



# Metropolitan School of Panama

## Child Safeguarding Policy

Published: August 2024

Next Review: May 2025

### Table of Contents

- I. Introduction
  - a. Aims and Objectives
  - b. Definitions
- II. Roles and Responsibilities
- III. Training and Support
- IV. Specific Safeguarding Issues
  - a. Forms of Abuse
  - b. Types of Safeguarding
- V. Procedures
  - a. Procedures for anyone concerned about any student
  - b. Dealing with disclosure, reporting and further action
  - c. Local safeguarding agencies/ advice
  - d. Record Keeping
  - e. Confidentiality

## I. Introduction

### a. Aims and Objectives

Metropolitan School of Panama aims to:

- Provide a world class, safe and happy environment to enable students to thrive and learn.
- Outline the systems and processes to ensure that students remain safe at school.
- Raise awareness to all staff of safeguarding/child protection issues and define their roles and responsibilities in reporting cases of abuse.
- Identify students who are suffering, or likely to suffer harm.
- Ensure effective communication between all staff on child protection/safeguarding issues.
- Set effective procedures for staff/volunteers or third- party individuals who encounter any issues in relation to child protection/safeguarding to follow.
- Be clear with all parties, including students and their parents/care takers, regarding our approach to safeguarding and child protection, through the provision of clear policies.

### b. Definitions

#### Safeguarding

Safeguarding and promoting the welfare of children refers to the processes of protecting students from harm, preventing the impairment of their health and development, ensuring that we seek to improve the general health and well-being of all students in our care and enabling every student to have the optimum life chances and enter adulthood successfully.

#### Child Protection

Child Protection is the core element of safeguarding and is defined as the responsibility to protect children who are suffering or likely to suffer from harm as a result of abuse or neglect.

## II. Roles and Responsibilities

### **The Principal/Head teachers and senior management team in school will:**

- Ensure that this policy and procedures are implemented across their school and followed by all staff and volunteers;
- allocate sufficient time and resources to enable the Designated Safeguarding Lead (DSL) and any deputy Designated Safeguarding Lead to carry out their role effectively;
- ensure that the culture of the school facilitates concerns being raised and handled sensitively;
- ensure that safeguarding is addressed through the curriculum;
- ensure the school site is secure.
- ensure that local mapping of legislation, guidance and supportive agencies is undertaken and added to the school's customized version of this policy;
- only deploy staff who will have unsupervised contact with children, where safe recruitment procedures have been followed;
- maintain a record of all training undertaken by staff in relation to safeguarding and child protection. This training record should be made available for inspection during any audit and should reflect the timescales for renewal identified in this policy.

### **The Designated Safeguarding Lead (or Deputy)**

The designated staff role is guided by two principles:

- The welfare of the child is always paramount.
- Confidentiality should be respected as far as is possible.

### **Being guided by these principles the Designated Safeguarding Lead (DSL) will:**

- Play a key role in ensuring that the school takes action to support any student who may be at risk.
- With the Principal and Head Teachers, make sure that all staff, both teaching and non-teaching, are aware of their responsibilities in relation to safeguarding and child protection.
- Have appropriate training in addition to the basic training that all other staff receive.



- Collate and keep accurate and confidential records of any concerns about children.
- Have a clear understanding of the local expectations around safeguarding, who to contact, what agencies exist and how to contact them.
- Ensure that the entire school community knows who the DSL is in their setting.
- Be familiar with local regulations, procedures and agencies who can offer support for safeguarding matters.

*All staff have the responsibility to report to the Designated Safeguarding Lead any concern they have about the safety of any child in their care. The Designated Safeguarding Lead's responsibility is to make decisions about what to do next and then to take appropriate action.*

