



Safeguarding and Child Protection Policy

Review cycle: Annually

Last Review Date: Sept 2017

Next Review Date: Sept 2018

Staff responsible: SLT

Governor responsible: Mr P MacDougall, Lady Harding, Board

It must be read in conjunction with Guide to Professional Conduct (Staff handbook 3.2)

THIS POLICY IS APPLICABLE TO ALL PUPILS, INCLUDING THOSE IN THE EYFS



ST JOHN'S NORTHWOOD POLICY FOR SAFEGUARDING CHILDREN

Designated Safeguarding Lead: Mr K Brown (Deputy Head Pastoral), kbrown@st-johns.org.uk
Deputy Designated Safeguarding Lead: Miss K Morgan (Head of Pre Prep), kmorgan@st-johns.org.uk

Designated Governor: Mr P MacDougal, macdougallp2000@yahoo.co.uk
Chair of Governors: Lady A Harding, annie.harding111@gmail.com

Alternatively please contact the St John's School office: Tel 020 8866 0067

This policy is reviewed annually during the autumn term by the full governing body; the full board review and ratify the policy, receive a report from the DSL and minute in detail that this has been done; it is signed-off by the Chair of Governors.

Last revision of policy: September 2017
Review Cycle: Autumn Term - Annually
Staff responsible: Senior Leadership Team and designated Governor.

Last Governor Approval: September 2017

Person responsible for review: Deputy Head (Pastoral)

Person responsible for policy: Headmaster

This document appears on: School website, All Parent Handbooks and the ISI Portal

THIS POLICY APPLIES TO EYFS AND KEY STAGES 1 TO 3

It is compliant with ISI Regulations & ISI Updates to include [Keeping Children Safe in Education Sept 2016](#) (which includes the additional statutory guidance, [Disqualification under the Childcare Act, June 2016](#)) and further supplementary advice; and [Working Together to Safeguard Children, March 2015](#) (Amended Feb 2017 still dated **March 2015**). It takes in to account advice from the Hillingdon Social Care Department and Hillingdon Local Safeguarding Children Board (<http://hillingdonlscb.org.uk/>) which follows The London Procedures. We liaise closely with Hillingdon's Child Protection officer who carries out training on a regular basis. Other statutory guidance that this policy has regard for is the [Prevent Duty Guidance for England and Wales](#) (July 2015) and further supplementary non-statutory guidance [The Prevent duty: Departmental advice for schools and childminders](#) (June 2015) and [the use of social media for on-line radicalisation](#) (July 2015)

Deficiencies of this policy are remedied swiftly against the ISI Regulatory Handbook



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1. Introduction

1.1 Definition of Safeguarding

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

1.2 Aims

At St John's we understand that we have a duty both to children in need and to children at risk of harm. The School aims to ensure that pupils live and work in a safe environment where they are respected and listened to by all members of staff. In this environment we want children to feel confident and be able to approach members of staff about matters of concern to them. The staff will create and maintain a safe learning and social environment for all the children. The school will contribute through the curriculum by developing children's understanding and awareness of their welfare and protection. Through the School's PSHCEE program the children will get the opportunity to learn about safeguarding and e-safety. It will identify when a child has welfare concerns and take the appropriate action to address them in partnership with other agencies when appropriate. It will ensure, through regular training that all staff are aware of how to recognise and respond to safeguarding concerns, including signs of possible maltreatment. At St John's we try to create an environment and culture of safety and of raising concerns, this includes whistleblowing on poor or unsafe practice (see appendix D).

1.3 Success criteria

For our policy to be successful it is important that issues are dealt with sensitively and effectively. All records should be accurate and safely stored. Where necessary, in the interest of the child, information will be passed on to the relevant agencies.

2 St John's Procedures

2.1 Appointment of staff

The Headmaster and Governors, when appointing staff, take account of the guidance issued by the DfE and carry out the following safeguards in accordance with the School's policy on **Safer Recruitment**:

- 2.1.1 That the recruitment process is undertaken by trained staff i.e. those who have completed online training in safer recruitment
- 2.1.2 That documentation sent out to potential candidates makes it clear that child protection is a high priority of the school and that rigorous checks will be made before appointments are confirmed
- 2.1.3 That a prohibition order check will be carried out and recorded on the single central register of appointments
- 2.1.4 That enhanced Disclosure and Barring Service checks will be carried out for any appointed staff or regular helpers. Staff and helpers who have recently moved to the UK will be asked to produce a certificate of good conduct (or national equivalent) from the authorities representing the countries from which they have recently moved
- 2.1.5 That appropriate checks to confirm identity, medical fitness, right to work and qualifications will be carried out



