



CHILD SAFEGUARDING POLICY

This is a whole-school policy, within the framework of which the Primary School and the Nursery policies operate as appropriate.

- The Designated Senior Leader is Mr Nick Vyse (Deputy Head)
- The Designated Leader is Mrs Rebecca Cox (Assistant Head Data)
- The Safeguarding Governor is Mr David Peat (Chair of Governors)

The School affirms that;

1. the welfare of children is of paramount importance and everyone who comes into contact with children and their families has a role to play in safeguarding children.
2. all children have a fundamental right to be protected from harm
3. it will take immediate and effective action to safeguard the welfare of any child who it suspects is being harmed or is in danger of harm
4. it will carry out its legal duty to refer cases of alleged or suspected abuse to other appropriate agencies (Social Services, NSPCC, DBS and the Police, as appropriate) and to work with these agencies in protecting children from harm. The school recognises that it has an important role to play in multi-agency safeguarding arrangements.
5. The school operates safer recruitment procedures, including enhanced DBS checks, training of those involved in interviews and open statements of checks made in our advertising and job specifications, for all staff and volunteers employed by the School or another organisation, who may come into contact with pupils, in order to deter would-be abusers from applying for jobs
6. all staff have read the DfE release from the main statutory guidance *Keeping Children Safe in Education* published in September 2018 which gives specific reference to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), Honour Based Violence (HBV), Forced Marriage, Peer on Peer Abuse, Prevent, Channel and Online Safety. There are also links to documents which give advice about what to do if a child goes missing from school as well as gang culture
7. the school will report to the DBS (the Disclosure and Barring Service – which has replaced the Independent Safeguarding Authority and the Criminal Records Bureau) within one month of leaving, any person (whether employer controlled or whether a student) whose services are no longer required because he/she is considered unsuitable to work with children
8. the school will, where reasonably possible hold more than one emergency contact number for each pupil/student.

This policy aims to establish clear guidelines and procedures for dealing with cases of alleged or suspected abuse of children which come to the attention of teaching staff, other employees, pupils, students, parents or governors. It covers alleged or suspected abuse which might have occurred to or been perpetrated by (in or out of School) a member of the school community or other person. It establishes procedures for contacting outside agencies and for liaison with them.

The School will:

1. provide information to pupils/students through the curriculum, principally PSHE
2. provide training for all staff to help them to recognise and to know how to respond to signs of abuse. Training will allow all staff to have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse and sexting put children in danger. Mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education. The Designated Senior Leader and the Designated Leader are trained every 2 years (including specific Prevent awareness training) with refresher training at regular intervals at least annually; the Head and staff have updated training annually. All staff including part-time and voluntary staff are made aware of child safeguarding arrangements on joining the School and all staff receive updates when appropriate.
3. define the roles, responsibilities and procedures in dealing with Child Safeguarding issues
4. operate Safer Recruitment procedures
5. remedy any deficiency or weakness in our Child Safeguarding Policy immediately they are discovered
6. maintain an attitude of 'it could happen here' and staff should always act in the best interests of the child.
7. maintain an appropriate level of confidentiality. ie only involving those who need to be involved (such as the DSL (or DL) and children's social care.
8. safeguard children from potentially inappropriate online material. Filters and monitoring systems are in place.
9. highlight that SEND, disabled children, young carers, those showing signs of being drawn into criminal behaviour or involved in drug use or at risk of being radicalised can face additional safeguarding challenges and such pupils/students can be disproportionately impacted by bullying. Concerns should be raised with the Designated Leaders.
10. transfer the child protection file for those children leaving the school and moving to a new school or college. This will happen in an appropriate time period, ensuring secure transit, and confirmation of receipt obtained. If appropriate the DSL will share any information with the new school in advance of the child leaving.
11. review this policy at least annually at Governor level and the School's way of carrying out these duties will be monitored.