**All staff will:**

- Ensure they are familiar with and follow this safeguarding policy and all other safeguarding related policies.
- Be subject to safe recruitment processes and checks prior to starting at the school (unless an action plan/risk assessment is in place to ensure the staff member is supervised until all checks are completed).
- Be alert to signs and indicators of possible abuse.
- Listen to and take seriously the views and concerns of children.
- Record any concerns and report these to the Designated Safeguarding Lead (DSL).
- In the Metropolitan School of Panama, the Designated Safeguarding Lead(s) are the Head of School, Dr. Mark Starbuck, and the Elementary and Secondary Counsellors, Mrs. Roxana Palacios, and Mayra Bultrón. They can be contacted at Calle 1a La Primavera, Green Valley, Panama Norte [Mark.Starbuck@themetropolitanschool.com](mailto:Mark.Starbuck@themetropolitanschool.com) (507) 68950239
- Follow the procedures outlined in this document when/if concerned about any child.
- Support students, staff, or other adults who have concerns, or who are the subject of concerns, to act appropriately and effectively in instigating or cooperating with any subsequent process of investigation.
- Undertake appropriate child protection/safeguarding and safe recruitment training (and refresher training as required by Nord Anglia Education).



- All staff and volunteers need to recognize that if their behavior inside or outside the workplace breaches the NAE code of conduct and/or the guidance for safe working practice, this may be considered a disciplinary or even criminal matter.

**All staff who have occasional or supervised contact with children (including staff from partner and contracted organisations) will:**

- Undergo a safeguarding briefing/induction in relation to their role, understand what is required of them if they have concerns and to whom they should report.
- Provide written confirmation to demonstrate that where appropriate, all partner agencies' staff/contractors have been safely recruited with appropriate checks undertaken and that a safeguarding briefing has been provided to these staff, (appropriate to the role and contact they will have with children) before they commence their role on any Nord Anglia Education school or organization site. Where these staff or volunteers are constantly supervised, the recruitment checks may not need to be as rigorous, but it is for the Principal/Headteacher/ Designated Safeguarding Lead to assess this risk, not individual members of staff or partner organizations themselves.
- Follow the guidance always laid down in this policy.
- Be provided with guidance on appropriate safe working practice in a Nord Anglia Education (hereinafter "NAE") school.

### **III. Training and Support**

**The Metropolitan School of Panama will ensure that:**

- All staff and volunteers in the school are provided with appropriate general safeguarding training on joining the organization and then at least every two years. This training will be available through Nord Anglia University (NAU) and other online platforms, as well as face-to-face events.
- Relevant policies are made available in a range of relevant languages.



- Staff and volunteers are supported and have the necessary skills to recognize and take appropriate action regarding students who are at risk, or potentially at risk.
- Those who have the Designated Safeguarding Lead responsibility in schools have appropriate, up to date knowledge and they access appropriate additional and specialist training (approved by the Education Director/Head of Safeguarding). This will be refreshed every two years.
- All staff and volunteers are subject to a full induction, which includes an overview of what to do and who to contact if concerned about a student.
- Appropriate staff are trained in safe recruitment. This safe recruitment training must be renewed every five years.
- Training for new starters must be complete before any new starter can have unsupervised contact with students.
- Any student who has or is suffering from any form of harm will receive support. Once agreed with any investigating agency (if involved), students can be offered direct support through school counsellors or external agency input. Metropolitan school of Panama will hold information in relation to local, regional, or national bodies that may be able to offer direct support in these circumstances.

*The Metropolitan School of Panama recognize our duty of care to our employees and where staff have been involved in reporting and responding to abuse, we recognize that this can be very difficult to deal with in isolation.*

## **IV. Specific Safeguarding Issues**

### **a. Forms of Abuse**

There are a considerable number of ways that students may be exposed to risk and danger. All require a response. Abuse is defined as any form of maltreatment of a child. This can manifest itself as direct harm to a child, or by a failure to take action to protect a child who is at risk of, or already suffering harm.



The more commonly referred to types of abuse are:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, or otherwise causing harm to a child.
- **Emotional abuse:** the persistent maltreatment of a child such as causing severe and adverse effects on the child's emotional development. This may involve conveying to a child that they are worthless, unloved, or valued only as far as they meet the needs of another person.
- **Sexual Abuse:** involves forcing or enticing a child to take part in sexual activities, whether the child is aware of what is happening. This form of abuse can involve direct contact activities but also non-contact activities over social media or the internet.
- **Neglect:** This is the persistent failure to meet a child's basic physical or psychological needs likely to result in the serious impairment of the child's health or development.

