



**New
Academy
School**

Anti-bullying and Child Protection Policy

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KEY CONTACTS WITHIN THE SCHOOL

Child Protection Officer (CPO)

Name: Principal (Ms. Nazia Daha)

Contact number: 052 9958864

Deputy Child Protection Officer

Name: Inclusion Head

Ms. Tarisai Mupambirei

Contact number:0552621845

KEY CONTACTS WITHIN THE LOCAL AREA

Dubai Police Child Protection Hotline (confidential and can provide advice)

Police 901

Child Abuse Hotline: 04-2744602

Dubai Child Protection number: 80098

Online reporting www.moe-cpc.gov.ae

Website: www.dubaipolice.gov.ae

Useful links:

Dubai foundation for women and child (www.dfwac.ae)

Shelter for women and child (www.shwc.ae)

More information about how children are protected through serious services and facilities in the areas of education and health.

(<http://government.ae/en/information-and-services/social-affairs/children>)

***Download PDF: UAE Federal Law 3/2016 on Children's Rights

https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/Children_Law_English.pdf

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1. INTRODUCTION

New Academy School (NAS) takes the responsibility to protect its credibility seriously and every effort is made to ensure that all staff at NAS (including volunteers at the school) is committed to safeguarding and promoting the welfare of the children left in our charge.

Staff at New Academy School are uniquely positioned (due to their day to day contact with students) to observe the outward signs of abuse which can include changes in behavior as well as failure to develop.

2. CHILD PROTECTION IN THE CONTEXT OF DUBAI

Within Dubai and the United Arab Emirates (UAE) developed a rigid infrastructure of Educational Safeguarding and/or Social Care Services. Following cases that caused concern in the Emirati community, Sheikh Mohammed, the Ruler of Dubai, supported the drafting of Federal law on child protection “to ensure a secure and stable future for children in the U.A.E ”. In April 2012, it was reported that Dubai had “embraced a new draft policy to protect children against all forms of violence, abuse, exploitation, and neglect and offer support and care for those in need”. The policy aims specifically at providing protection to Emirati and expatriate children under the age of 18 who live permanently or temporarily in Dubai. The law also includes the creation of special units to intervene when children are at risk.

The need for child protection resources was highlighted by recent cases of serious child abuse.

The law was labeled ‘*WADEEMA’S LAW*’ in memory of the torture and murder of an 8-year-old girl by her father in 2012.

The law became enacted on 15 June 2016.

You can search for the law online:

[UAE Federal Law 3/2016 on Children’s Rights](#)

3. CYBER SAFETY

In 2016, the UAE held the Chair of the VGT (Virtual Global Taskforce) aimed at protecting children online and prosecuting child abusers who use the internet to share their abuse.

It is an ongoing struggle as pedophiles and “child predators” constantly find new ways to use the internet to gain access and abuse children.

Working online learning can pose cyber safety issue hence all should be cautious as follows:

- Adults-Parents, family members, and childcare workers must be vigilant to make sure that young children are kept safe from harmful images or access to unknown people.
- All children must be told to report to a trusted adult (which includes teachers) anything they find offensive on the internet or if somebody has posted anything upsetting online.
- Students should be cautious when sharing password information and share their passwords from school with their parents only
- Students should not open suspicious emails and or links from unknown sources.
- Stakeholders should regularly check the student’s screen to ensure the child is not accessing wrong applications or websites.
- All stakeholders should be extra vigilant and use protected internet connection to limit attack.
- Students, teachers or school staff receiving a phishing email should report to the IT staff immediately.

4. AIMS AND OBJECTIVES

NAS undertakes a whole school approach to child protection and as such holds all staff responsible for safeguarding and promoting the welfare of children in our care.

We strive to provide a positive, human, and safe environment for students.

We are concerned to establish and maintain an ethos in which the dignity, well-being and safety of all are paramount and we will at all-time respect and protect the dignity and human rights of all students.

Abuse (sexual or physical), bullying, harassment, physical intimidation, or violence or intimidation of any form is against our school ethos and will not be tolerated.

Students, teachers, and staff have a right to work in an environment that is free of any form of abuse, bullying, harassment, physical intimidation, or violence; all members of our school communities share a responsibility for ensuring that this right is respected and that a safe environment exists at all times.