- 2.1.6 That two references (professional and character) as to the suitability of a candidate to work with children will always be obtained from the last employer
- 2.1.7 That at interview candidates will be asked to account for any gaps in their employment history
- 2.1.8 Assurance is obtained that appropriate child protection checks are carried out on staff from outside agencies and other educational venues where necessary.
- 2.1.9 As required by *Prevent*, where external speakers are invited into school whether invited by staff or by the pupils themselves, they will be suitably and appropriately supervised. The member of staff who has invited the speaker in will inform the DSL of who the speaker is and the purpose of the talk. The DSL will carry out any checks that are deemed necessary to verify the identity and purpose of the speaker.

2.2 **School procedure in the event of an allegation of abuse against a member of staff, a volunteer or the Headmaster**

Following the publication of Part 4 of KCSIE the school recognises the need to approach these situations with common sense and judgement. However, immediate contact will be made with the LADO when an allegation is made. Key points to note are the following:

- 2.1.1 If an allegation is made against a teacher or volunteer the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The school will not undertake any investigation of allegations without prior consultation with the Local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO will be held informally and without naming the school and individual. If a member of staff or volunteer is accused of abuse the Headmaster must be informed immediately or in his absence the Chair of Governors. If the allegation is against the Headmaster then the Chair of Governors must be contacted without informing the Headmaster. The Chair of Governors will then liaise with the local authority on issues of child protection or in case of allegations against the Headmaster or a member of the governing body. In the event of an allegation of abuse or suspicion of abuse directed against anyone working in the school, the function of the LADO is to provide advice and also to preside over the investigation of any allegation.
- 2.1.2 In response to an allegation staff or volunteer suspension is not the default option. The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Due weight will be given to the views of the LADO, KCSIE and Working Together (WT). An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons. A suspension does not imply guilt; it is for the protection of both child and adult. It is important to maintain confidentiality to avoid unwanted publicity, up to the point where the accused person is charged with an offence or a national body (DfE, NCTL) publish information about an investigation or decision in a disciplinary case.
- 2.1.3 The school will not undertake any investigation of allegations without prior consultation with the Local authority designated officer (LADO). The Headmaster and the Governors will then investigate the allegations immediately following the LADO's advice. A decision as to the course of action will be arrived at as soon as possible. If the allegation is not substantiated the member of staff or volunteer will be reinstated. If there is any substance to the allegation disciplinary procedures will be initiated and investigations will take place involving Social Care and the Police. If the School dispenses with a teacher or volunteer's services then a report will be sent promptly to the Disclosure and Barring Service because of unsuitability to work with



children. This applies to any person (whether employee, contractor, volunteer or student) who has harmed or poses a risk of harm to a child who has then been removed from working (paid or unpaid) with children or would have been removed if hadn't left earlier. The School will also make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) and a prohibition order may be appropriate, because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or a 'conviction at any time for a relevant offence'. The school will follow the guidelines issued by the NCTL, [Teacher misconduct: the prohibition of teachers](#) (Oct 2015)

2.1.4 Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

2.1.5 Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

2.3 **Abuse of children by children**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults, banter and sexting. This can be very subtle and staff should be aware of problems that can arise between older and younger pupils or pupils of the same age.

Bullying may constitute child abuse, however all serious cases of bullying will be referred to the Headmaster or Deputy Head (Pastoral) who will consult immediately with local external agencies, before further action is taken to obtain advice on whether a child is or might be at risk of significant harm. (Refer to the Anti-Bullying Policy). In fulfilling its responsibilities the School will take sufficient account of the nature and age range in the provisions made for safeguarding, making sure that at all times the victims receive the appropriate support through the pastoral system and if the need arises then the use of external agencies to assist with this support.

Where an instance of peer-on-peer abuse has been disclosed the school's position is that all the children involved be treated as being 'at risk' whether victim or perpetrator. Support for the victim is important and is covered in the Anti-Bullying policy.

2.4 **School procedures in the case of alleged abuse of pupils**

In cases of suspected or alleged abuse of pupils, it is therefore important that there is a clear and standard procedure to be followed at the School which is fully understood by staff and consistent with the recommendations of the local Safeguarding Body. (NB a note of the following is posted in all teaching and non-teaching departments).