While the above are the broad four principal areas of potential abuse, abuse itself can take many forms involving one or more of these areas, such as self-harm, forced marriages, child sexual exploitation, sexting, and female genital mutilation. These is not an exhaustive list of all the potential forms of abuse which staff may have to deal with on occasions.

## **b. Types of Safeguarding Issues**

### **E-safety**

The growth in electronic media in everyday life and an ever-developing variety of devices create additional risks for children. Risks and dangers of being online include:

- Inappropriate content
- Ignoring age restrictions and communicating with unknown adults or other children (which make children vulnerable to bullying and grooming)
- Grooming and sexual abuse
- Sharing personal information
- Gambling or running up debts
- Cyber Bullying



Cyber bullying is an increasingly generic form of bullying behaviour and is most often related to social networks and mobile phones.

Metropolitan School of Panama believes the best way to protect our students is to teach awareness and understanding of risk, particularly through personal, social and health education, sex and relationship education or wellness programmes. Metropolitan School of Panama curriculum includes appropriate and frequent opportunities to teach children how to recognise when they and others are at risk and equips them with the skills, strategies, and language they need to take appropriate action.

### **Mobile phone and camera images**

It is our policy that practitioners, teachers, and visitors to our school settings should not use personal mobile phones to take images of children. If personal equipment is used to capture child images, these images should be uploaded to the schools' system as soon as possible and immediately deleted from personal equipment. Permission to capture images, videos or audio recordings should be sought from the Designated Safeguarding Lead or Head Teacher for the school.

Photographs for School Publications:

- Photographs of students being used by staff for learning or marketing are only taken on school cameras/devices.
- Images should be saved on a secure server/database and printed copies only used within the school for purposes such as displays, records and learning journals. Images to be used for marketing need to be agreed with parents/carers before use.
- Staff personal phones should not be used in classrooms and learning areas when students are present except where required as a response to emergency planning.
- Visitors and parents/carers should be asked not to use mobiles devices within the school and/or early years setting, except where permission has been granted to capture images of their own child or children. All parents/carers must give permission for photographs to be used for publicity purposes and to sign a disclaimer if they do not wish their child's image to be used externally.



## **Allegations against staff and volunteers**

An allegation can be made against a staff member or volunteer at any point. It is important that any such allegations are treated seriously, and appropriate procedures followed.

An allegation is different to a complaint and can be defined as follows:

- Where someone has behaved in a way that has harmed or may have harmed a child.
- Where someone has committed a criminal offence against a child.
- Where someone has behaved in a way towards a child or children that would pose a risk to children.

In the event of an allegation being made against a member of the school staff (or a volunteer helper), it will always be referred to and investigated by the Principal/Head unless a criminal act has been committed, in which case the matter should be referred to the local authorities where appropriate. If the Principal deems the allegation to be of a safeguarding nature (criminal or not) the Head of Safeguarding for Nord Anglia Education must be informed as soon as possible and certainly within 24 hours. HR must also be informed by contacting the regional HR Director and the Group HR Director as soon as possible. In the case of the allegation being against the Principal, the Regional HR Director, and the Regional Managing Director, as well as the Head of Safeguarding and Group HR Director should be informed.

For serious allegations, the matter must always be reported as soon as possible to the Director of Education, the Group HR Director and the Chief Executive Officer, and the regional emergency plan should be deployed.

No action to investigate the concern should be taken before consultation with the Head of Safeguarding and HR, and Group Legal to verify if Legal Privilege is to be maintained, and agreement reached about how best to approach and investigate the concern. If it is felt, after these initial consultations, that further inquiries are needed, then the member of staff may be suspended. Suspension is a neutral act, and in no way implies that the person is guilty of any wrongdoing. It is acknowledged that this would be distressing for the person concerned, and the school will do all it can to balance the interests of any individual with that of the need to



keep children safe. The school will seek advice from the Regional HR Director/Head of Safeguarding before acting and will comply with national and locally agreed guidance on these matters. Each school is expected to have researched and mapped the local arrangements and guidance for dealing with allegations, and these should be reviewed at this stage.