Individual children, especially some of the most vulnerable children and those at greatest risk of social exclusion, will need coordinated help from us, faculty, and staff. This can be done through:

- Raising staff awareness and sense of responsibility for reporting possible cases of child abuse;
- Ensuring effective communication between all staff on child protection issues;
- Ensuring that all staff are aware of and follow the correct procedures.

5. PURPOSE

An effective whole-school child protection policy is one that provides clear direction to staff and others about expected behavior when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals, and monitoring may be handled sensitively, professionally, and in ways that support the needs of the child. The purpose of this policy is thus to protect all NAS students.

6. ROLES AND RESPONSIBILITIES

Child Protection Officer (CPO)

The role of the CPO is to be familiar with the procedures and actions which should be taken by the school to support any child who may be at risk and to ensure that all staff (both teaching and non-teaching) is aware of their responsibilities regarding the protection of all students at New Academy School. The child protection officer is guided by two principles:

- The welfare of the child.
- The confidentiality of the situation.

School Staff

All school staff has the responsibility to identify and report suspected abuse and to ensure the safety and well-being of the students in their school. In doing so they should seek advice and support as necessary from the Child Protection Officer.

The Deputy CPO and Inclusion Head are key people within the school who work with the CPO and have specific responsibilities under child protection procedures.

Members of staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, and opinions. Children should be treated with

respect within a framework of agreed and understood behavior.

All school staff is thus expected to:

- Be aware of the signs and symptoms of abuse.
- Report concerns to the designated CPO as appropriate.
- Keep clear, dated, factual, and confidential records of child protection concerns.
- Be alert to potential indicators of abuse or neglect;
- Be alert to the risks which individual abusers, or potential abusers, may pose to children;
- Share and help to analyze information so that an assessment can be made of the child's needs and circumstances;
- Contribute to whatever actions are needed to safeguard and promote the child's welfare;
- Take part in regularly reviewing the outcomes for the child against specific plans;
- Work cooperatively with parents unless this is inconsistent with ensuring the child's safety.

School nurse

Their role is to ensure that relevant information obtained in the course of their duties is communicated to the Child Protection Officer. Types of injuries, attendance, and frequency are recorded.

7. WARNING SIGNS (for additional information see appendix 1)

- The student has an injury that is not typical of the bumps and scrapes normally associated with children's activities.
- Regularly has unexplained injuries.
- Frequently have injuries, even when apparently reasonable explanations are given.
- Offers confused or conflicting explanations on how injuries were sustained.
- Exhibits significant changes in behavior, performance, and attitude.
- Indulges in sexual behavior which is unusually explicit and or inappropriate to his or her age.
- Discloses an experience in which he or she may have been significantly harmed.

8. REPORTING PROCEDURES

- Fill the referral form of child abuse and give it to the responsible person.
- Don't interfere after reporting
- You may unintentionally harm the child when you ask questions from the child.
- Keep it confidential.
- The reaction must be in the right direction.

9. REACTION TO CHILD'S COMPLAINT

- Don't neglect the child's notification
- Don't exaggerate
- Believe the child
- Ensure the child that you will help him/her as much as you can
- Don't blame the child on what happened and try to calm him
- Maintain confidentiality of the incident

10. WRITTEN COMMUNICATION WITH STUDENTS AND PHOTOGRAPHS

Staff should be cautious and follow the following guidelines with regards to communication with students:

- Electronic communication and feedback concerning the pupil's work and progress should be professional and supportive indicating in what way pupils may improve the quality of their work.
- Staff is not allowed to 'befriend' pupils on social networks e.g. 'Facebook'.
- Employees are not permitted to write inappropriate personal notes, emails, or letters to pupils.
- Parental permission is required to take photographs of children.
- Photographs must be used for school professional use only.
- Permission must be granted by the relevant Head of School (HOS) for use of school photographs for course work.

11. PHYSICAL CONTACT WITH STUDENTS

Staff should not touch students, particularly when reprimanding them. However, there may be occasions when a distressed pupil needs comfort and reassurance, which may include comforting such as a caring parent would give. Employees should use their discretion in such cases to ensure that, what is, and what is seen to be by others, is normal and natural and does not become unnecessary, unjustified contact, particularly with the same pupil over a period of time.

