethnicity and culture

Religion (if known)

Does the pupil have any disability or special educational need? Yes No

Please specify

Preferred language of student

Is any type of language support required to converse with the student? Yes No

Please specify

Does the student know this form has been completed? Yes No

If not, why not?

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If yes, what did the student say?

Details of those with parental responsibility

Name(s)

Address

Telephone

Relationship to student

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

How does this disability or special need affect the student?

Details of any siblings

Does the student regularly spend time with other carers (grandparents, siblings, domestic help, drivers etc..) at home during weekdays, after-school, during weekends and holidays?

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Has a discussion with your direct line manager (pastoral) taken place because of this or other issues concerning this student? Yes No

Please give date/s, reason and outcome (where appropriate)

Why are you concerned about this student?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the student leading questions or try to investigate the concern yourself.

What have you observed and when?

(This relates to anything you have personally witnessed)

What have you been told and when?

(Write here anything you have been told by the student or any other person. Be exact and precise about who has said what and when?)

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What other knowledge concerning this issue or student do you have? What have you heard and when?
(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser/s

Date and time of this record

Your details

Full name

Position

If you are not a member of the school staff, please provide details of your reason for visit, name of school, agency or service together with a contact telephone number.

Do those with parental responsibility know this form has been completed? Yes No

If not, why not?

If yes, what did they say?

NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the student at risk. Speak to the designated person first.

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Does the student have any visible injury, or have they told you they have been injured?

Yes No

If yes, has medical advice been sought? Yes No

If yes, what was outcome?

Has any action already been taken in relation to this concern? (for example, pupil taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record:

If this record has been handed to anyone other than the designated person please explain why:

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here _____

If the student has a visible injury, please indicate the location on the body map and staple the body map to this form.

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the School Principal or your Head of School.

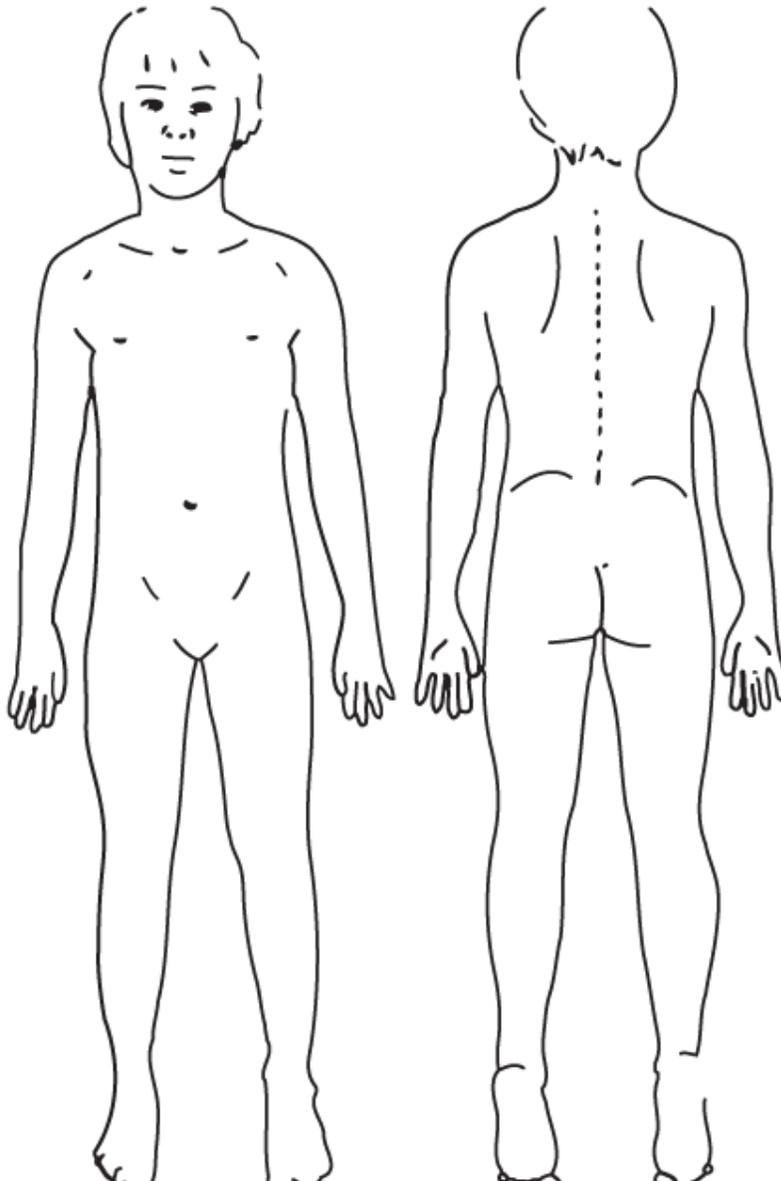
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If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form. Ask the DCPO to complete the information.

STAFF MEMBER NAME:

STAFF MEMBER SIGNATURE:

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Appendix 6

Essential contacts

Name and role:	Address, telephone and/or email address
Lead Designated Child Protection Officer	Julia Suroz Tel: 0040 21 210 21 31 Ext. 51 julias@cambridgeschool.ro
Designated Child Protection Officer	Kelley O'Sullivan Tel: 0040 21 210 21 31 Ext. 15 kelleyo@cambridgeschool.ro
School Director	Rita Hayek Maalouf Tel: 0040 21 210 21 31
School Partner	Joseph Khoury Tel: 0040 21 210 21 31
Police	112
Child Protection Voluntari	0040 21 270 4789 0040 21 270 4790
ChildLineUK	0800 1111
Disclosure and Barring Service (DBS) PO Box 181, Darlington, DL1 9FA, UK	+44 (0)1325 953 795