Staff will reduce the possibility of an allegation being made by ensuring that they are aware of the expectations within the MET's and NAE code of conduct for staff and volunteers and the NAE guidance for safe working practice.

### **Whistleblowing**

Nord Anglia Education and the Metropolitan School of Panama recognise that we cannot expect children to raise concerns in an environment where adults fail to do so. All staff and volunteers should be aware of their duty to raise concerns about the actions or attitude of colleagues. Appropriate concerns raised for the right reasons are a protected disclosure and, even if proven to be unfounded, no action will be taken against the whistle-blower.

Malicious whistleblowing, however, will be seen as a potential disciplinary matter.

### **Anti-bullying**

Bullying is a safeguarding matter and if left unresolved can become a more serious child protection issue. Staff at every level will take seriously any concerns raised in relation to the bullying of any student. Action will always be taken to investigate the concerns and to prevent repeat incidents or behaviours. Bullying may involve either face-to-face or the misuse of social media or technology. Each school should have its own policy and approach to restorative practices and Metropolitan School of Panama will demonstrate a commitment to help resolve specific issues.



## **Children with Special Educational Needs or Disabilities**

All staff should recognise that children with Special Educational Needs and Disabilities can mean additional safeguarding challenges. Depending on the nature of a child's special need or disability, additional barriers can exist which make it more difficult to identify and recognise signs of abuse. For example, it is easy to assume that a child's mood, behaviour, or any injury relates to their disability rather than the fact they may be suffering abuse. It should also be recognised that children with disabilities may be disproportionately impacted on by behaviours such as bullying but they may not show any outward signs. Communication difficulties can make it exceedingly difficult for a child to indicate what is happening and, therefore, may make it difficult to overcome any such barrier. Staff should be extra vigilant and report all concerns, avoiding making assumptions about the causes of any injury or behaviour.

## **Allegations made by a child about another child (Peer on peer abuse)**

Nord Anglia Education and Metropolitan School of Panama recognise that children can abuse their peers. Where an allegation is made that one child may have abused another, this will always be taken seriously and dealt with as a safeguarding matter. Peer-on-peer abuse can take many forms, and gender issues can be prevalent when dealing with this type of abuse. Examples can include girls being touched/assaulted inappropriately by boys, or boys themselves being subject to initiation violence. This type of peer-on-peer behaviour will not be tolerated.

Under no circumstances should an allegation that one child has abused another be treated "as just children being children" or "experimentation." If the alleged actions are unwanted or involve minors who may not be able to give consent by virtue of their age or any disability, then this is potentially abusive, and the school procedures should be followed in the same way as for any other safeguarding or child protection matter.

## **Safeguarding students who are vulnerable to extremism**

Nord Anglia Education Schools value freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the



right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or leads to violence and harm of others, goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Any freedom of speech which promotes violence against anyone or anything else will not be tolerated.

### **Physical intervention/restraint**

There may be times when adults in schools, during their school duties, must intervene physically to restrain students and prevent them from coming to harm. Such intervention should always be both reasonable and proportionate to the circumstances and be the minimum necessary to resolve the situation.

The Principal/Head teacher should require any adult involved in any such incident to report the matter to him/her as soon as possible. The staff member is required to document the incident in full giving a description and full account of the incident. Witnesses to the incident should be identified where possible.

Where intervention has been required a senior member of staff should be asked to debrief the student and allow them to describe the incident from their point of view. Written notes of this conversation should be kept, and the student checked for any injuries.

Parents/carers should always be informed when an intervention has been necessary.

### **Domestic abuse**

The accepted definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.



The abuse can encompass, but is not limited to psychological, physical, sexual, financial, and emotional exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

### **Safe recruitment and selection**

Nord Anglia Education and Metropolitan School of Panama will do all they can to ensure that all those working with children at the Metropolitan School and across the whole organisation are suitable people. To do this, all staff who will work in an unsupervised capacity with children or young people will be recruited using safe recruitment procedures. (See Nord Anglia Education's recruitment policy and background checking policy in the NAE SharePoint.

Safe Recruitment involves scrutinising applicants through the interview process and application forms, verifying identity, qualifications and obtaining appropriate references, undertaking criminal background checks from all countries where the applicant has lived or worked in the last 10 years, as well as some additional recruitment checks.

