



MARATHON SCIENCE SCHOOL

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Safeguarding Policy

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Next Review: October 2020

Reviewed By: DSL

Uzeyir Onur

Headteacher

Key Contacts

Designated Safeguarding Lead (DSL): Uzeyir Onur

D. Designated person: Halil Ibrahim Sarikaya

Headteacher: Uzeyir Onur

Chairman of Governors: Kamil Canbay

Tel: 077 382 272141

Purpose

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interest of the child. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools should work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm.

(Keeping Children Safe in Education – DfE, September 2018 revised and in place September 2019)

This policy is for all staff, parents, governors, volunteers and the wider school community. It should be read in conjunction with safeguarding arrangements in the school, the staff code of conduct and the behaviour policy. In addition, the document 'Keeping Children Safe in Education – DfE, September 2018 revised for September 2019' **MUST** be read in conjunction with this policy and is kept as an appendix to this policy.

Safeguarding awareness

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and Deputy) and how to share concerns. They are given a copy of our school's Child Protection Safeguarding policy along with the "Keeping children safe in education" *September 2018 revised 2019 document* (staff are required to confirm they have read and understood the information).

Staff are kept informed about child protection responsibilities and procedures through induction, briefings and awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff. However the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead and Deputy.

Definition of safeguarding

Ofsted adopts the definition of safeguarding used in *the Children Act 2004* and in '*Working Together to Safeguard Children*'. This can be summarised as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It relates to numerous aspects of school life including:

- pupil's health and safety;
- the use of reasonable force;
- meeting the needs of pupils with medical conditions;
- providing first aid;
- educational visits;
- intimate care;
- internet or e-safety;
- appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying;
- racist, disability, and homophobic abuse;
- radicalisation and extremist behaviour;
- child sexual exploitation;
- sexting;
- substance misuse;
- issues that may be specific to a local area or population (e.g. gang activity and youth violence);
- particular issues affecting youth violence, sexual exploitation, female genital mutilation and forced marriage. (Ofsted, 2016)

“Everyone who comes into contact with children and their families has a role to play in safeguarding children.” (DFE Guidance, 2018 revised 2019, Keeping children safe in education)

Statutory Framework

Statutory guidance in *Keeping Children Safe in Education* (April 2014) and *Working Together to Safeguard Children* (March 2015) sets out how individuals and organisations should work together to safeguard and promote the welfare of children. It requires all schools to follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse. These procedures should also cover circumstances in which a member of staff is accused of or suspected of abuse.

Designated Safeguarding Lead (DSL)

The DSL will:

- ensure that the Pan – London Child Protection Procedures are followed in the school as Marathon school has boarding facilities in Hackney, and a school in Lewisham, hence we need to be aware of both boroughs procedures;
- ensure that all staff are aware of these procedures;
- ensure that appropriate training and support is provided to all staff;
- develop effective working relationships with other agencies and services;
- decide whether to take further action about specific concerns (e.g. refer to Children's Social Care);
- liaise with Children's Social Care Teams over suspected cases of child abuse;
- ensure that accurate records relating to individual children are kept in a secure place; submit reports to and attend child protection conferences;
- ensure that the school effectively monitors children identified as 'at risk';
- provide guidance to parents, children and staff about obtaining suitable support;
- be aware of minimum standards and regulations relating to boarding schools and ensure that the school meets these requirements.

Definition of Harm

Harm: Ill treatment or the impairment of health or development (impairment suffered from seeing or hearing the ill treatment of another). '*Development*' means physical, intellectual, emotional, social or behavioural development; '*Health*' means physical or mental health; '*Ill treatment*' includes sexual abuse and forms of ill-treatment which are not physical (Adoption and Children Act 2002 Section 10)

NB: *The Adoption & Children Act 2002 s1120* amended the definition of *Harm* to include those instances where a child may witness domestic violence.

Recognition of Significant Harm

Any allegation of a sexual nature, or parents whose behaviour may present risk because of:

Domestic violence, drug & alcohol abuse and mental health problems; any physical injury caused by assault or neglect which requires medical attention; repeated incidents of physical harm; any contact with a person assessed as presenting a risk to children, or children who live in low warmth, high criticism environments, and children who suffer from persistent neglect; children who may be involved in prostitution; other circumstances where professional judgement and/or evidence suggesting that a child's health, development or welfare may be significantly harmed.