2.4.1 Should a pupil report to you in the first instance that he is suffering abuse, then:

- LISTEN:** To the child and allow them to talk freely
- ASK:** 'Can you tell me who it was?' If they won't answer don't push them or offer suggestions.
- STOP** Don't ask leading questions. We are here to gather information in order to make a referral and not to investigate.
- TELL** The child they are not to blame.
- TAKE SERIOUSLY** What the child has said. We should not make judgements about the information given.
- AFFIRM** 'I am glad you told me. It was right to tell me. You have been brave and strong to tell me.'
- REFER** Tell the child you must tell other people who can help. **Tell the DSL who will pass on the disclosure or allegation to the appropriate external agencies for advice.**
- PUT IN WRITING** What the child has told you within 48 hours

2.4.2 **NEVER TELL A CHILD YOU WILL KEEP A SECRET THEY TOLD YOU**

2.4.3 Should other pupils or adults inform you of their suspicions of abuse, or should you yourself suspect it from what you see or hear, then invite the 'victim' to confide in you. This is probably best done by the form/class teacher. If, after following the procedure above, you have the slightest reasons to feel that it might be a genuine case, then report it to the DSL.

2.4.4 Except in cases where it is clearly appropriate to inform the parents at an appropriate stage, or where the information itself comes from the parents, they will not normally be informed until the matter has been reported to the local Safeguarding Body, who will usually inform parents themselves. The DSL will contribute in any way possible with inter-agency working to resolve the child protection issue that may arise from a referral to the local Safeguarding Body.

2.5 **Reporting to Disclosure and Barring Service**

Any member of staff whose services are no longer required because he or she is considered unsuitable to work with children will be reported to the ISA within one month of leaving the school.



3 Reporting arrangements

The reporting of safeguarding concerns are set out below, however, it must be stated that safeguarding is everyone's responsibility and that anyone can make a referral to children's social care. We must take care not to impose high thresholds for making such a referral either in this policy or in our safeguarding practice. At St John's we take seriously that we have a duty to protect both children in need and to children at risk of harm.

There is a need for staff to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Where significant harm is likely then children's social care should be informed immediately; additional support can be provided however using local processes including the use of the 'common assessment framework' and the 'Team around the child' approaches. It is of the utmost importance that the DSL makes prompt contact with children's social care where there are concerns that a child may be in need of help or at risk and/or with the LADO in relation to allegations against someone working in the school and/or with the police if a criminal offence is suspected. This is equally true of a child who is at risk of being drawn into terrorism, the same reporting procedures apply (see 3.3 for contact details of Hillingdon's Prevent Lead).

3.1 Reporting allegations or suspicions of abuse

- 3.1.1 If a member of staff is concerned about a child they must inform the DSL immediately.
- 3.1.2 The member of staff must record information regarding the concerns on the same day. The recording must be a clear and factual account. (Use **Appendix A**)
- 3.1.3 The DSL will consult the Headmaster who will decide that the allegations or suspicions of abuse (this includes where there are concerns about children who may be drawn into terrorism) will be referred to the local authority designated officer (LADO). When deciding to make a referral the Headmaster and DSL will not make their own decision over what appears to be a borderline case, but the doubts and concerns will be discussed with the LADO. This may be done without giving names in the first instance. However, if at any time there is a risk of immediate serious harm to a child, a referral will be made to children's social care immediately. Although the responsibility for making referrals rests with the DSL ultimately, **any member of staff can make a referral** if necessary. Referrals are made using the MASH [inter-agency referral form](#) available from the DSL or from the staff handbook.
- 3.1.4 The school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse without first taking advice from the LADO.
- 3.1.5 If it is decided to make a referral, this will be done, if necessary, without prior discussion with the parents. This applies especially if the child is at risk of significant harm.
- 3.1.6 A Safeguarding Incident Report form (**see Appendix A**) will be completed and sent to the LADO within 24 hours.
- 3.1.7 These procedures adhere to the requirements of the Hillingdon Local Safeguarding Children Board. Further details and relevant documents can be found at <http://hillingdonlscb.org.uk/>



3.2 Record keeping

3.2.1 Well-kept records are essential to good child protection practice. Concerns and disclosures should be passed to the DSL **by using Appendix A** without delay. Records are stored in a dedicated filing system maintained by the DSL in the school office. When pupils pass on to their next school the Headmaster is responsible for transferring the information he judges to be relevant.