## **V. Procedures**

### **a. Procedures for anyone concerned about any student**

If staff suspect that any student in their care may be a victim of abuse or is at risk of abuse or other form of harm, they should not try to investigate, and inform the Designated Safeguarding Lead (DSL) about their concerns as soon as possible.

It is the responsibility of all staff of the Metropolitan School Community to inform any knowledge of, or reasonable suspicion of the possibility of, child abuse, pursuant to the following procedure:



- Reports of suspected abuse should be made to the principal or counselor within less than one (1) hour of having knowledge of it, in strict confidentiality.
- Disclosure of abuse from a child to a teacher or counselor will be related only to the Designated Safeguarding Lead (DSL) within less than one hour of having knowledge of it, in strict confidentiality
- The Designated Safeguarding Lead (DSL) will then inform the director, who will thereafter notify the incident to the Juvenile Court (Juzgado de Menores) or administrative authorities within twenty-four (24) hours of having knowledge of it, in compliance with Article 502 of the Panamanian Family Code. The Director will also evaluate other actions that may take place, such as:
  - Further discussion between child and counselor to gain more information.
  - In-class observations.
  - Meetings with family to present concerns and plan next steps.
  - Referral of or mandated referral of student and/or family to external counseling; and
  - Consultation with the school's attorney
  - Consultation or reporting to the local authorities

In these circumstances staff should make a report to the Designated Safeguarding Lead.

Where any student makes any form of direct disclosure, the guidelines under the heading 'Dealing with Disclosure' below should be followed.

## **b. Dealing with Disclosure, Reporting and Further Action**

### **General Principles – The 5 Rs.**

Be aware that if a child asks to speak to someone in confidence about a problem, no one should ever promise confidentiality if what the child discloses or is likely to disclose relates to abuse being suffered by them or another child. Staff should always give this as a health warning before meeting with the child.

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



## **Receive**

Where possible always stop and listen to a child who wishes to speak in confidence. We know that children will often find the most inconvenient time to do this, but it is important that you make time for the child, even if this is to say, "I can't stop now but come and see me in my office at...". Where possible during any disclosure try to listen, allow silences, and try not to show shock or disbelief.

## **Reassure**

Try to stay calm, make no judgements and empathize with the child. Never make a promise you can't keep. Give as much reassurance as you can and tell the child what your actions are going to be. Reassure the child that they are doing the right thing by telling you.

## **React**

React to what the child is saying only in as far as you need to for further information. Don't ask leading questions. Keep questions open such as... "is there anything else you need to tell me?". Try not to criticize the alleged perpetrator as this may be a family member for whom the child may still have feelings.

## **Record**

Make brief notes about what the child says during the conversation, but if this is not possible, make notes as soon after as you can and certainly within 24 hours. Make sure to record exactly what the child says and not your interpretation of what is said. Record the time, date and place as well (see the record of concern form at appendix 2).

## **Report**

Where a child makes any disclosure, or where you have concerns for any reason, it is very important that the procedures outlined in this policy are followed. A full written/typed account of the concern (ideally using the form at appendix 1) should be passed to the Designated Safeguarding Lead as soon as possible and should include, where relevant, a completed body map (which can be found at appendix 2).



Where a child has made a disclosure and alleges abuse, the Designated Safeguarding Lead (or Principal/Head Teacher in the absence of the DSL), should be informed as soon as possible. The Designated Safeguarding Lead will collate any available evidence by ensuring the notes taken from any witnesses are made available to any investigating body. The Designated Safeguarding Lead will then consider and where necessary, consult on the information available. It is the role of the Designated Safeguarding Lead to make decisions about what action to take next and to make the decision whether to take the matter further within the local legal framework. It is important that a full record of all the information and decisions made are recorded and stored confidentially.

As an International Schools organization, Nord Anglia recognizes the diverse and complex local contexts Metropolitan School of Panama operate in. Therefore, the following principles are considered when following the framework and procedure for disclosure, reporting and further action.