Indicators of Abuse

Physical:

Unexplained injuries or burns, bruises, finger marks, fear of undressing or medical help. Improbable explanations for injuries, fear of returning home or parents being contacted, and unexplained absence from school.

Neglect:

Constant hunger, poor personal hygiene, inappropriate clothing, frequent lateness, and non-attendance. Poor social relationships, constant tiredness, independent, street wise, no parental support for education and compulsive stealing or scrounging.

Emotional Abuse:

Fear of new situations, inappropriate emotional responses, self-harm, can't accept praise, and low self-esteem. Lack of home support, depression, withdrawn, social isolation – doesn't get involved.

Sexual Abuse:

Bruises, scratches, bite marks on the body, persistent infections in the anal or genital area. Any sexual awareness inappropriate for the child's age – shown in drawings, play or vocabulary. Frequent masturbation, changes in behaviour, refusal to stay with certain people. Presence of self-harm, depression, low self-esteem and pregnancy.

Upskirting

Upskirting is a criminal offence in England and Wales with offenders facing up to two years in prison for taking an image or video under somebody's clothing. It is usually performed in a public place, making it harder to spot people taking the photos and there have also been instances of the practice taking place in schools.

Forced marriage

A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures.

Breast ironing / flattening

As with Female Genital Mutilation (FGM), breast ironing or flattening is classified as physical abuse.

What is breast ironing / flattening?

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and/or pounded down over a period of time (sometimes years) in order for the breasts to disappear or delay the development of the breasts entirely.

In some families, large stones, a hammer or spatula that have been heated over scorching coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts so as to prevent them from growing.

Breast flattening usually starts with the first signs of puberty, which can be as young as nine years old and is usually carried out by female relatives under the 'misguided intention' of protecting her from rape and sexual harassment.

As well as extreme pain and psychological damage, the practice puts the young women at increased risk of developing cysts, infections and even cancer.

Forced marriage

A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Forcing someone to marry is a criminal offence. It is child abuse, domestic abuse and a form of violence against women and men; it forms part of existing child protection structures, policies and procedures.

Honour-based violence

'Honour'-based violence is the term used to describe murders in the name of so-called 'Honour', sometimes called 'Honour' killings'. These are murders in which predominantly women are killed for perceived immoral behaviour, which is deemed to have breached the 'Honour' code of a family or community, causing shame.

A child who is at risk of 'Honour'-based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member.

Where there is a disclosure of suspicion of 'Honour' based violence, staff must respond immediately following schools safeguarding policies.

County Lines

- a. A group (not necessarily affiliated as a gang) establishes a network between an urban hub and county location, into which drugs (primarily heroin and crack cocaine) are supplied.
- b. A branded mobile phone line is established in the market, to which orders are placed by introduced customers. The line will commonly (but not exclusively) be controlled by a third party, remote from the market.
- c. The group exploits young or vulnerable persons, to achieve the storage and/or supply of drugs, movement of cash proceeds and to secure the use of dwellings (commonly referred to as cuckooing).
- d. The group or individuals exploited by them regularly travel between the urban hub and the county market, to replenish stock and deliver cash. e. The group is inclined to use intimidation, violence and weapons, including knives, corrosives and firearms.

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families and school. Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other peers. Young people's experience is not only influenced by their family, but also by their peer network, wider community and society in general.

Contextual Safeguarding is applicable to a wide range of risks which can potentially cause significant harm to children and young people where the prime cause of harm is outside of the family. This list isn't exhaustive but includes:

- peer on peer and relationship abuse
- criminal/ sexual exploitation/ online abuse
- missing episodes
- risks associated with gangs
- risks associated with radicalisation
- safeguarding risks in public spaces
- trafficking and modern slavery

Marathon school understands the importance of environmental factors on a young person's development and will be observant of pupils' well-being in his community as well. We will with other agencies put an intervention strategy in place.

