



# St Faith's School Policies

## Safeguarding Children Policy



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### INTRODUCTION

*This policy applies to the whole school, including the EYFS.*

1. St Faith's fully recognises the responsibility it has under Section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. In order to safeguard children at St Faith's, this work is undertaken using the following documents:

- 'Keeping Children Safe in Education' (September 2016).
- 'Working Together to Safeguard Children' (March 2015).
- 'The Prevent Duty: Departmental advice for schools and childminders' (June 2015).

Further information and guidance we use is found in:

- 'Sexting in schools and colleges: responding to incidents and safeguarding young people.' UKCCIS (August 2016)
- 'What to do if you're worried a child is being abused: Advice for practitioners' DfE (March 2015).
- 'Guidance for safer working practice for those working with children and young people in education settings', The Safer Recruitment Consortium (October 2015). This guidance, recommended by the DfE, gives information to staff about their behaviour and actions so as not to put either pupils at risk of harm or themselves at risk of allegations of harm.
- 'Prevent Duty Guidance: for England and Wales' (July 2015).
- The use of social media for on-line radicalisation (July 2015)

2. Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Listen to children and identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Act in the best interests of the children to enable them to have the best possible outcomes
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern

3. This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. It is consistent with the Cambridgeshire Local Safeguarding Children Board (LSCB) procedures. It is made available publically on the St Faith's website.

4. There are four main elements to our policy:

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos.

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.

**SUPPORTING VULNERABLE CHILDREN**; those who may have been abused or witnessed violence towards others; those identified as having SEN/D are recognised as being more vulnerable and require particular vigilance.

**PREVENTING** unsuitable people working with children.

5. Our policy applies to all paid staff and volunteers working in the school, including governors. Teaching assistants, peripatetic music teachers and office staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school and its governors.

6. Safeguarding arrangements at St Faith's are the responsibility of the Safeguarding Committee which meets at least once a term and at other times as required. Its members are:

Mr Nigel Helliwell	Headmaster (Safeguarding Meeting Chair) <a href="mailto:nhelliwell@stfaiths.co.uk">nhelliwell@stfaiths.co.uk</a> 07817 195425
Mr Mike Critchley	Director of Pastoral Care (Designated Safeguarding Lead, Prevent Lead) <a href="mailto:mcritchley@stfaiths.co.uk">mcritchley@stfaiths.co.uk</a> 07528 801303
Mrs Linda Smith	Head of Pre Prep (Designated Person [EYFS]) <a href="mailto:lsmith@stfaiths.co.uk">lsmith@stfaiths.co.uk</a> 07854 325981
Mr Ed Johnson	Head of Bentley House (Designated Person) <a href="mailto:ejohnson@stfaiths.co.uk">ejohnson@stfaiths.co.uk</a> 07771 533366
Mrs Patricia Graves	Governor with responsibility for safeguarding <a href="mailto:gravestricia@gmail.com">gravestricia@gmail.com</a>

7. Mr Mike Critchley, Mrs Linda Smith and Mr Ed Johnson are the designated staff. They have been trained under the two-day child protection training course, accredited by the Local Safeguarding Children Board and updated every two years. Mrs Patricia Graves has undertaken a one-day Governors' Training Course.

#### 8. **Prevention**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult, help to protect children. The school will therefore:

- Establish and maintain an environment where children feel safe in both the real and the virtual world, where they can talk about their concerns and problems and be listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty, and their concerns will be taken seriously and acted upon as appropriate;
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse both in the real world and the virtual world, and information about to whom they should turn for help;

- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life.

## 9. Procedures

We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board 'Core Inter-Agency Procedures', a copy of these procedures can be found on the LSCB website: <http://cambridgeshirescb.proceduresonline.com/chapters/contents.html>

### Pupils at risk or in need

**Pupils at risk of immediate harm** – e.g. concerns over sexual or physical harm. A referral should be made to Social Care or the police immediately. See Appendix A in the Safeguarding Children Policy for further advice.

**Pupils in need** – e.g. concerns over a pupil who requires non urgent help or support. Speak to the Designated Safeguarding Lead or a DP and fill out a blue 'log of concern' form. The DP/DSL may contact Early Help services.

## 10. The School's Designated Child Protection Officers are:

Mr Mike Critchley	Director of Pastoral Care - Designated Safeguarding Lead/Prevent Lead
Mr Ed Johnson	Head of Bentley House - Designated Person
Mrs Linda Smith	Head of Pre Prep - Designated Lead for the Early Years Foundation Stage
Mr Joe Davenport	Deputy Head - Designated Person for Induction

## 11. The school will:

Ensure there is a designated senior person who has lead responsibility for child protection in the school and has undertaken, as a minimum, the two-day child protection training course run by The Education Child Protection Service. In addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings and further reading.

- The lead responsibility for child protection remains with the DSL, but in the event of his absence, one of the designated persons will deputise for him. The Designated Persons will have a copy of the Designated Person Information Booklet which contains all relevant guidance and advice to support them in carrying out their role effectively;
- Ensure that this training is updated every two years in accordance with government guidance;
- Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need;
- Ensure every member of staff and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction;
- Ensure every member of staff and the governing body knows what the contingency arrangements are for when the designated members of staff are not available;
- Ensure that the designated members of staff will take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to professional consultations with staff working in the Multi-agency Safeguarding Hub

(MASH). The emergency duty team (out of hours) is also available. See Appendices 1 & 2 for contact numbers.