3.3 LADO contact details

Initial contact with Hillingdon should be through the Multi-Agency Safeguarding Hub (MASH) directly on 01895 556633

Local Authority	Contact number	Other	LADO
Buckinghamshire: North Bucks Area	01296 395000	Out of hours 01494 675802	Bridget Day 01296 382070
Buckinghamshire: South Bucks Area	01494 475000	Out of hours 01494 675802	
Hillingdon	01895 250975 Fax: 01895 250878 http://www.hillingdon.gov.uk/lscb	Out of hours 01895 250111	Rob Wratten 01895250975
Harrow	Children's Access Team Golden Number 02089012690	Out of hours 0208 424 0999	Paulette Lewis 0208 736 6435

Hillingdon LADO: Rob Wratten email: rwratten@hillington.gov.uk

Additional Contact: Janice Altenor, Head of Service - Safeguarding and Quality Assurance.
Email: jaltenor@hillington.gov.uk Phone: 01895 556904

Megan Brown, Designated Child Protection Advisor for Education and Deputy LADO
Email: mbrown3@hillington.gov.uk Tel: 01895 277463/07702989901

Hillingdon Multi Agency Safeguarding Hub (MASH)
Tel: (01895) 556633. Tele: (01895) 250111 (In an emergency only)

Prevent Contact:

Fiona Gibbs, London Borough of Hillingdon Prevent Lead

Email: fgibbs@hillington.gov.uk Tel: 01895 277035 or 07946714637

DfE helpline for non-emergency advice for staff and governors. Tel 020 7340 7264 and email counter-extremism@education.gsi.gov.uk

For FGM and other issues please contact:

Metropolitan Police Service Northwood – 01923 828212 (999 in emergency)

PC Natasha Cornish – Safer Schools contact, Ruislip Police 07766 497 674

Non-emergency police number – 101

Remember: Anyone can make a referral regarding safeguarding and child protection



4. Training

4.1 **DSLs**

The Deputy Head (Pastoral) (Mr K. Brown) is the DSL and The Head of Pre-Prep (Miss K. Morgan) is the Deputy DSL. The Head of Pre Prep is also responsible for safeguarding of children in the EYFS. They have training every two years in accordance with locally agreed procedures for Hillingdon Borough (including child protection and inter-agency working) and match the description given in KCSIE Annex B (**Appendix E**). **The main responsibility of the DSL is to manage referrals with social care. They must make prompt contact with children's social care where there are concerns that a child may be in need of help or at risk and/or make contact with the LADO in relation to allegations against someone working in the School. They must make contact with the police if a criminal offence is suspected.**

4.2 **All other staff**

The Head and all teaching and non-teaching staff are trained by the Hillingdon Safeguarding team. The Headmaster, members of staff and volunteers in regulated activity have regular child protection training renewed as specified by the LSCB in content and frequency, every three years, and that temporary and voluntary staff are made aware of the arrangements. All staff are made aware of the DSL and Deputy DSL in the school.

4.3 **Training details**

The following training has taken place:

- **All staff:** January 2005, April 2009, April 2012, April 2015 Introduction to Safeguarding Children, Andrea Nixon, Hillingdon Borough Council.
- **Teaching staff:** Sept 2016 read and understood new guidelines on Keeping Children Safe In Education Part 1 (including AnnexA). DSL held training for all teaching staff in *Prevent*, Oct 2015. DSL held safeguarding refresher based on new KCSIE guidelines, Oct 2016. Every member of staff has access to the Educare online training programme where child protection, the Prevent Duty, online safety and child exploitation modules can be completed to level 2 CPD (see Appendix F for staff records).
- **Headmaster:** Safeguarding Conference May 2009; safer recruitment in education online training completed March 2016; Three year 'Working together to safeguard children' refresher, June 2011; Designated Senior Member of staff for child protection training January 2013.
- **Deputy Head:** *Awareness of Child Abuse and Neglect – Core V5*, Sept 2013 (online course). *Child Protection Advanced Training (Levels 2 &3)*, Barbarani Education Services, Nov 2013. *Safer Recruitment in Education*, (DFE online course) Oct 2014. *Workshop to Raise Awareness of Prevent*, (Sept 2015). *Working together to Safeguard Children*, Hillingdon Local Safeguarding Children Board, Sept 2015. *Online Safety; The Prevent Duty; Child Neglect; An Introduction to Child Sexual Exploitation*, Educare CPD Level 2 Modules, August 16- Jan 17. Refresher Working Together (Level 3) October 2017.
- **Head of Pre Prep:** *Awareness of Child Abuse and Neglect – Core V5*, Sept 2013 (online course). *Initial working together to safeguard children*, Hillingdon Borough Course, October 2013; *Safer Recruitment in Education*, (DFE online course) Feb 2015, *Workshop to Raise Awareness of Prevent*, (Sept 2015). *Refresher Working Together Level3*, Hillingdon Borough July 2016. *Online Safety; The Prevent Duty; Safer Recruitment in Education Level 2*, Educare CPD Level 2 Modules, August 16- Jan 17.
- **All new staff:** Induction training of any new staff, including temporary staff, to St John's will include the safeguarding policy (which contains the staff behaviour policy/code of conduct/whistleblowing policy covering all situations relevant to the school), the identity and function of the DSL(s) and a copy of Part 1 of KCSIE (including Annex A).
- Anne Selwood, Head of Music. Has completed the safer recruitment training Jan 2015.
- **All non-teaching support staff** have had additional safeguarding refresher training, **Sept 2017**.