Radicalisation and Extremism

"Schools have a duty of care to their pupils and staff. This includes safeguarding them from the risk of being drawn into terrorism." (DFE Prevent Duty Guidance)

Recognising Extremism

Early indicators *may* include:

- showing sympathy for extremist causes;
- glorifying violence;
- evidence of possessing illegal or extremist literature;
- advocating messages similar to illegal organisations or other non-proscribed extremist groups;
- 'out of character' changes in behaviour, dress or peer relationships.

What should staff do?

If we have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, we should respond as we would to all vulnerable children. The DSL (Uzeyir Onur) should be contacted immediately, with a written statement if possible. In their absence colleagues should contact the Headteacher (Uzeyir Onur).

Interventions

Interventions to support pupils will depend upon the issues of each individual case. However, they may include:

- review meetings with family;
- increased adult support (via support for attendance; learning; behaviour, counselling or referral to an external agency/voluntary organisation);
- provision of opportunities for involvement in extracurricular activities;
- support from the attached school police officer;
- parents can be advised of parental support groups.

Prevention

Following local authority guidance, marathon science school recognises that in a school context, five strands that support the prevention of violent extremism are to:

- understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and
- model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- understand how to prevent harm to pupils by individuals who are vulnerable through strategies to support, challenge and protect;
- increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect to others;
- use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

Within the curriculum:

- CPSHEE
- Assemblies
- Seating plans
- Registration/tutor time
- Curriculum offer, including coverage of citizenship, social, moral, spiritual and cultural issues (see also DFE document 'Promoting Fundamental British Values')
- Displays
- Visiting speakers
- School Behaviour Policy
- Internet safety awareness

Beyond the Curriculum:

- Enrichment & extra-curricular events / activities
- Use of borough support
- Links with community and / or faith groups

Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

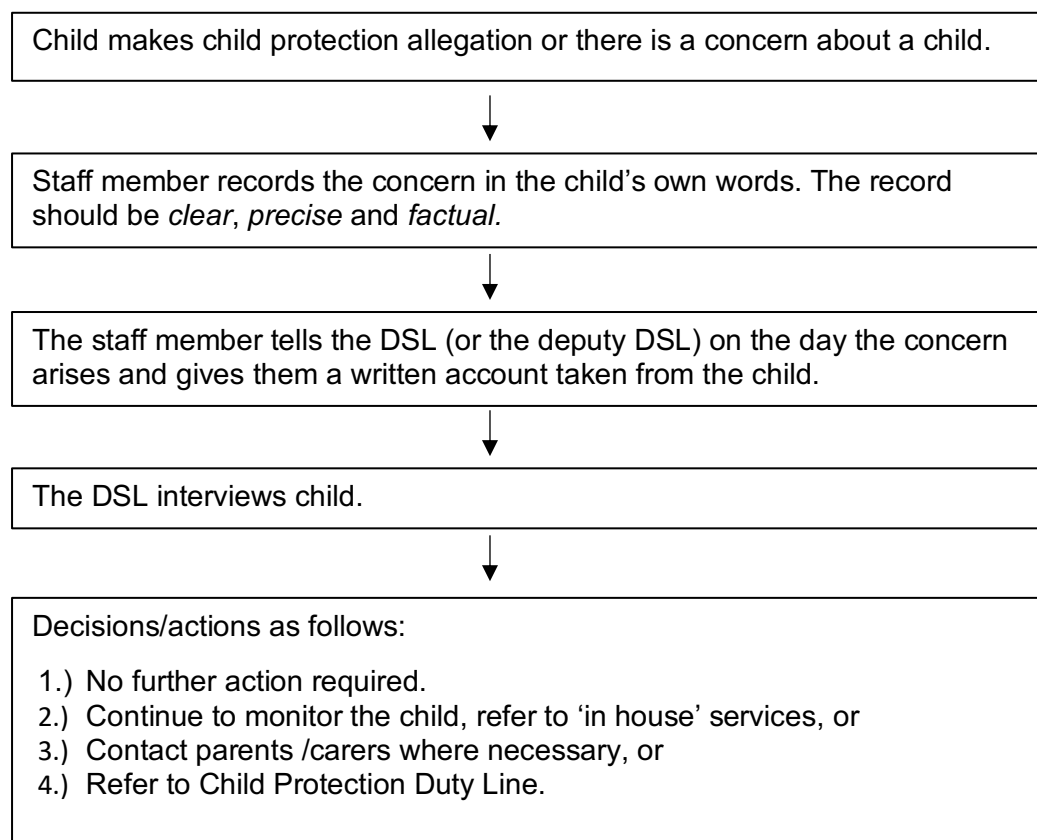
Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children with a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headteacher.