The Role of the Head, Designated Leaders and Governors

The Head takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, parents, carers and appropriate outside agencies and for the appointment within the School of a Designated Senior Leader to whom is delegated general responsibility for the implementation of this policy and to whom all suspicions or allegations of abuse should be referred.

The Designated Senior Leader is Mr Nick Vyse, Deputy Head and the Designated Leader is Mrs Rebecca Cox, Assistant Head Data. Mr David Peat, Chair of Governors, is the link Governor for Child Safeguarding issues.

Information about the School's policy and training on Child Protection can be obtained from the Designated Leaders. In the absence of the Designated Leaders, any urgent matter should be referred directly to the Head. In the case of the allegation being against the Head or the Designated Senior Leader, please see Page 12 of this Policy.

Definitions of Abuse

The difficulty lies in establishing the boundaries between unprofessional behaviour and abuse (where staff are involved) and between careless or cruel actions and abuse (where

parents/carers or others are involved.) Staff and employees should not make such judgements and must always refer suspicions or allegations of abuse to the Designated Leaders who will make an Urgent Initial Assessment of the known evidence.

An abused child is a boy or girl under the age of 18 years who has suffered, or is likely to suffer, physical neglect, failure to thrive, emotional or sexual abuse which any person caused or knowingly failed to prevent. This would include abuse of a child/young person by a stranger and abuse of a child/young person by a child/young person. In the case of a pupil over the age of 18, he or she is still subject to protection from those who are in a position of trust. The law is clear. See also: q.v. Professional Code of Conduct Statement.

The Law recognises four broad categories of abuse. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another:

Neglect Children under the age of 18 who have been persistently or severely neglected or the failure to protect a child from exposure to any kind of danger. This includes the failure to carry out important aspects of care resulting in the significant impairment of the child's health or development.

Physical Injury Children under the age of 18 where the nature of the injury is not consistent with the account of how it occurred or where there is definite knowledge or reasonable suspicion the injury was inflicted (or knowingly not prevented) by any person. In particular, cases where the injury was a calculated act, the harm is regular or persistent or so severe as to question the motive of the perpetrator.

Sexual Abuse The actual or likely sexual exploitation of a child or adolescent under the age of 18 years by any person. This would include any form of sexual activity to which the child cannot give true consent either by law or because of ignorance, dependence, developmental immaturity or fear. It does not include people of 16 years and over who are willing and able to give true consent, unless the sexual activity includes the parent or care giver or other person in a position of trust (eg teacher/adult employee at the School). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. The sexual abuse of children by other children is a specific safeguarding issue in education.

Emotional Abuse Actual or likely adverse effect on the emotional and behavioural development of a child under the age of 18 years caused by persistent or severe emotional ill-treatment or rejection. As all other categories involve some emotional abuse it should be used when this is the main or sole form of abuse.

The Prevent Strategy

The Prevent Strategy is part of the Government's counter-terrorism strategy (CONTEST) led by the Home Office. The Prevent agenda requires organisations to work with the police to contribute to the prevention of terrorism. In an educational context, the purpose is to support and protect children and young people who are vulnerable and at risk of being radicalised. Prevent is about ensuring that they are diverted away before any crime is committed and is described as a long term solution to the current threat of extremism.

Where there are signs that an individual has been or is being drawn into terrorism and there are concerns relating to an individual's behaviour, which could indicate that they may be being drawn into terrorist activity, they must be referred to one of the Designated Leaders for Child Safeguarding. N.B. This might include members of the staff.

Signs or indicators that someone is being drawn into terrorist activity may include:

- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils/students/staff accessing terrorist related material online, including through social network sites
- Parental/family/carer reports of changes in behaviour, friendships or actions
- Local authority services and police reports of issues
- Individuals voicing opinions drawn from terrorist related ideologies and narratives
- The promotion of messages which undermine community cohesion
- Individuals expressing opinions contrary to fundamental British values
- Use of extremist or hate terms to exclude others or incite violence
- **The Prevent and Liberate Coordinator at Blackburn with Darwen is Leanne Romney**

Child Sexual Exploitation

Staff should be aware of signs of pupils/students being vulnerable to child sexual exploitation. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for gifts, to serious organised crime by gangs or groups. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex or engage in sexual activity, sexual bullying including cyberbullying and grooming. Signs that a child might be at risk may include:

- going missing for periods of time or regularly coming home late regularly missing school
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such. Members of staff who suspect that a child is at risk of child sexual exploitation should pass these concerns to a Designated Leader.

Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. The school will inform the local authority of any pupil/student who fails to attend school regularly, or who has been absent without the school's permission for a continuous period of 10 days or more. School will inform the local authority of any pupil deleted from the admission register under circumstances as outlined in Keeping Children Safe in Education (September 2018) Annex A.

Looked After Children and Previously Looked After Children

The school recognises that Looked After and Previously Looked After Children form a vulnerable group and the school will work with all agencies so that prompt action is taken when necessary. The school will work with local authorities to promote the educational achievement of those who are Looked After, those children who have left care through adoption, special guardianship or child arrangement orders.

Peer on Peer Abuse

All staff should be aware **safeguarding** issues can manifest themselves via peer on peer abuse. It is recognised that it is more likely that girls will be victims and boys perpetrators, but all peer on peer abuse is unacceptable. Peer on peer abuse should never be tolerated. Allegations of peer on peer abuse will be recorded, investigated and dealt with by the pastoral team together with the Designated Senior Leader. This is most likely to include, but not limited to, bullying, including cyberbullying, physical abuse, sexual violence and sexual harassment, sexting and initiation type violence and rituals. Staff concerned that a child is at risk of peer on peer abuse should report it to a Designated Leader.

Staff need to be aware that Children with special educational needs and disabilities are more prone to peer group isolation than other children.

Female Genital Mutilation (FGM)

Staff should be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not be aware of the practice or that it might be conducted on them, so sensitivity should always be shown when approaching the subject. All cases of FGM will be reported to the police.

Indicators that a girl is a risk might include:

- A girl having relatives who have been subjected to FGM
- Parents/carers wishing for a girl to be withdrawn from PHSE
- A visit from a female family elder from a country where the practice is prevalent.
- A girl discussing the practice, referring to a 'special procedure' or talking about attending a special occasion to 'become a woman'.
- A girl being taken out of the country by a parent or relative for a prolonged period to a country where the practice is prevalent

Indications that a girl has already been subjected to FGM might include:

- Difficulty walking or standing
- Spending long periods in the toilet
- Bladder or menstrual difficulties
- Prolonged absence from school with behaviour changes on return
- Reluctance to undergo normal medical examinations

Staff members that believe a girl is at risk of suffering, or suspect they have suffered FGM should pass these concerns to a Designated Leader. There is a legal obligation on teachers to report any suspicions or incidents of FGM.

Honour Based Violence (HBV)

So called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If in any doubts staff should speak to the Designated Senior Leader. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats

or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Staff concerned that a child is at risk of forced marriage should report it to the Designated Senior Leader.

Role of the Designated Leaders in Making an Urgent Initial Assessment

The Designated Leader will carry out an Urgent Initial Assessment of all cases referred to him or her. The purpose of this assessment is to discover: the nature of the suspicion or allegation, the validity of the suspicion or allegation based on the prima facie evidence, the likelihood of immediate or future harm to the child. The Designated Leader will refer to the confidential files on issues of Child Protection (held by the Designated Leader); he or she will refer to school medical records, registers and pupil/student files. He or she may talk discreetly with staff or pupils/students to ascertain relevant information without revealing the nature of the inquiry.

This is not an investigation, although the child and staff might have to be interviewed (see guidelines). A written record of the Urgent Initial Assessment will be made, including signed statements where appropriate, which will be kept by the Designated Leader. On the basis of the Urgent Initial Assessment the Designated Leader, usually in consultation with the Head, will decide an appropriate course of action which might involve referring the matter to an outside agency or implementing disciplinary procedures with staff. The decision of the Designated Leader will be recorded in writing on the Urgent Initial Assessment report.