## 12. **Role of School Staff and Governors**

The School will ensure that every member of staff and every governor knows:

- The names of the designated persons and their roles;
- How to identify the signs of abuse and neglect;
- How to pass on and record concerns about a pupil;
- That they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the designated persons;
- That they have a responsibility to provide a safe environment in which children can learn;
- Where to find the Core Inter-Agency Procedures on the LSCB website;
- About the concept of 'early help' and how to identify children who may benefit from this.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

## 13. **Training**

Basic child protection training, led by Cambridgeshire Education Child Protection Service, takes place every three years; in addition, the school provides regular in-house safeguarding and child protection training for all staff and volunteers from the point of their induction. This is updated at least annually to ensure that staff are confident about:

- The school's statutory responsibility
- Their personal responsibility
- The school's policies and procedures
- The need to be alert to the signs and indicators of possible abuse, including child sexual exploitation, female genital mutilation and radicalisation
- The need to record concerns
- How to support and respond to a child who tells of abuse

The staff are required to read these documents and agree to work to their guidance and standards:

- St Faith's School 'Safeguarding Children Policy'
- 'Keeping Children Safe in Education Part 1, including 'Annex A' (September 2016), this is redistributed to staff whenever updates are made.
- The Safer Recruitment Consortium's 'Guidance for safer working practice for those working with children and young people in education settings' (September 2015).

The DSL / Prevent Lead is WRAP trained. Teaching and support staff have been Prevent trained by the Prevent Lead. Peripatetic music staff, supply staff or volunteers who have not attended training sessions have read information on the risks of radicalisation and how to identify children and young people at risk. Senior staff have completed a module on Channel, the early intervention process to protect vulnerable people from radicalisation.

#### 14. **Induction**

New staff attend a safeguarding talk from the DSL. Prevent training takes place in the first three weeks. The induction pack includes:

- St Faith's School 'Safeguarding Children Policy'
- 'KCSIE' Part 1, including 'Annex A' (September 2016)
- 'Guidance for safer working practice for those working with children and young people in education settings' (September 2015)
- 'The Leys & St Faith's Schools' Foundation Whistle-blowing Policy & Procedure' The St Faith's Teaching Staff Handbook 2017/18 (including the Code of Conduct, which contains guidance to staff on acceptable use of IT, staff/pupil relationships and communications, including use of social media).

15. The school will ensure that all paid staff and volunteers, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with Whistle-blowing for Child Protection - Guidance (see appendix 7).

16. The school will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the Parents' Handbook and the website. The school's Safeguarding Children Policy is available publically via the school website.

#### 17. **Liaison with Other Agencies**

The school will:

- Work to develop effective links with relevant services to promote the safety and welfare of all pupils; the Designated Personnel have access to professional consultations with staff working in the Multi-agency Safeguarding Hub (MASH).
- Co-operate, as required in Working Together to Safeguard Children 2015, with key agencies in their enquiries regarding child protection matters, including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care Unit immediately if:
  - The School should have to exclude a pupil who is subject to a child protection plan (whether fixed term or permanently);
  - There is an unexplained absence of a pupil who is subject to a child protection plan.
  - There is any change in circumstances to a pupil who is subject to a child protection plan

#### 18. **Record Keeping**

The school will:

- Keep clear, detailed and accurate written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately;
- Ensure all records are audited annually, kept securely and separately from the main pupil file in a locked location;
- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools, in accordance with the Education Child Protection Record Keeping Guidance;

- Make parents aware that such records exist except where to do so would place the child at risk of harm;
- Ensure that all actions and decisions are led by what is considered to be in the best interests of the child.

## 19. Confidentiality and Information Sharing

Child protection information will be stored and handled in line with the Data Protection Act 1998 principles. The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are subject to the provisions of the Data Protection Act, 1998. This means that a parent, or young person of sufficient age and understanding, may make a request to see the child protection record. If any member of staff receives a request from a pupil or parents to see child protection records, they will refer the request to the Designated Safeguarding Lead or Headmaster.

The Designated Safeguarding Lead will take advice from the Information Governance Team and together a decision will be made about what information to share. This decision will consider the balance between the potential risk to the child and the principle of working openly and honestly with parents.

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or Social Care as required;
- Ensure that the Headmaster or Designated Safeguarding Lead will only disclose any information about a pupil to other members of staff on a 'need to know basis', including domestic violence notifications;
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children;
- Ensure staff are clear with children that they cannot promise to keep secrets.

## 20. Communication with Parents/Carers

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the Parents' Handbook and on the school website.
- Undertake appropriate discussion with parents/carers prior to the involvement of another agency, unless the circumstances indicate that the child is at risk of significant harm. If the school believes that notifying parents could increase the risk of harm to the child or exacerbate the situation, advice will be sought from Social Care. Further guidance on this can be found in the Core Inter-agency Procedures of the local Safeguarding Children Board.
- Ensure that parents are **not** informed about any disclosure of sexual abuse, or physical abuse where the child has an injury.
- Not require parental consent when making a referral to Channel regarding radicalisation.
- Record what discussions have taken place with parents on the Log of Concern about a Child's Welfare, or if a decision has been made not to discuss it with parents, record the reasons why.

\* 'Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers', DfE 2015.

## 21. **Supporting vulnerable children**

We recognise that abuse or witnessing violence may have an adverse impact on those children, which may last into adulthood without appropriate intervention and support. This includes abuse by an adult towards a child or abuse by one or more pupils against another pupil.

St Faith's School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may become withdrawn.

