



## Moor Park

### Part 2 - Child Protection Questionnaire in support of written/telephone reference

Please tick appropriate boxes and make written comments as necessary overleaf.

**Name of Candidate:** \_\_\_\_\_

1. Are you related to him/her by marriage or otherwise?

Yes  No

#### 2. DISCIPLINARY RECORD & CHILD PROTECTION CONCERNS

Has the candidate been subject to any disciplinary procedures where the disciplinary sanction is still current?	
If so please give details.	

Teaching

Name of Referee:.....

Has the candidate been subject to any disciplinary procedures relating to the safety and welfare of children or young people including any where the disciplinary sanction has expired or where the allegation was unfounded and/or no disciplinary sanctions were imposed?

If so please give details.

**If the candidate's role involved no contact or responsibility for children or young persons please answer Not Applicable.**

Have there been any allegations or concerns expressed about the candidate during his or her employment that relate to the safety and welfare of children and young people?

If so please give details, including whether the allegation or concern was investigated, the outcome and how the matter was resolved.

**If the candidate's role involved no contact or responsibility for children or young persons please answer Not Applicable.**

Have there been any concerns about the candidate's behaviour towards children or young people?

If so please give details, including the outcome of those concerns and how the matter was resolved.

**If the candidate's role involved no contact or responsibility for children or young persons please answer Not Applicable.**

Teaching

Name of Referee:.....

<p>To the best of your knowledge, has the candidate been radicalised?</p> <p>Have there been any concerns that the candidate might support terrorism or be involved in any form of extremism?</p> <p><i>“Extremism” is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorist groups very often draw on extremist ideas developed by extremist organisations.</i></p> <p>If so please give details.</p>	
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3. Do you know of any reason why he/she should not work closely with children? **If YES, please give details overleaf.**

Yes  No

**RELATIONSHIP WITH CHILDREN**

4. In his/her dealings with children which of the following best describes his/her disciplinary style:

Inconsistent <input type="checkbox"/>	Very firm <input type="checkbox"/>	Firm but fair <input type="checkbox"/>	Tending to lenience <input type="checkbox"/>	Indulgent <input type="checkbox"/>
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5. In his/her pastoral dealings in support of children which of the following best describes his/her style:

Unfeeling <input type="checkbox"/>	Under- standing but distant <input type="checkbox"/>	Appropriately Supportive <input type="checkbox"/>	Over- involved personally <input type="checkbox"/>	Unhealthily involved <input type="checkbox"/>
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6. In the use of his/her voice, would you describe him/her as someone who:

Shouts at children a lot?	Has to raise his/her voice too often?	Raises his/her voice as necessary & appropriate?	Needs to be more vocally assertive?
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Teaching

Name of Referee:.....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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7. Teachers and carers may need to touch, restrain, and manoeuvre children in the course of their duties. Is he/she someone who:

Tends not to appreciate the significance of reasonable & appropriate contact?  <input type="checkbox"/>	Understands the significance of reasonable & appropriate contact but sometimes makes errors of judgement?  <input type="checkbox"/>	Understands the issues well and can be relied upon to 'get it right'?  <input type="checkbox"/>	Gives you cause for concern in this connection?  <input type="checkbox"/>
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8. Few good teachers/carers have an exclusively formal relationship with their pupils. However, achieving the ideal balance between formality and informality is easier for some than others. In his/her dealings with pupils is he/she:

Informal at all times in his/her relationships?  <input type="checkbox"/>	Predominantly informal in his/her relationships?  <input type="checkbox"/>	Correctly formal but able to adopt an informal approach when appropriate?  <input type="checkbox"/>	Formal at all times?  <input type="checkbox"/>
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9. There is increasing pressure on teachers and carers to 'get the best' out of their pupils. This involves careful and accurate assessment in order to know how much pressure may be reasonably exerted on children in order to realise their full potential. Is he/she a person who:

Sometimes exerts an excessive pressure on children?  <input type="checkbox"/>	Generally exerts a reasonable pressure but sometimes overestimates the tolerance of his/her pupils?  <input type="checkbox"/>	Generally exerts a reasonable pressure but errs on the side of caution?  <input type="checkbox"/>	Avoids exerting pressure if at all possible?  <input type="checkbox"/>
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Teaching

Name of Referee:.....

**The information given above is true, to the best of my knowledge.**

Name of referee (please print):

\_\_\_\_\_

Signed:

\_\_\_\_\_

Job Title or Capacity in which signed: \_\_\_\_\_

Name and address of Organisation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

E-mail address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Date: \_\_\_\_\_

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