The Urgent Initial Assessment should be completed promptly and, if at all possible, within 24 hours of the allegation or suspicion being reported.

Reporting Arrangements

Appropriate welfare agencies will be informed within 24 hours of a disclosure or suspicion of abuse. However, if a child is in immediate danger or is at risk of harm a referral will be made to children's social care and/or the police immediately. The Designated Senior Leader will consider contextual safeguarding (whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.)

Blackburn with Darwen Child Services **(Tel 01254 666400)**

Members of staff have the right and a duty of care to make a direct referral to Blackburn with Darwen Child Services if they have serious concerns about a child and believe a referral is necessary. To do this they should ring

Blackburn with Darwen Child Services **(Tel 01254 666400)**

Please ensure that the School Designated Leaders are informed immediately of any such action.

The Child Protection Register

The Designated Senior Leader, or in his absence the Designated Leader, will keep information about pupils/students placed on the Child Protection Register by the Social Services. He or she will also keep securely all records relating to issues of child protection which are too sensitive to remain in the open access pupil/student files.

Historical Sexual Abuse

At Queen Elizabeth's we will take all allegations of historical sexual abuse extremely seriously and will act on them appropriately in consultation with the appropriate authorities. We will

consult the Local Authority Designated Officer in all cases of allegations against former members of staff and act on their advice. We are well aware of the difficulty of these issues, both for the current school and for those who, after years of silence in some cases, may now feel they wish to confront the experiences they may have had when at school. While each case must be handled on its merit, the school respects the judgment of the courts and will cooperate with all relevant agencies at all stages of any investigation that may take place, including the provision to the police of any data from personnel files. The media attention such incidents arouse is inevitably challenging for the current school but our concern with child welfare, as encompassed by this whole policy, means that we will act in the interests of the alleged victim wherever we can.

Annexes

- 1 Child Safeguarding: Procedures
- 2 Procedures for dealing with Allegations of Abuse
- 3 Guidance for Staff in interviewing pupils

Any member of staff with safeguarding concerns should report these using the tab on 'Class Charts' or speak directly to a Designated Leader. If staff have any concerns about a child's welfare, they should act on them immediately. Staff should follow the child safeguarding policy and speak with a Designated Leader.

Annex 1

Child Safeguarding: Procedures

Procedures for dealing with suspected abuse

1. Staff should be vigilant to recognise signs of abuse and should read and refer to material provided by the school to train staff in the recognition of signs of abuse. The Designated Senior Leader or deputy, will be available to discuss safeguarding concerns in a timely manner. Should both Designated Leaders be absent from school, concerns should be raised directly with the Head.
2. It is the duty of all School employees to be familiar with this policy and to carry out the procedures when abuse is suspected. Staff should act themselves and not assume a colleague will take action. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. If this is not through a Designated Leader, then the member of staff should inform a Designated Leader of their actions immediately.
3. Parents/carers who have suspicions of abuse should contact a Designated Leader.
4. Any other person or outside agency who contacts the school to discuss a matter of suspected abuse should be referred to the Designated Senior Leader.
5. Confidentiality cannot be promised to those giving evidence (pupil/student or adult). Staff will make this clear when speaking to pupils/students.

In the case of suspected neglect

The matter should be referred immediately to a Designated Leader. The Designated Leader will undertake an Urgent Initial Assessment. The pupil/student will be interviewed, unless there are strong reasons not to, according to the procedures outlined in Child Protection: Guidance for Staff in Interviewing Pupils (below, page 12).

The Designated Leader will decide the appropriate course of action. This might involve seeking advice from the NSPCC, interviewing parents/carers, seeking a referral to the pupil's G.P or to the School Medical Service, contacting the Social Services or Police and/or resolving to monitor the situation further.

Staff involved will be made aware of decisions taken and of any action plan devised to monitor the pupil/student, unless there are compelling reasons to prevent this.