We recognise that some vulnerable children adopt abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The school will support the pupils through:

- Curricular opportunities to encourage self-esteem and self-motivation;
- The school ethos, that actively promotes a positive, supportive and safe environment and values the whole community;
- The implementation of its robust behaviour and anti-bullying policies;
- Ensuring that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies which support the pupil, such as Social Care, Child and Adolescent Mental Health services, Cambridgeshire Sexual Behaviour Service or Early Help Teams;
- A commitment to develop productive and supportive relationships with parents/carers;
- Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse or mental health issues are vulnerable and in need of support and protection; they may also be young carers;
- Monitoring and supporting pupils' welfare, reassessing concerns, keeping records and notifying Social Care in accordance with the Cambridgeshire Local Safeguarding Children Board 'Core Inter-agency procedures'.

When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

## 22. **Peer on Peer Abuse / Bullying**

Peer on peer abuse can manifest itself in many ways. This can include banter, sexting, sexual bullying, being coerced to send sexual images, sexual assault, and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.

Peer on peer abuse is unacceptable and will not be tolerated; victims will be appropriately supported. Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy, (see Appendix 1).

Consideration will always need to be given to the welfare of both the victim(s) and perpetrator(s) in these situations. See the Anti-Bullying Policy for further information.

The school will include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers, for example online abuse or sexting. See the Anti-Bullying Policy Appendix (Cyberbullying and E-Safety).

As part of the PSHCE curriculum staff will teach children personal safety skills commensurate with their ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and good and bad secrets.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse, to which staff need to be alert.

### 23. **Sexting**

Sexting involves someone sharing sexual, naked or semi-naked images or videos of themselves or others, or sending sexually explicit messages.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. It is an offence to possess, distribute, show and make indecent images of children. A child is classified as anyone under the age of 18.

All incidents involving sexting should be responded to in line with the School's Safeguarding Children Policy.

If an incident involving sexting comes to the School's attention:

- The incident should be referred to the DSL as soon as possible.
- The DSL should hold an initial review meeting with appropriate school staff.
- There should be subsequent interviews with the young people involved (if appropriate).
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

#### Disclosure

Disclosures about sexting can happen in a variety of ways. The pupil affected may inform a tutor, class teacher, the DSL, or any member of the School staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school or college, or inform the police directly.

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

In the event of a disclosure about sexting, staff should speak to the DSL or a designated person and complete a log of concern form.

The DSL and the Headmaster, should establish the following:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – **in most cases, imagery should not be viewed**

- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care should be made if at this initial stage:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The pupil is at immediate risk of harm owing to the sharing of the imagery, for example, they are presenting as suicidal or self-harming

If none of the above apply, then the DSL, with input from the Headmaster, may decide to respond to the incident without involving the police or children's social care. The decision should be in line with the school's safeguarding procedures and should be based on consideration of the best interests of the child/children involved. The decision should be reviewed throughout the process of responding to the incident.

The decision to respond to the incident without involving the police or children's social care would be made in cases where the DSL is confident that the school has enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework.

For further information on procedures in cases of sexting see: 'Sexting in schools and colleges: responding to incidents and safeguarding young people', UKCCIS (August 2016), particularly 'Section two – Handling incidents' and 'Annex G – Flowchart for responding to incidents'.

## 24. **Substance Misuse and Child Protection**

The discovery that a young person is misusing legal or illegal substances, or reported evidence of their substance misuse, is not necessarily sufficient in itself to initiate child protection proceedings, but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.

## 25. **Children of Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence. Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children;
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers;
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour;
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- Disturbed moods as a result of withdrawal symptoms or dependency;
- Unsafe storage of drugs and/or alcohol or injecting equipment;
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

## 26. **Domestic Abuse**

Where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships.

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional. This definition, which is not a legal definition, includes so called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

Schools are ideally placed to offer appropriate support, alongside other agencies, whether families are in crisis, or whether there are early signs of potential abuse.

The Headmaster will be notified of medium and high risk Domestic Abuse incidents where the police have been called and that involve children and young people at St Faith's and will take appropriate action to ensure children and young people are kept safe in accordance with the Domestic Violence Guidance for Schools and Colleges.

## 27. **Female Genital Mutilation (FGM)**

'FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways'. (Multi-agency statutory guidance on female genital mutilation, April 2016).

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy.

FGM is internationally recognized as a violation of the human rights of girls and women, and is illegal in most countries, including the UK.

It is a statutory duty for teachers in England and Wales to report to the police 'known' cases of FGM in under-18s which they identify in the course of their professional work. (Multi-agency statutory guidance on female genital mutilation, April 2016)

The school takes these concerns seriously and staff will be made aware of the possible signs and indicators that may alert them to the possibility of FGM. Any indication that FGM is a risk, is imminent, or has already taken place will be dealt with as a child protection matter.

Advice and support can be sought from The NSPCC FGM helpline – 0800 028 3550. The Designated Safeguarding Lead will make appropriate and timely referrals to Social Care or the police if FGM is suspected. In these cases, parents will **not** be informed before seeking advice. The case will still be referred to Social Care even if it is against the pupil's wishes.

## 28. **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups.

It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

The School will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

## 29. **Children Missing Education**

A child going missing from education is a potential indicator of abuse or neglect. St. Faith's has an admission register and an attendance register which all pupils are placed on in accordance with the law.

At St. Faith's, parents are required to seek permission in writing for leave of absence prior to the event. These requests are then considered and granted or declined by the Deputy Head.