Examples of appropriate physical contact include:

- Holding the hand of a younger child at the front/back of the line when going to assembly;
- Comforting a distressed pupil;
- Congratulating or praising a pupil;
- Demonstrating how to use a musical instrument;
- Demonstrating exercises or techniques during PE lessons or sports coaching.
- If it is necessary to physically guide or support a child, such as in a PE lesson, then great care should be taken that all touch is appropriate and where possible in a group situation.
- In the case of one-to-one lessons extra care must be taken that the teacher and pupil can be observed at all times;
- Administering first aid.

The law forbids a teacher to use any degree of physical contact that is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. Staff members mustn't give the impression that they have lost their temper or are acting out of anger, frustration, or to punish the student. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behavior. Any force should be the minimum needed to achieve the desired result.

In order to minimize the risk of accusations being made against staff as a result of their daily contact with pupils, staff should ensure that they consider the following points of guidance: Staff members are responsible for their own actions and behavior and should avoid any conduct which would lead to any reasonable person to question their motivation and intentions. Staff should work, and be seen to work in an open and transparent way (especially when working with individual pupils).

Staff should not allow pupils to visit their place of residence.

Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.

Records should be made of any such incident and decisions made/further actions agreed and the Principal should be informed.

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

The member of staff should also try and get help from another member(s) of staff and continue to try and communicate with the child throughout the incident making clear that physical contact or restraint will stop as soon as it ceases to be necessary. Sometimes it may be dangerous to try and restrain a pupil. In this instance remove other pupils, send for help and try and make the area as safe as possible continuing to try to communicate with the pupil. Any instances where reasonable force or physical restraint has been used must be reported to the relevant Head of School through a written incident slip. A copy of the completed form should also be kept in the students' records. Parents should be immediately informed and a meeting arranged to address the issues.

The following are examples of where reasonable force and physical restraint may be used (*see appendix 4 for more information on physical restraint*):

- A pupil attacks a member of staff or another pupil
- Pupils engaged in deliberate damage or vandalism
- Pupil running down a corridor or stairway in a way likely to cause injury
- Pupil tries to run away from school

Before intervening physically a member of staff, wherever practicable, should tell the pupil to stop and what will happen if he or she does not.

Physical intervention may involve:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away by placing a hand in the center of the back.

Staff should never:

- Hold a pupil around the neck, by the collar or in any way that might restrict the pupil's ability to breathe;
- Slap, punch, or kick a pupil;
- Twist or force limbs against a joint;
- Trip a pupil;
- Hold or pull a pupil by the hair or ear;
- Hold a pupil face down on the ground;
- Hold a pupil in a way that might be considered indecent.

12. BULLYING AND DISCIPLINARY ACTION (See Code of Conduct Policy for Disciplinary Action)

12.1 What is Bullying?

Bullying can be defined as ‘deliberate hurtful behavior, usually repeated over time’ and can involve name-calling, threats, taking personal items, hurting, spreading gossip, excluding from group, etc. NAS does not accept bullying on any level (physical, verbal, emotional, or cyber), whether it involves students, staff, or even parents and any cases will be referred to the Principal or HOS and could lead to disciplinary action.

12.2 The four categories of bullying are:

1. **Physical**- hitting, kicking, taking or hiding belongings, pulling, grabbing, touching, etc
2. **Verbal**- name-calling, teasing, insulting, writing or sending unkind notes or messages
3. **Emotional**- being intentionally unfriendly or unkind, excluding, tormenting looks, rude gestures, and spreading rumors
4. **Cyber** – emails and internet chat room/app misuse, threats over text, email, calls, social websites, etc.

12.3 Specific types of bullying include:

- Bullying related to race or color, religion or belief, or culture.
- Bullying related to special educational needs or disabilities (people of determination)
- Bullying related to appearance or health conditions
- Sexist or sexual bullying
- Bullying using electronic/digital forms of contact.

12.4 Signs and Symptoms:

A child may indicate signs or behavior that he/she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is unwilling to go to school;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens self-harm;
- Cries herself/himself to sleep at night or has nightmares/ bedwetting;
- Regularly feels ill in the morning;
- Change of pattern in schoolwork or achievement;
- Comes home with clothes torn or books/equipment damaged;
- Has possessions go missing;
- Has unexplained cuts and bruises;
- Stops eating;

- Is frightened to say what is wrong; or
- Changes his/her usual routine

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person. It is important to note that if a student presents with and/or some of the symptoms listed above it does not necessarily mean that they are being bullied.

12.5 Reporting Bullying:

If being bullied, a student should report it to a member of staff, either their Homeroom Teacher, Subject Teacher, Supervisor, Social Counselor, or Vice-Principal. If another student is aware that bullying is occurring, they have an obligation to report it to an appropriate member of staff.