### **c. Local Safeguarding Agencies/Advice**

Any person that suspects that a minor may be a victim of abuse, or is at risk of abuse or other form of harm can reach out to any of the following:

- i. Designated Safeguard Lead (DSL)
- ii. Juvenile Police
- iii. Juvenile Courts

**Note:** The contact information of the Juvenile Police and Juvenile Courts has been left blank on purpose as the specific branch of such institutions that will have jurisdiction in each case will vary with the location where the act of abuse occurred. Metropolitan School of Panama will share all information regarding acts of abuse with its attorneys for guidance with who to contact in each specific case.





#### **d. Record Keeping**

All records of child protection concerns, disclosures or allegations should be treated as sensitive information and should be kept together securely and separately from the child's general school records. The information should be shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it should not be shared more widely than that.

- Child protection records should be stored in a secure (i.e., locked) filing cabinet or in a secure electronic system, accessible through the Designated Safeguarding Lead (or their deputy) and other senior staff in larger schools to ensure reasonable access.
- Records of any child disclosure should be clearly dated and filed without future amendment.
- Child protection records should be separate from the general education file, but the child's general school record file should be marked to indicate that a child protection file exists (e.g., red star or similar). All staff who may need to consult a child's school file should be made aware of what the symbol means and who to consult if they see this symbol.
- A child protection file (Electronic or otherwise) should be started for an individual child as soon as the school is aware of any child protection concerns about that child. This may arise in several ways e.g.:
  - If a member of staff raises a concern about the welfare or well-being of a child – this should be recorded in writing (see below for guidance).
  - If information is forwarded to the school by a previous school attended by the child.
  - If the school is alerted by another agency of child protection concerns about that child.

Members of staff should make a written/typed account of any concern they have regarding the welfare or well-being of a child, using the schools pro forma. This record should be passed as soon as possible to the Designated Safeguarding Lead. Concerns, which initially seem trivial, may turn out to be vital pieces of information later. So, it is important to give as much detail as possible. A concern raised may not progress further than a conversation with the Designated Safeguarding Lead but could also potentially lead to matters being dealt with



through a legal system. If there has not been a specific incident that causes concern, try to be specific about what it is that is making you feel worried.

If any information is removed from a file (electronic or otherwise) for any reason, a dated note should be placed in the file indicating who has taken it, why and when.

The record pro forma should include (**see appendix 1**):

- A record of the child's details: name, date of birth, address, and family details.
- Date and time of the event/concern.
- The nature of the concern raised.
- The action taken and by whom: Name and position of the person making the record.

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

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

### **e. Confidentiality**

Metropolitan School of Panama staff shall regard all information related to individual Safeguarding/Child Protection issues as confidential and should treat it accordingly. Information should be passed on to appropriate persons only at the discretion of the Principal/Head teacher/Designated Safeguarding Lead and this should always be based on the need to know.

*Due to the nature and sensitiveness of the matter, the Metropolitan School of Panama might share all information with their attorneys to receive specific directions and properly address each specific case.*



All records related to child protection should be secured appropriately. Such information can be stored electronically but contemporaneous notes should be scanned and kept in original format.

This policy is owned by the Metropolitan School of Panama and is made available to students and parents/care takers alike in hard copy where requested, but also through the Metropolitan School of Panama handbooks.

This policy will be reviewed and updated on a regular basis but at least every two years.

LT in schools should adopt and sign this policy after each update. A copy of the revised policy should be made available to all staff, volunteers, parents/care takers, and students.

**Dr. Mark Starbuck**

Head of School

MET's Designated Lead for Safeguarding



## Appendix 1.

### Exemplar Record of Concern Form

Student´s Name:		Student´s Address:	Child´s Sponsor:
DOB ____/____/____	Time: _____ a.m. p.m.	Today´s Date: ____/____/____	
Is the child aware this form is being completed?		Yes <input type="checkbox"/> If yes, child´s reaction:	No <input type="checkbox"/> If not, why not?
Your name (Print):		Title:	
Concern:			
Initial action:			
Date: ____/____/____			
Follow up:			
Date: ____/____/____			
Conclusions/Outcome:			
Date: ____/____/____			
Signature:		Date: ____/____/____	