If a child is absent through illness, parents are required to telephone the school before 08:30 on each day of absence, giving details. Where a child is absent without explanation, contact will be made with the family by a member of the Office team. Tutors monitor children's attendance and any concerns regarding prolonged absence or patterns of absence are followed up.

The School will make contact with parents if a child has failed to arrive at school without explanation on their first day. If attendance falls below 80-85% and some attendance is

unauthorised, the family will be contacted to discuss the reasons for absence. If there are safeguarding concerns, consideration will be given to contacting an EWO (Education Welfare Officer) or asking the police to undertake checks.

The School will notify Children's Social Care (CSC) if children who are the subject of a Child Protection (CP) plan are absent or are excluded.

#### Non-standard transitions

Whenever a child leaves St Faith's before completing the final year or joins the School after the start of the first year, the School is required to:

- Inform Cambridgeshire County Council when a pupil is about to be deleted from the admissions register under any of the fifteen grounds (Regulation 8 of the 2006 Regulations);
- Record details of the pupil's residence, the name of the person with whom they will reside and the name of the destination school (where we can reasonably obtain this information);
- Inform Cambridgeshire County Council of the pupil's destination school and home address if the pupil is moving to a new school;
- The School understands the importance of working collaboratively with Cambridgeshire County Council in making reasonable enquiries to locate pupils who fail to return 10 days after an agreed authorised leave of absence or 20 days without authorisation.

#### Deleting a pupil from the school roll

If the School is aware of the pupil's destination and have confirmation of the new educational placement and that the pupil has started at the new provision, the School is required to complete the 'Deletion from school register - Destination Confirmed Form (Independent Schools)' and send to [CME@cambridgeshire.gov.uk](mailto:CME@cambridgeshire.gov.uk)

In all other cases where the School is unaware of a pupil's destination and/or the pupil and family's whereabouts (including those pupils who fail to transfer to statutory education from nursery school) then a referral should be made to the Local Authority for Education Welfare Intervention, after the school has made initial investigation to the pupil's whereabouts. The 'CME Request for LA EWO Intervention Form (Independent Schools)' should be completed and sent to [CME@cambridgeshire.gov.uk](mailto:CME@cambridgeshire.gov.uk)

When a parent elects to home educate, the School, not the parent, has a legal duty to notify the Local Authority. The 'EHE School Deregistration Form' should be completed and sent, along with a copy of the signed parent letter, to the Elective Home Education Office at [ElectiveHome.Education@cambridgeshire.gov.uk](mailto:ElectiveHome.Education@cambridgeshire.gov.uk).

#### Registering a new pupil

The School is required to inform Cambridgeshire County Council when registering new pupils within five days, including the pupil's address and previous school (where this information can be reasonably obtained).

### 30. **Prevention of Radicalisation**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people and encourage them to hold extreme views, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. St Faith's is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'. These duties should be seen alongside schools' duties to promote British values as a means of 'building children's resilience to radicalisation'. A 'Prevent Action Plan' has been set up to ensure that risks are assessed and action is taken to prevent the opportunity for radicalisation within school. The school promotes understanding of how to keep pupils safe from extremism, for example, training staff, implementing the 'Network and Internet Policy' and educating the children in PSHCE.

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers whether invited by staff or pupils, are suitable and appropriately supervised. The protocols at St Faiths are as follows:

- All visiting speakers to have a nominated point of contact at the school (the Organiser);
- Requesting the Visiting Speaker to complete the 'Visiting Speaker at St Faith's' electronic form, which asks them to outline the information they wish to communicate and to agree to the Guidelines for Visiting Speakers;
- Conducting research on the person/organisation to establish whether they have demonstrated extreme views/actions;
- Refusal to allow people/organisations to use school premises if they have links to extreme groups or movements. Justification of the school's decision will be provided to the person/organisation in writing.
- Maintaining a formal register of all visiting speakers;
- Visitors to provide photo ID upon arrival at school;
- Ensuring visiting speakers, without DBS, are accompanied at all times and are not left unsupervised with pupils at any point.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should complete a log of concern form and/or speak with the Prevent Lead who will decide on the appropriate course of action. This could include referral to Channel or Children's Social Care for example.

### 31. **Preventing unsuitable people from working with children**

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of the government's guidance 'Keeping Children Safe in Education' (September 2016) and the school's 'Recruitment & Selection Policy & Procedure'. This applies to volunteers, staff of contractors, and other individuals who are not school staff or supply staff.

The Headmaster, Deputy Head, Head of Pre Prep and Bursar have all successfully completed 'Safer Recruitment' Training.

Any allegation of abuse made against a member of staff will be reported straight away to the Headmaster. In cases where the Headmaster is the subject of an allegation, it will be reported to the Chair of Governors.

The school will consult with the Local Authority Named Senior Officer, who in Cambridgeshire gives advice to schools in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education' (September 2016).

The Headmaster or Chair of Governors will **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities e.g. DBS and NCTL, and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

For further information see 'Procedures for Allegations of Abuse Against Members of the School Staff or Volunteers' (Appendix 8).

Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified 'by association' if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early years childcare (up to the age of 5) or later years childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not 'disqualified by association'. A record of self-declaration should be kept on the school's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail).

32. The school will ensure that all paid staff and volunteers, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
33. The school will ensure that staff and volunteers are aware that sexual relationships with pupils under the age of 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Trust). The school will ensure that communication between pupils and adults, by whatever method, is transparent and takes place within clear and explicit professional boundaries and is open to scrutiny.

#### 34. **Other School related policies**

The following policies are publically available on the School website and St Faith's VLE.