If a parent wishes to report an occasion of bullying, they should contact their son/daughter's Homeroom Teacher, Supervisor, or a member of the wellbeing team. Parents have an important role in supporting the school in maintaining its high standards of behavior. Consistent expectations between home and school are essential and it is vital that there is a co-operation between the two.

12.6 Anti-bullying System COVID-19:

Pupils will be taught to stay safe online, and prevention work addressing cyberbullying will be in place across the school. Staff will be trained to respond appropriately to any online or mobile incidents during distance learning classes or otherwise.

13.RECORDS AND MONITORING

Well-kept records are essential to good child protection practice and anti-bullying incidents. Concerns and disclosures should be recorded in writing by the member of staff who receives them and passed to the CPO without delay. The CPO will then decide on further action and any appropriate monitoring program for the pupil. Records are stored in a dedicated filing system maintained by CPO. When students with records in this filing system pass on to their next school the Principal is responsible for transferring information judged to be relevant.

14.STAFF TRAINING

All staff should receive Child Protection and Anti-bullying training as part of their CPD program and should be aware of the information and procedures within this policy document. Staff will also be informed of any new changes to this policy document.

15. CHILD PROTECTION AND THE CURRICULUM

The school curriculum is important in the protection of children. At NAS we aim to ensure that curriculum development meets the following objectives:

Developing pupil self-esteem, communication skills, and strategies for self-protection;

Informing about all aspects of risk;

Developing a sense of the boundaries between appropriate and inappropriate behavior in adults;

Developing non-abusive behavior between pupils.

***Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

16. MONITORING AND REVIEW

The CPO will regularly monitor and review any incidents.

APPENDIX

Appendix 1 – Definitions of abuse and neglect with signs for teachers to be aware of:

Physical Abuse

Definition: May involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or caregiver feigns the symptoms of or deliberately causes ill health to a child in their care.

Signs: Unexplained recurrent injuries, bruises, burns, cuts, or welts; improbable excuses or refusal to explain injuries; wearing clothes to cover injuries even in hot weather; refusal to undress for the gym; bald patches; chronic running away; fear of physical contact – shrinking back if touched/flinches at sudden movements; admit that they were punished, but punishment is excessive (such as being ‘beaten’ every night to “make him study; fear of suspected abuser being contacted; seems afraid to go home; is always alert as if they anticipate something bad is going to happen.

Emotional Abuse

Definition: The persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child’s emotional development. It may involve conveying to a child that they are unloved, worthless, inadequate, or valued only insofar as they meet the needs of another person. It may feature expectations, which are age or developmentally inappropriate, being imposed on a child. It may involve a child frequently feeling frightened or in danger or the exploitation or corruption of a child or children.

Signs: Physical, mental, and emotional development delays; sudden speech disorders; continual self-depreciation (“I’m stupid, ugly, worthless”, etc.); overreaction to mistakes; extreme fear of any new situation; inappropriate response to pain (“I deserve this”); neurotic behavior (rocking, hair twisting, etc.); extremes of passivity or aggression; excessive withdrawal, fear, or anxiety about doing something wrong; does not seem to be attached to the parent or caregiver; exhibits either extremely adult-like behavior (like being overly responsible for other children) or extremely infant-like (for example thumb-sucking or temper tantrums; stealing; destructiveness or cruelty to animals, siblings or other children.

Sexual Abuse

Definition: The forcing or enticing of a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non- penetrative acts. They may include non-contact activities such as involving children in looking at, or the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

Signs: Being isolated or withdrawn; inability to concentrate; lack of trust or fear of someone they know well (such as not wanting to be alone with the baby sitter) or child-minder; bedwetting; nightmares; worried about clothing being removed trouble walking or sitting; has an interest or knowledge in sexual content which is inappropriate to his/her age; seductive behavior; makes a strong effort to avoid a specific person or place (home or specific relative for example) without an apparent reason; spontaneous crying excessive hygiene/washing; unexplained money or gifts; and runaway or delinquent behaviors.

Neglect

Definition: The persistent failure to meet a child's basic physical and/or physiological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter, and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

Signs: Dirty skin, offensive body odor, unwashed, uncombed, or matted hair; under or oversized and unclean clothing; dressed in different clothing that is inappropriate to weather or situation; frequently left unsupervised or alone for extended periods of time; untreated illness or physical injuries; is often late or frequently missing from school.