Written records will be kept by the Designated Leader and a note to that effect made on the pupil's/student's file.

In the case of suspected physical injury

The matter should be referred immediately to a Designated Leader. It is vital to report any suspicion as delay could result in further harm to the child. Staff must not begin to investigate. The Designated Leader will carry out an Urgent Initial Assessment. The child will probably be interviewed (see guidelines) and careful written notes will be kept. The Skin Map (see Lancashire Child Protection Procedures held by the Designated Senior Leader) may be used to describe the location of injuries. After the Urgent Initial Assessment, and usually in consultation with the Head, the Designated Leader will decide on a course of action. If there is a possibility that abuse has occurred or is likely to occur, he or she will inform the Social Services and the Police. He or she might contact the NSPCC to discuss the matter informally and to seek advice. If he or she decides that there are insufficient grounds to alert an outside agency, he or she will record the decision on the Urgent Initial Assessment Report. If no agency is contacted, the pupil/student must be monitored closely and any future injuries recorded and assessed.

In the case of suspected sexual or emotional abuse

The evidence will usually be in the form of a disclosure to an adult or friend and can therefore be treated as an allegation - see below. In the unusual circumstances of an unsubstantiated suspicion a Designated Leader must be informed. He or she will undertake an Urgent Initial Assessment and decide on a course of action. In the absence of strong evidence, it is possible that the only clear course of action will be to monitor the pupil/student closely and to record anything which might constitute evidence in the future.

Guidance for staff

All staff are responsible for safeguarding and welfare of children, so must familiarise themselves with this policy and these procedures. It is vital that staff do not place pupils/students or themselves at risk of harm or allegation of harm to a pupil/student (for example in one-to-one tuition, sports coaching, conveying a pupil by car, inappropriate electronic communication etc). Thus it is expected that all staff read and subscribe to The Professional Code (q.v.), policies on computer use (q.v.), physical restraint (q.v.) etc. Staff are encouraged to identify children who may benefit from early help. In the first instance staff should discuss early help with a Designated Leader.

Note re recruitment checks (qv Safer Recruitment policy)

A section 128 direction or a probation order prohibits or restricts a person from taking part in the management of an independent school, including academies and free schools. A person who is prohibited, is unable to participate in any management of an independent school such as: a management position in an independent school, academy or free school as an employee; a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or a governor on any governing body in an independent school,

academy or free school that retains or has been delegated any management responsibilities. A check for a section 128 direction and probation orders can be carried out using the Teachers Services' system. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.'

Annex 2

Procedure for dealing with allegations of abuse

Allegations are often made as disclosures by the person being abused to a caring adult. If the disclosure is made to a friend who then tells a caring adult, the adult must encourage the friend to persuade the abused child to disclose. If the abused child will not disclose, the timing and nature of the allegation should be noted in writing and passed to a Designated Leader who will file the details.

An allegation of abuse by a parent/carer, other member of the family or other adult outside the family (not a member of staff or other employee of the school)

The recipient of the Disclosure should make a written record of the details. The record must not contain opinion, gloss or speculation. The person disclosing should agree the facts and if possible sign the record. This record must be given immediately to a Designated Leader who will undertake an Urgent Initial Assessment of the case.

On the basis of the Urgent Initial Assessment, the Designated Leader, usually in consultation with the Head, will decide on a course of action. He or she might telephone the NSPCC to seek advice and guidance. Under no circumstances will the person, about whom the allegation is made, be informed. If the Designated Leader believes that the child is in immediate danger, he or she will arrange for the child to remain at school until the Social Services take charge of the case. Otherwise he or she will either alert the Social Services and the Police or decide that there is no substance to the allegation. In the latter case the decision and the reasons will be noted on the Urgent Initial Assessment. If the Designated Leader is unsure whether the alleged action constitutes abuse he or she will contact the LA Children's Services Department or the NSPCC for advice. Doubtful cases will generally be referred in the interests of protecting the child.

An allegation of abuse by a member of staff or other employee (or volunteer) of the school.