- Anti-Bullying Policy, reviewed annually.
- Parental Concerns and Complaints Policy, reviewed annually.
- Pastoral, Behaviour and Discipline Policy, reviewed annually.

The following policies are available on the St Faith's VLE:

- Educational Visits Policy, reviewed annually.
- Health and Safety Management in St Faith's Policy, reviewed annually.
- Mobile Phone Policy, reviewed annually.
- Network and Internet Policy, reviewed biennially.

The following policies are available to staff in the School Policies folder:

- Physical Contact and Positive Handling Policy, reviewed biennially.
- Recruitment & Selection Policy & Procedure Policy, reviewed annually.
- The Leys & St Faith's Schools' Foundation Whistle-blowing Policy & Procedure, reviewed biennially.
- The St Faith's Teaching Staff Handbook: containing staff code of conduct, reviewed and distributed to staff annually.

#### 35. **Mobile phones** - *For all staff including those working in EYFS*

Staff must not use personal mobile devices in the presence of children unless it is for urgent school business or an emergency. Personal mobile devices must be switched off and out of sight during lessons, the exception being staff who are working off site (e.g. away sports matches) and members of the SMT who may need to be contacted in an emergency. See the 'Mobile Phone Policy' for further information.

Staff must not use personal mobile devices or cameras to take photographs/videos of children. Staff are only allowed to take digital/video images using school equipment (phones, ipads and cameras) and in order to support educational aims.

#### 36. **Governing body Child Protection responsibilities**

The Governing Body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times. It will:

- Designate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues;
- Ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay;
- Ensure that this Safeguarding Children Policy is annually reviewed and updated and shared with staff.
- Ensure that it is made available on the school website;

As the Governing Body provides extended school facilities and after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another body the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

**37. Appendices to this policy provide further information about Safeguarding:**

1. Procedures in the event of a concern - Staff
2. Procedures in the event of a concern - Designated Person
3. Logging a concern form
4. Body Map - for use with logging a concern form
5. Four categories of abuse - Information
6. Role of the Designated Safeguarding Lead
7. Whistleblowing for Child Protection - Guidance
8. Procedures for Allegations of Abuse Against members of the School Staff or volunteers

N L HELLIWELL  
**Headmaster**

## SAFEGUARDING CHILDREN – STAFF PROCEDURES IN THE EVENT OF A CONCERN

				
Mr Mike Critchley Designated Safeguarding Lead Prevent Lead SMT	Mrs Linda Smith DP with EYFS overview SMT	Mr Ed Johnson DP Head of Bentley House	Mrs Patricia Graves Governor Responsible for safeguarding	Mr Joe Davenport DP Responsible for Induction SMT

1. If you have any cause for concern about the safety of a child, who is in need and/or at risk, you should complete a 'Log of Concern about a Child's Welfare', blue form, from the rack just inside the door of the Staff Common Room. Fill out the first page only, ensuring every box is complete; the DP will complete the reverse side. Give the form to one of the designated persons.
2. In the event that a DP is not available staff should pass on concerns firstly to the Headmaster, and then to a member of the SMT.
3. Staff should be aware that they can contact Social Care, or the police directly, should the child be at risk of serious harm. Social Care Referral - 0345 045 1362 or Emergency Duty Team (out of hours) 01733 234724. Police - 101. If you have made a direct referral, please ensure that a DP is informed as soon as possible.
4. On receipt of a Log of Concern the DP will decide on a course of action. The form will be kept securely on file. You may have further involvement with this matter, or not, due to confidentiality. Each incident will be handled on a case-by-case basis.
5. In the case of a disclosure:
  - Bear in mind that if a pupil raises a concern with you it will probably have taken a great deal of courage to do so and they have chosen you as someone whom they trust and respect.
  - Try not to show shock or the fact that you may well be upset by what you have heard. Your immediate response will affect the way in which the child will continue to confide in you
  - Be gently supportive but try not to show excessive sentiment
  - Do not express any doubt or disbelief
  - Avoid asking leading questions
  - Do not promise **not** to tell anyone. Explain that you may have to tell another person in order to help stop whatever it is that has been divulged to you
  - Listen carefully as you will need to make detailed notes afterwards

- Good advice is never fill a silence
- Basically, if a child makes a disclosure you should LISTEN, EXPLAIN, PASS ON and RECORD