Awareness training

Awareness training for staff regarding radicalisation and extremism will be part of general safeguarding training, with specific induction for staff new to the school.

School Procedures



LB Lewisham, the Local Authority Designated Officer (LADO)

Tel: 0208 314 3114

Hackney Safeguarding Service Duty

Tel: 0209 356 2710

When to be concerned

Staff should be concerned about a pupil if he or she:

- has any injury which is not typical of the bumps and scrapes normally associated with children's injuries;
- regularly has unexplained injuries;
- frequently has injuries (even when apparently reasonable explanations are given);

- gives confused or conflicting explanations regarding how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour 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;
- gives other (peers and or adults) reasons to believe that he or she may be suffering significant harm.

Dealing with a disclosure

If staff are concerned about a child who has an injury which is not typical of the bumps and scrapes normally associated with children's injuries, but the child has not disclosed any information, the member of staff should:

- ask what has happened;
- listen to the child's response;
- follow the 'pupil disclosure' bullet points (see below).

If a pupil discloses that he or she has been abused in some way the member of staff should:

- not promise confidentiality;
- reassure him/her that what has happened is not his/her fault;
- stress that it was the right thing to do;
- if necessary, ask open questions, not leading questions;
- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the child to talk freely;
- reassure the child, but not make promises which might not be possible to keep;
- listen rather than ask direct questions;
- not criticise the alleged perpetrator;
- explain what must be done next and who needs to be informed.

Record Keeping

When a pupil has made a disclosure, the member of staff should:

- make brief notes as soon as possible after the conversation;
- the recording must be clear, precise and factual;
- not destroy the original notes, in case they are needed for further investigation;
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child;
- record statements and observations rather than interpretations or assumptions.

Allegations Involving School Staff

These relate to: a member of staff who has behaved in a way that has harmed a child or may have harmed a child; possibly committed a criminal offence against or related to a child; behaved towards a child in a way that indicates he/she is unsuitable to work with children.

- Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:
 - behaved in a way that has harmed or may harm a child;
 - possibly committed a criminal offence against a child;
 - behaved towards a child that indicates that he/she is unsuitable to work with children.
- All allegations must be reported immediately.
- Headteacher must be informed and the person must be identified.
- Allegations against the DSL should be reported to the headteacher.
- If the allegation made to a member of staff involves the Headteacher, the member of staff will immediately inform the Chairman of governors, Kamil Canbay, who would consult LADO.
- All procedures must be applied with common sense. Every incident must be taken seriously and followed up accordingly.
- LA officers must be informed immediately. Parents must be informed – it must be handled very sensitively.
- If there is any risk of serious harm and LA officer is not reachable than the police may be contacted

Confidentiality

Although the guidance has been updated, the DFEE circular 10/95 acknowledges that Child Protection raises issues of confidentiality that must be clearly understood by all staff in schools. The circular advises that all staff in schools, both teaching and non-teaching staff, have:

‘a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children Schools and Families and the Police). If a child confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the child sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child’s sake. Within that context, the child should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Safeguarding records should be kept securely locked.’

Missing Children

“A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school’s or colleges procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of them going missing in the future” (Keeping Children Safe in Education – September 2016) The Attendance and Welfare Advisor has regular scheduled meetings with Heads of Year. The SLT lead for attendance also meets regularly with the AWA and all relevant designated administrative staff. Records are kept of all pupils admitted to the school and those pupils leaving for whom rigorous checks are carried out.

Role of Headteacher

It is the Headteachers responsibility that there is 2 year training for designated and senior teachers and 3 year training programme for all other staff.

Also it is the responsibility of the Headteacher to make aware of the school policy to all supply and temporary staff.