Appendix 2 – Lost child procedure

Prevention is always better than cure, thus all staff is required to be as vigilant as possible in checking the number of students in their care. This means that in addition to the keeping of attendance registers, headcounts after break times and at the beginning of lessons should be taking place to identify any possibly missing students as quickly as possible. Should a child be found to be missing, the loss should immediately be reported to the Supervisor who should inform the Head of School (HOS), Principal, or member of the SLT who can then coordinate the course of action. This action may include:

Alert other members of staff to aid in the search whilst maintaining adequate supervision of the remaining students.

Question students in the class and vicinity to see if there is any additional information or clues to the students' whereabouts.

Conduct a thorough search of the buildings and outdoor area.

If the child has not been found within 15 minutes, parents should be contacted and possibly also the police.

Continue to search involving as many adults as possible, opening up the area, and keeping in touch by mobile telephone.

Appendix 3 – Late collection procedure

If a child is not collected at the end of the school day, the child remains the responsibility of the class teacher or assistant until alternative arrangements have been made. Each instance is different and staff is required to act on the initiative but the following procedure is likely to be “best practice”:

If the parent has not arrived by the expected time, class teachers must take the child/children in their care to the designated waiting area where there are two teachers on duty.

If students have not been collected after school then on-duty teachers move the students in their care to the reception area. Students are then allowed to call their parents / collecting person.

If a child still has not been collected and parents cannot be contacted after 16:00

refer to emergency contacts.

No child should be left alone and the student needs to be reassured that the situation will be resolved.

Under no circumstances should a child be allowed to go with another parent without consent from the child’s own parent or from the Headmaster.

Late collection from after school activities

Those in charge of after school activities have a responsibility to ensure that the pupils in their care are safely collected at the end of the session. In the event of a child not being collected, the “activity leader” will stay with the child for 15 minutes to allow for normal delay or lateness. After this time, the activity leader will either take the child/children to the designated waiting area, or if the activity is off-site the teacher in charge must remain with the child and follow the late collection procedure.

Appendix 4 – Restraint of students

Restraint occurs whenever a member of staff, using intentional force, physically restricts a child’s movement against his or her will.

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are situations where physical contact may be necessary e.g. demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognize that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

Physical restraint thus should primarily be used as a procedure for dealing with an unsafe or crisis situation and should definitely not be used as a form of punishment or when a less severe response may have effectively resolved the situation. The deliberate use of physical contact to punish a pupil, because pain or injury or humiliation is unlawful, regardless of the severity of the pupil’s behavior or the degree of provocation.

When to use physical restraint

Restraint should only be used in circumstances where there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. Even here, however, restraint should be used rarely to secure compliance with staff instructions; other methods should always be considered first.

If NAS is aware of a student who may behave in a way that requires physical restraint, it will be sensible to plan how to respond in advance, should such a situation arise. This plan should be shared with parents and other staff taking account of the school policy and legislation. If physical restraint is likely to be necessary this should be included in the pupil's Behavior Support Plan together with information on de-escalation strategies; the manner in which the pupil will be held; how support can be summoned if needed; any medical factors to be considered.

Types of Restraint

The procedures of restraints apply to pupils of either sex and of any age. Restraints can be: Partial, restricting, and preventing particular movements.

Covers a wide range of techniques which can be applied in degrees

May involve:

Physically moving a student from a situation where there is an imminent risk of a violent incident and the student has refused to respond to a reasonable verbal request.

Holding student to restrict their movements

Retaining a student in a confined area in order to prevent individuals or property from being damaged.

Total as in the case of immobilization.

Where students are held in such a way that prevents them from moving (like being held on the floor).

This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.

Staff should be aware that for some pupils, the use of physical restraint may act as positive reinforcement for their behavior. Should staff ever have cause to use physical restraint, details must be recorded and the incident reported to the Headmaster and/or HOS, and/or relevant member of the SLT, who will ensure that parents are informed before the end of the day.



Appendix 5 - Child Protection Referral Form

Date			
Name of the Student			
Date of Birth			
Address			
Guardian Name		Contact No.	
School Name		Contact No.	
Accused Person is			
Report on the Incident			
Other Notifications			
Name of the person who reported it and his/her relationship with the child		Signature	
Who received the incident report		Signature	