## SAFEGUARDING CHILDREN – DESIGNATED PERSON PROCEDURES IN THE EVENT OF A CONCERN

1. On receipt of a 'logging concern form' the designated person should thank and reassure the colleague, sign, time and date the form.
2. The designated person decides on the course of action, consults if necessary with one other designated person or calls a meeting of all designated personnel and the Headmaster.
3. One or more of the following actions may be taken, and each time the action should be recorded, dated and kept in chronological order.
  - a. Monitor the child and review the situation at regular safeguarding children meetings.
  - b. Talk to the parents about a concern that has been raised, where parental contact is appropriate.
  - c. For advice about any CP/safeguarding concern call 0345 045 1362 and ask for a 'professional consultation'.
  - d. Access advice and services by contacting the Early Help Hub (EHH) on 01480 376666 [Early.HelpHub@cambridgeshire.gcsx.gov.uk](mailto:Early.HelpHub@cambridgeshire.gcsx.gov.uk)
  - e. Make an urgent referral (if a child is at risk of significant harm) via the **Integrated Front Door** to the Multi Agency Safeguarding Hub 0345 045 1362 or Emergency Duty Team (out of hours) 01733 234724. Referrals should be followed up in writing within 24 hours to [MASH.C&F@cambridgeshire.gcsx.gov.uk](mailto:MASH.C&F@cambridgeshire.gcsx.gov.uk)  
Or contact the Police on 101.
  - f. For advice and support in the event of a concern about extremism or terrorism, follow the normal safeguarding procedures.  
Support and advice can also be given by the police - 101. Alternatively call the non-emergency helpline for staff and governors – 020 7340 7264. Concerns can also be raised by e-mailing 'counter.extremism@education.gsi.gov.uk'.
  - g. Discuss advice received with designated colleagues and decide course of action.
4. Staff who have raised a concern may or may not be informed about the outcome of any further action.
5. If an allegation is made against a member of staff, the Headmaster will be informed immediately and the procedures as detailed in the 'Safeguarding Children' policy will be followed. Local Authority Named Senior Officers – 01223 703564 / 01223 507115. LADO (Local Authority Designated Officer) can be contacted on 01223 727967.
6. We will meet our responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left St Faith's first) because they have harmed a child or put a child at risk of harm.
7. Education Child Protection Service – [ECPSGeneral@cambridgeshire.gov.uk](mailto:ECPSGeneral@cambridgeshire.gov.uk)



## Log of Concern about a Child's Welfare

Child's full name:	Child's date of birth:
Child's ethnicity:	Gender:
Today's date: dd/mm/yy	Time:
Name and role of person completing the log:	
Date and time of the incident / concern:	
<b>Description of the incident / concern</b>	
Signature of person completing log:	
Body map completed? <b>YES / NO</b> (If YES, please attach securely)	
<b>Please pass this form immediately to the Designated Person for Child Protection.</b>	

**To be completed by the Designated Person for Child Protection:**

Received by:

.....  
Designated Person for Child Protection

Initial action taken by the Designated Person:

.....  
.....  
.....

Has the parent/carer been informed of the concern? **YES / NO** (please circle, as appropriate)

If YES, state name of parent/carer: .....

If YES, please state who informed the parent/carer, action taken and the outcome:

.....  
.....  
.....

If NO, please provide the reason why not:

.....  
.....  
.....

Date: ..... Time: .....

Details of any further action taken or relevant information (this may include follow-up calls, feedback from other professionals, etc. and should include details.) A separate sheet can be used, if required:

.....  
.....  
.....  
.....

**Body map**

Full name of child: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Date body map completed: \_\_\_\_\_

Attach body map to the log of concern about a child's welfare to indicate any observed mark, cut or bruise which raises a concern.

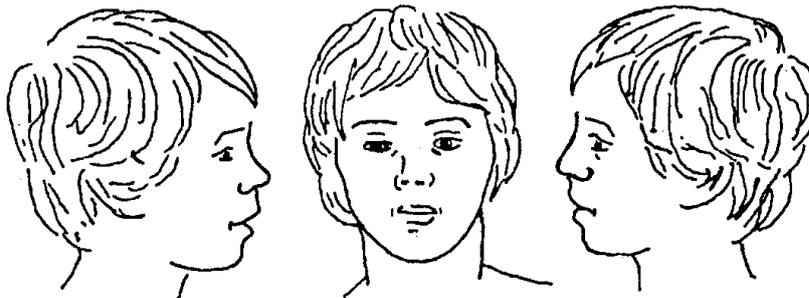
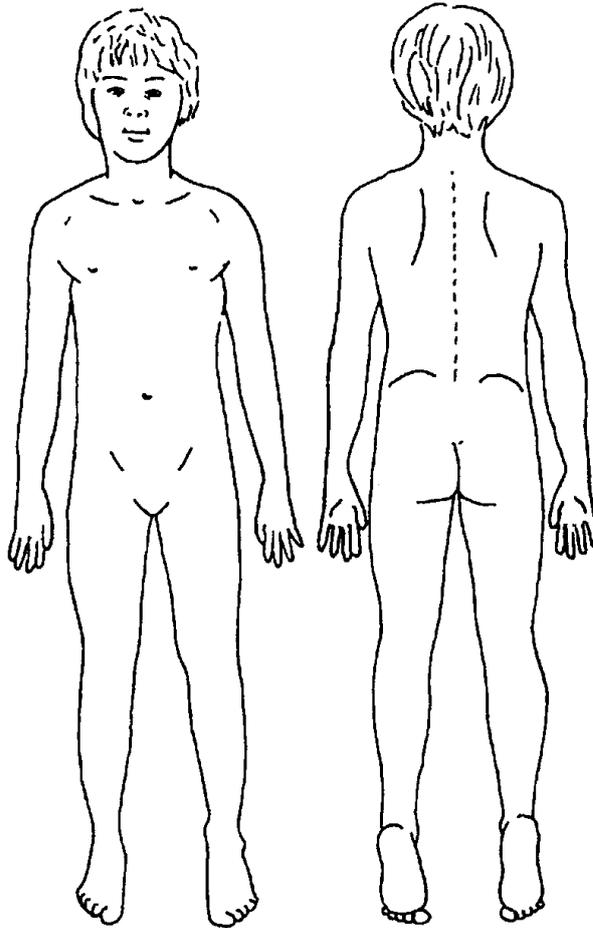
**Please note that staff should not ask children to undress.**