5 The Role of Teachers

5.1 The Designated Senior Member of Staff (“Designated Person”)

5.1.1 The Designated Person, Uzeyir Onur is responsible for contacting the Children’s Services to register concern about a child's welfare and implementing measures relating to safeguarding. He is the first point of contact for parents, pupils, all staff and external agencies in matters of safe guarding. His responsibilities are to:

- Be conversant with Local Safeguarding Children Board procedures.
- Consult and refer cases under Local Safeguarding Children Board procedures.
- Consult the Children’s Services department on issues such as informing parents, informing other children or staff, seeking medical help, if an allegation or suspicion occurs.
- Organise training on safeguarding within the School.
- Attend training every 2 years
- Be aware of the role of other agencies.
- Cooperate as fully as possible with police and Children’s Services investigations – and ask to participate in their planning meetings if appropriate.
- Keep appropriate records.
- Support staff.
- Monitor and evaluate the effectiveness and implementation of the School's Policy

5.1.2 If the Designated Person is absent for any reason Halil Ibrahim Sarikaya is in charge. The Designated Person or the Deputy Headteacher will inform the initiating member of staff about the action taken.

5.2 Teaching Staff

5.2.1 Teachers bring a number of advantages to the recognition of child abuse.

- They have regular and frequent opportunities to observe children and changes in their behaviour.
- They have an ongoing relationship with children who may confide in them about difficulties.
- They have wide knowledge of the wide range of behaviour likely to be seen in children of a particular age.
- They have opportunities to observe the response of a group of children to particular situations. They will therefore be sensitive to surprising or unusual responses.

5.2.2 Teachers have a statutory duty to pass on any Child Protection concerns and to follow these School (and local LSCB) procedures (Education Act 2002 & Children Act 2004):

- Be alert to signs of abuse.
- Take immediate action in the child's best interest by reporting any evidence of abuse or non-accidental injury to the Designated Person.
- Know the role of the Designated Person and School procedures.
- Enquire about the progress of individual cases in which they are/have been involved.
- Thereafter accept their restricted role as the case becomes the province of other agencies.
- Record accurately in writing information that may be required in Child Protection procedures. This note should record the time, date, place and people who were present as well as what was said. All evidence, for example scribbled notes, mobile phones with text messages, clothing, and computers, must be safeguarded and preserved. Also make a note of what happened next.
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6 All Staff: Helping a child who wants to tell you about his/her abuse

6.1 Staff should remember that the priority is to protect the child. The matter should be taken seriously. React calmly, listen carefully, observe but do not judge. Don't stop the child who is freely recalling significant events. Reassure the child that s/he has done the right thing in telling you. Indicate the action you will take and make it clear that you will have to tell the designated member of staff (no secrets). If the child comes back to talk at a later stage s/he should be told that you cannot comment or advise as that might affect his/her security, but you can listen. Bear in mind these 'must nots':

6.1.1 Do not drag the child to the designated person – this would be abusive in itself!

6.1.2 Do not yourself contact the parents

6.1.3 Do not interrogate the child or ask leading questions

6.1.4 Do not speak to anyone about whom allegations are made, including colleagues

6.1.5 Do not promise confidentiality

6.1.6 Do not ask a child outright if s/he or others have suffered abuse

6.1.7 Avoid criticising the alleged perpetrator

6.2 The following guidelines may be helpful;

TEN KEY POINTS TO FOLLOW IF YOU SUSPECT, OR ARE TOLD OF, ABUSE:

Adults looking after children or young people in schools (or in residential establishments or youth organisations) should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks.

Adults (staff or volunteers) in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) – and keep your original notes, however rough and even if you wrote on the back of something else (it's what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards!). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.
3. Do not give a guarantee that you will keep what is said confidential or secret – if you are told about abuse you have the responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
4. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?") – just ask "what do you want to tell me?" or "is there anything else you want to say".
5. Immediately tell the person in charge of the school or group (unless they are themselves accused or suspected or abusing) – don't tell other adults or young people what you have been told.
6. Discuss with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc – social services and police staff are the people trained to do this – you could cause more damage and spoil possible criminal proceedings.
8. As soon as possible (and certainly the same day) the person in charge should refer the matter to the local social services department (helped by your notes) – they will be in the telephone Headteacher. Follow their requests about what to do next. They will set up any necessary investigations, and can advise you – that is their job. (If someone has made an allegation about the adult in charge of the school or group, YOU should contact the local social services department yourself, and ask them what to do next.)