The recipient of the Disclosure should make a written record of the details. The record must not contain opinion, gloss or speculation. The person disclosing should agree the facts and if possible sign the record. This record must be given immediately to the Head who will instruct a Designated Leader to undertake an Urgent Initial Assessment of the case.

The Designated Leader will contact the Local Authority Designated Officer (LADO) or in the most serious cases, the police. If after the Urgent Initial Assessment, the allegation is groundless, the person about whom the allegation was made will be informed by the Head or Deputy Head, who is also the Designated Senior Leader, and the matter noted in confidential pupil/student record held by the Designated Leader.

If the allegation cannot be disproved after the Urgent Initial Assessment it becomes a matter of Staff Discipline which might be referred to an outside agency in due course. (See Staff Code of Conduct and Disciplinary Procedures.)

An allegation of abuse of a pupil/student by a pupil/student or pupils/students

The recipient of the Disclosure should make a written record of the details. The record must not contain opinion, gloss or speculation. Abuse by pupils of other pupils should not be tolerated. Abuse should not be passed off as ‘banter’ or ‘part of growing up’. The person disclosing should agree the facts and if possible sign the record. This record must be given immediately to a Designated Leader who will undertake an Urgent Initial Assessment of the case. The pupils will be interviewed according to the procedures outlined in *Child Protection: Guidance for staff in interviewing pupils* by the Designated Leader and a witness who will prepare a full written report for the Head. On the basis of the report, the Head will decide an appropriate course of action to deal with each pupil/student involved. The Deputy Head will liaise with parents/carers and/or other agencies as necessary.

“Sexting” The sending of inappropriate images is a serious offence. Pupils/students suspected of this will be asked to surrender mobile phones for examination by a Designated Leader. This examination, wherever possible, will be conducted in the presence of the child’s parents/carers for anyone aged 16 or under. If such images are found, all pupils/students in possession of the image will be asked to delete it and an attempt will be made to contact anyone outside school who may have received it. We will inform the local police if we find inappropriate images. If the school is unable to contact providers of any websites hosting the image, they should be reported to Internet Watch Foundation at www.iwf.org.uk and if this is unsuccessful, to www.clickcop.police.cuk

Educational responses such as counselling, assemblies etc will also be considered on a case-by-case basis. The issue is dealt with routinely in our PSHE programme.

An allegation of abuse by a Designated Leader

The recipient of the Disclosure should make a written record of the details. The record must not contain opinion, gloss or speculation. The person disclosing should agree the facts and if possible sign the record. This record must be given immediately to the Head who will undertake an Urgent Initial Assessment of the case.

After the Urgent Initial Assessment, the procedure is identical to that for other staff who are subject to an allegation.

An allegation of abuse by the Head

The recipient of the Disclosure should make a written record of the details. The record must not contain opinion, gloss or speculation. The person disclosing should agree the facts and if possible sign the record. The Chair of Governors, or in their absence the Vice Chair of Governors, will be contacted and will undertake an Urgent Initial Assessment of the case. The Head will be informed that such action has been taken. The matter is subject to the procedures laid down in the staff Code of Conduct and Disciplinary Procedures.

Annex 3

Guidance for staff interviewing pupils/students

This guidance must be followed by members of staff when interviewing pupils/students who may have been abused.

The person to whom the disclosure is made must never promise absolute confidentiality even at the risk of not receiving the information. An assurance can be given that only those who need to know will be told and that no-one will be told without the knowledge of the abused

child. It is vital that the person receiving the disclosure does not try to investigate the matter or ask leading questions.

The recipient of the disclosure should make a written record of the details. The record must not contain opinion, gloss or speculation. The person disclosing should agree the facts and if possible sign the record. This record must be given immediately to a Designated Leader who will undertake an Urgent Initial Assessment of the case.

If practicable, arrange for a witness (preferably a disinterested colleague) to be present during the interview. the interview.

Updated by Mr NH Vyse: September 2018

Approved by Board of Governors: September 2018