right

left

left

right



## FOUR CATEGORIES OF ABUSE

1. **Physical Abuse.** May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **Neglect.** Persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
  - It may occur during pregnancy as a result of maternal substance misuse.
  - It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.
  - It also includes parents or carers failing to:
    - Provide adequate food, clothing and shelter including exclusion from home or abandonment;
    - Protect from physical and emotional harm or danger;
    - Ensure adequate supervision including the use of inadequate care-givers;
    - Ensure access to appropriate medical care or treatment.
3. **Emotional Abuse.** Is the persistent emotional ill treatment so as to cause severe and adverse effects on a child's emotional development.
  - 3.1 It may involve conveying to a child that they are:
    - Worthless;
    - Unloved;
    - Inadequate;
    - Valued only insofar as they meet another person's needs.
  - 3.2 It may include:
    - Not giving the child opportunities to express their views;
    - Deliberately silencing them;
    - 'Making fun' of what they say or how they communicate.
  - 3.3 It may also feature age or developmentally inappropriate expectations being imposed on children including:
    - Interactions that are beyond the child's developmental capability;
    - Overprotection and limitation of exploration and learning;
    - Preventing participation in normal social interaction.
  - 3.4 It may involve:
    - Seeing or hearing the ill-treatment of another;
    - Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger;
    - Abuse by one or more pupils against another pupil;
    - The exploitation or corruption of children.

3.5 Some level of emotional abuse is involved in all types of maltreatment although it may occur alone.

4 **Sexual Abuse.** Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

4.1 This may involve:

- Physical contact including assault by penetration (e.g. rape or oral sex);
- Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;
- Non-contact activities involving:
  - children in looking at, or in the production of, sexual images;
  - children in watching sexual activities;
  - encouraging children to behave in sexually inappropriate ways;
  - grooming a child in preparation for abuse (including via the internet).

4.2 Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs of possible abuse – all staff receive a Basic Child Protection Information Booklet – produced by the Education Child Protection Service at their regular training. This extensively details signs to look out for in cases of abuse.

## ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The designated safeguarding lead takes lead responsibility for safeguarding and child protection.

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern;
- support staff who make referrals to the Channel programme;
- ensure cases are referred where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service;
- refer cases where a crime may have been committed to the Police.

### Work with others

The designated safeguarding lead is expected to:

- liaise with the headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- liaise with the "case manager" (as per Part four of Keeping Children Safe in Education, September 2016) and the designated officer(s) at the local authority for child protection concerns, in all cases which concern a member of staff;
- liaise with staff on matters of safety and safeguarding and act as a source of support, advice and expertise for staff;
- liaise with Social Care and ECPS where necessary.

### Training

The designated safeguarding lead will undergo training to provide him with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

The designated safeguarding lead has undertaken Prevent awareness training.

In addition to the formal training set out above, his knowledge and skills will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow him to understand and keep up with any developments relevant to his role so he:

- understands the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- ensures each member of staff, especially new and part time staff, has access to and understands the St. Faith's 'Safeguarding Children Policy' and procedures;
- is alert to the specific needs of children in need, those with special educational needs and young carers;
- is able to keep detailed, accurate, secure written records of concerns and referrals;
- understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtains access to resources and attends any relevant or refresher training courses; and
- encourages, among all staff, a culture of listening to children and taking account of their wishes and feelings.

### Raise Awareness

The designated safeguarding lead should:

- ensure that the St. Faith's School Safeguarding Children Policy is known, understood and used appropriately;
- ensure that the St. Faith's School Safeguarding Children Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this;

- ensure that the St. Faith's School 'Safeguarding Children Policy' is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- liaise with the LSCB to make sure that staff are aware of training opportunities and the latest local policies on safeguarding.

#### Child protection file

Where children leave the school, ensure that their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, using tracked delivery.

#### Availability

During term time, the designated safeguarding lead or designated persons should always be available either in person or by phone (during school hours) for staff in the school to discuss any safeguarding concerns. For off-site activities such as trips, school fixtures and residential visits, staff are required to carry a card with the phone numbers of the designated safeguarding lead and designated persons. The leaders of school-organised holiday activities or trips should also carry this card. In the event of a safeguarding concern, the designated safeguarding lead or designated persons should be contacted.

## Whistleblowing for Child Protection – Guidance

*The School has a whistleblowing policy, 'The Leys & St Faith's Schools' Foundation Whistleblowing Policy & Procedure'.*

*The guidance below (Whistleblowing for Child Protection) is to assist staff in dealing with child protection concerns.*

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation; these feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

### ***Don't think what if I'm wrong - think what if I'm right***

#### **Reasons for whistleblowing**

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

#### **What stops people from whistleblowing**

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

#### **How to raise a concern**

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier concern is expressed the easier and sooner it is possible for action to be taken
- Try to pinpoint what practice is concerning you and why
- Approach someone you trust and who you will believe will respond
- Make sure you get a satisfactory response – don't let matters rest
- Ideally you should put your concerns in writing
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern

#### **What happens next**

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation

- No action will be taken against you if the concern proves to be unfounded and is raised in good faith
- Malicious allegations may be considered as a disciplinary offence

### **Self-reporting**

Staff have a responsibility to report any relevant changes of circumstance to their employer. These include any criminal investigations, convictions or warnings they may become the subject of and/or if their own children become involved in any child protection related concern.

There also may be occasions where a member of staff has a personal difficulty maybe a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned.

Confidentiality cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

### **Further advice and support**

It is recognised that whistleblowing can be difficult and stressful. Advice and support is available from your line manager, the SMT and/or your professional union.