9. Never think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.

10. Children and young people often tell other young people, rather than staff or other adults, about abuse – make sure that your senior young people know the points on this sheet as well as the responsible adults (e.g. prefects, cadet NCOs, young people leading activities for others).

Important:

Bullying can develop into physical or sexual abuse – as can idiosyncratic punishments introduced by individuals: have effective school practices to counter and monitor bullying and misuse of discipline.

Be vigilant for early warning signs – such as favouritism, development of excessive one to one contact, increased involvement with changing or showering.

Openly discuss within the staff group issues such as acceptable and unacceptable touching.

Openly discuss with pupils issues such as times of day or week, and locations in school, that are high risk for bullying or illicit activities.

Reporting Procedure

6.3 A member of staff needs only reasonable cause for concern in order to act. One sentence from the child indicating abuse or non-accidental injury provides you with reasonable grounds and is sufficient for you to act. This may also apply if clear information comes from a sibling or another adult. However as many of the signs of child abuse are also commonly associated with other medical, social or psychological problems, a member of staff may naturally wish to discuss some initial concerns with other staff.

6.4 It is Headteacher's responsibility to report unexplained absences after 2 days for a child who is on child protection list.

7 Allegations against School staff

These relate to: a member of staff who has behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child, behaved towards a child/children in a way that indicates he/she is unsuitable to work with children.

- 7.1 Allegations that might indicate that a person is unsuitable to continue to work with children are where a person has:
Behaved in a way that has harmed a child or may harm a child.
Possibly committed a criminal offence against a child.
Behave towards a child that indicates that he /she is unsuitable to work with children.
- All allegations must be reported immediately
 - Headteacher must be informed and the person must be identified.
 - The trust must be informed if the allegations made against the Headteacher.
 - Allegations against the Designated Person should be reported to the Headteacher. In this case, the Deputy Headteacher will be in charge to follow the child protection procedure and will be in liaison with the Social Services Department.
 - Procedures
 - All procedures must be applied with common sense
 - Every incident must be taken seriously and followed up accordingly.
 - LA officers must be informed immediately
 - Parents must be informed- it must be handled very sensitively.
 - Headteacher must inform the accused person about the allegation after consulting the LA officer.
 - If there is any risk of serious harm and LA officer is not reachable than the police may be contacted.
 - Schools can call upon the services of an independent investigator.
- 7.2 Teachers and all School staff must protect themselves, and staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Children may find being touched uncomfortable or distressing for a variety of reasons. It is also important not to touch pupils, however casually, in ways or on parts of the body that might be considered indecent.
- 7.3 The Sexual Offences Act (Amended) 2004 states that it is a criminal offence for a person aged 18 or over in a position of trust in a school to engage in any sexual activity with a person under the age of 18 (in that school) irrespective of the age of consent, even if the basis of their relationship is consensual.
- 7.4 In circumstances which involve an allegation against a member of staff, the responsibility for dealing with the matter lies with the Headteacher.
- 7.5 Staff who hears an allegation of abuse against another member of staff should report the matter immediately to the Headteacher, unless the Headteacher is the person against whom the allegation is made. In that case the allegation must be reported to the Chair.
- 7.6 Immediate suspension of the member of staff is only one of a number of options, which will be considered. Others include leave of absence, or providing a classroom assistant or colleague to be present in contact time. A member of staff in such circumstances will be advised of appropriate support, for example from his/her trades union, or a colleague contact.

- 7.7 In the event of an allegation being made against a teacher, the Headteacher will consider immediately whether or not there is sufficient substance in the allegation to warrant an investigation. If there is reason to suppose abuse could have occurred he will refer the matter to the Local Authority Designated Officer (LADO). There are three instances only where allegations against staff do not need to be referred to Children's Services: where the allegation relates to the use of reasonable force; where the allegation is demonstrably false; or where the allegation represents inappropriate behaviour and/or poor practice.
- 7.8 If the Headteacher is wholly satisfied that the child or children is/are not at risk of significant harm and that a reportable criminal offence has not been committed he will consider the separate need for disciplinary action. In that case an investigation at School level would be necessary.
- 7.9 Occasionally false allegations of abuse are made. To avoid as far as possible such an allegation, and situations which may give rise to misinterpretation, Staff should be guided by the following advice:
- 7.9.1 Avoid whenever possible unobserved situations of one to one contact with a child. If they are unavoidable, always keep a door open and try to ensure you are within the hearing of others.
- 7.9.2 Do not offer to transport children alone in your car without seeking advice and telling another colleague that this is what you propose to do.
- 7.9.3 Do not engage in or allow any sexually provocative games whether based on talking or touching or engage in 'horseplay' involving children.
- 7.9.4 Never make suggestive remarks or discriminatory comments to a child.
- 7.9.5 When supervising children changing their clothes for sport or for any other reason or when on duty in the boarding houses be aware that children may be uncomfortable with you seeing them when they are not fully dressed. Give children as much privacy as is possible and practical in these situations.
- 7.9.6 Avoid 'favouritism' and singling out 'troublemakers'.
- 7.9.7 Never trivialise child abuse.

8 Whistleblowing

- 8.1 Staff should familiarise themselves with the School's Whistleblowing Policy. It is particularly important in the context of Child Protection. Staffs have a statutory duty to report concerns that a child is at risk of abuse, is being, or has been abused, to the Designated Person. This is because the interests of the child are paramount. However, fear of reprisal is a real issue for staff in reporting abuse by colleagues. The Public Interest Disclosure Act 1998 provides protection against victimisation for persons who, acting in good faith, raise concerns about a wide variety of malpractices in the public interest.
- 8.2 When establishing the validity of any cause for concern care will be taken
- 8.2.1 to protect the whistle-blower;
 - 8.2.2 to avoid alerting anyone about whom a concern has been raised;
 - 8.2.3 to avoid alerting other colleagues who may warn the subject of the concern;
 - 8.2.4 to record the information;
 - 8.2.5 to keep all records secure and confidential.

9 Consultation/Referrals

- 9.1 If the Designated Person receives allegations or has suspicions of abuse, or needs advice, he will inform the Children's Services department, within 24 hours, of his concerns. If the consultation/referral is by telephone a written confirmation will be made. If the case meets the criteria for eligibility, the Children's Services department will make background enquiries, including with the police. If the concerns appear well founded,
- 9.2 Role of child protection officers include liaise with other agencies and conferences as and when required.
- 9.3 a strategy discussion will follow, normally within two working days. At this point a decision will be taken either to proceed with an S47 enquiry/criminal investigation or not. If the concerns are substantiated and the child is deemed at continuing risk of significant harm, a conference will be convened.

10 Record keeping and storage

- 10.1 Child Protection records are kept securely by the Designated Person, separately from other pupil records.
- 10.2 The records of concern is passed on to new school when the child is moved to new school or institution.
- 10.3 Also the records are passed on to the appropriate agencies.

11 Compliance

- 11.1 The School policy is regularly updated in order that we comply with new legislation and good practice. Currently the School's policy is consistent with, and so reinforces:
 - 11.1.1 The Children Act 1989 & 2004
 - 11.1.2 The Education Act 1996 S549 banning corporal punishment
 - 11.1.3 The Education Act 2002 S157
 - 11.1.4 Working Together to Safeguard Children 2006
 - 11.1.5 Safeguarding Children and Safer Recruitment In Education January 2007
 - 11.1.6 Boarding Schools National Minimum Standards Regulations
 - 11.1.7 The specific procedure for Child Protection as prescribed by the Local Safeguarding Children Board;
 - 11.1.8 The U.N. Convention on the Rights of the Child which contends that all children have an inalienable right to protection from harm.
 - 11.1.9 Human Rights Act 1998
 - 11.1.10 Freedom of Information Act 2000
 - 11.1.11 OFSTED (from April 2007)
 - 11.1.12 Sexual Offences Act (Amend) 2003 (Abuse of Trust)
 - 11.1.13 Education and Inspections Act 2006 (from 1 st April 2007) SS8895 (School Discipline & Pupil Restraint)
 - 11.1.14 Safeguarding Vulnerable Groups Act 2006 (in force from 2008) Vetting and barring
 - 11.1.15 Prevent duty 2015
 - 11.1.16 Working Together 2015
 - 11.1.17 Keeping Children Safe in Education 2018
 - 11.1.18 Keeping Children Safe in Education 2019
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