***'Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong'. With acknowledgement to 'Sounding the Alarm' by Barnardos.***

M CRITCHLEY  
Director of Pastoral Care

## Procedures for Allegations of Abuse Against members of the School Staff or Volunteers

*These procedures follow the guidance set out in KCSIE September 2016, Part four. This appendix clarifies the precise arrangements for St Faith's.*

### Introduction

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

### The First Response

Any allegation of abuse made against a member of staff or volunteer should be referred to the Headmaster immediately.

If the Headmaster is unavailable, then the Designated Safeguarding Lead should be told at once. If they are both unavailable, the Chairman of the St Faith's Committee should be contacted at once.

In the first instance, the School will liaise with the Local Authority Named Senior Officer. If appropriate the School will then contact the LADO (Local Authority Designated Officer) before any investigations take place. This contact should take place within one working day. LADO (Local Authority Designated Officer) can be contacted on 01223 7272967.

The school will respond promptly and sensitively to the concerns of the victim and his or her family. The school does not require parental consent before reporting allegations to the LADO.

The school undertakes to:

- Take any allegation of abuse involving a member of staff seriously;
- Record all discussions with any party in writing;
- Consult with the LADO and ascertain whether or not the allegation can be disclosed to the accused person;
- Inform the member of staff concerned, providing agreement is given by the LADO, of the allegation that has been made, and advise him or her to contact a Trade Union or Professional Association for advice and support;
- Inform parents or carers of a child about the allegation as soon as possible, if they do not already know of it, unless police or children's social care services need to be involved. In these instances, the Headmaster will not inform parents until there is agreement on what information can be disclosed;
- Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002, (KCSIE para 161).

### The Next Step

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, the school will always:

- Invite the police to conduct the investigation;
- Liaise with the LADO;
- Consider suspending the member of staff (or volunteer) concerned.

### **Support for the Pupil**

Our priority is to safeguard the young people in our care. The school will give all the support that it can to a pupil who has been abused. The Head, together with members of the Safeguarding Committee, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, the LSCB or other agencies involved, to identify the support strategies that will be appropriate.

### **Suspension**

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and the school will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child;
- The allegations are so serious as to constitute grounds for dismissal, if proven;
- The police are investigating allegations of criminal misconduct.

The school fully recognises its duty of care towards all staff, and will:

- Keep an open mind until a conclusion has been reached;
- Interview a member of staff, where appropriate, before suspending him or her;
- Keep him or her informed of progress of the investigation, where appropriate.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a friend or Trade Union representative.

### **Alternatives to Suspension**

The school will always consider whether an alternative to suspension might be appropriate and will give due weight to the LADO, KCSIE and WT in making an appropriate decision.

Possibilities include:

- Sending the member of staff on leave;
- Giving him or her non-contact duties.

### **Anonymous Allegations**

An anonymous allegation of child abuse which names both a member of staff and a child will be dealt with in exactly the same way as would be the case if the identity of the person making the allegation is known. Where the allegation names the member of staff but not the pupil, the member of staff will normally be interviewed and asked for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training.

### **If the member of staff resigns**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with the guidance in KCSIE (September 2016). A referral to the DBS **must** be made, if the criteria in paragraph 120 of KCSIE (September 2016) (Part 3) are met.

### **Length of investigatory process**

The school recognises that everyone's interests are served by completing any investigatory process as swiftly as possible, consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. The time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School to deal with it, although if there are concerns about child protection, the School will discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the School will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

### **Referral to DBS**

The school understands its duty to report promptly to the Disclosure and Barring Service (DBS), any person (whether employed, contracted, volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or volunteers) with children, or would have been removed had he or she not left earlier.

### **On conclusion of a case**

If the allegation is substantiated and the person is dismissed or the School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the designated officer(s) should discuss with the case manager whether the School will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and, in the case of a member of teaching staff, whether to refer the matter to the NCTL to consider prohibiting the individual from teaching. For further information on referral to NCTL see 'Teacher misconduct: the prohibition of teachers (October 2015).

### **Recording allegations of abuse**

The school will record all allegations of abuse and the subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer. Details of allegations that are found to have been malicious should be removed from personnel records.

### **Handling unfounded or unsubstantiated allegations**

#### **The Child**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. The school will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Listener. The school shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, the school needs to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, the school may conclude that it is in the child's best interests to move to another school. The school would do its best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

#### **The Member of Staff or volunteer**

A member of staff or volunteer could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all

too conscious that colleagues might shun him/her on the spurious grounds of there being 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; the school recognises that he or she is likely to need both professional and emotional help. The School will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community if necessary. A short sabbatical or period of re-training may be appropriate.

### **Allegation of abuse of a child who is not a pupil at the School**

If the School receives information suggesting that a member of staff has been involved in the abuse of a child who was not a pupil at St Faith's, such information would immediately be passed to the Local Safeguarding Children Board (LSCB) to handle. The Head would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension or re-assignment to other duties etc. in exactly the same way as if the allegation had involved a St Faith's pupil. If the allegation is subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

### **Allegations involving the Head or Designated Safeguarding Lead**

The Chairman of the St Faith's Committee should be told at once by the Deputy Head or DSL of any allegation involving the Head. In the first instance, the School will liaise with the Local Authority Named Senior Officer. If appropriate the School will then contact the LADO (Local Authority Designated Officer) before any investigations take place. Following this, legal advice may be sought as appropriate. This contact should be made without the head being informed. The Head will normally be suspended for the duration of the investigatory process and may be asked to vacate school accommodation. The Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Head should similarly be told at once of any allegation involving the DSL and procedures, as above, followed. The DSL will normally be suspended for the duration of the investigatory process.

N L Helliwell

**Headmaster**