5 Evaluation/Monitoring of this policy

5.1 Pastoral Committee

This is carried out annually by the Pastoral Committee in the Autumn Term.

5.2 Nominated governor

The nominated governor responsible for safeguarding undertakes an annual review of the school's safeguarding policy and procedures including checking the efficiency with which the related duties have been discharged. This review is reported to the full governing body in June each year who will ratify the policy and this will be signed off by the Chair of Governors. They attend whole staff training session every three years.

6 Further information and useful documents

6.1 DSLs have the following or they can be downloaded

- Keeping Children Safe in Education ([Download KCSIE](#) - Sept 2016)
- Pre assessment checklist and CAF forms
- The London Procedures '5th edition' <http://www.londoncp.co.uk/index.html>
- 'Working Together to Safeguard Children'
- 'What to do if you're worried a child is being abused'

7 Code of conduct for Staff contact with pupils

Introduction:

Education professionals recognise that they may sometimes be the victims of false or malicious allegations of child abuse by pupils or their parents. All allegations of child abuse must be taken seriously. In order to minimise the risk of accusations being made against St. John's staff it is important that we all follow this code. It should also be read in conjunction with the staff **Guide to Professional Conduct Policy**.

THE CODE

7.1 General

We should take care that our relationships with pupils reflect the age and maturity of the pupils. It will be particularly important to ensure that all aspects of demeanour, language and attitudes - however conveyed - do not give rise to misunderstandings. Ambiguous or ambivalent comment and conduct, in particular, should be avoided.

7.2 Physical Contact

Physical contact may be misconstrued by a pupil, parent or observer. We must not make gratuitous physical contact with pupils and should avoid attributing "touching" to our teaching style as a way of relating to pupils.

There will be occasions when physical contact will be acceptable. In general these will fall into one of three categories:

7.3 Action to prevent harm or injury to the pupil or to others

If it is necessary to prevent a pupil causing injury to him/herself or to others the use of minimum force and contact necessary to prevent harm or injury is acceptable and defensible. Such incidents must always be reported to parents the same day or as soon as is reasonably practicable.

7.4 Comforting a pupil in distress

There is no easy definition of what is acceptable since much will depend on the circumstances, the age of the pupil, the extent and cause of the distress and the alternative means of providing comfort. We need to use our professional



judgement and discretion in relation to these factors. We should consider how others might perceive the action, even if no one else is present, and ensure that it does not develop into unnecessary contact. Particular care must be taken in instances, which involve the same pupil over a period of time.

7.5 Unavoidable contact

This is a particularly sensitive issue in subjects such as Physical Education, Music and Drama. All teachers must be alert to the possibilities of misinterpreting any contact, especially in instances such as one-to-one tuition in music. To avoid such misunderstanding all planned contact must be demonstrably unavoidable. It may be, for example, that alternative methods involving demonstrations by a particularly competent pupil are more appropriate.

7.6 Corporal Punishment

Any form of physical punishment is prohibited under disciplinary procedures and potentially actionable in law. This also applies to any form of physical response to misbehaviour.

7.7 Private meetings

Private meetings, by their very nature, provide opportunities for pupils to make malicious allegations. We must therefore recognise this possibility and plan such meetings accordingly. It is advisable to choose to meet in rooms where the door can be left open and not in private offices. Under no circumstances should meetings with individual pupils be arranged off the school premises. This includes the transporting of individual children in private cars. In many cases it will be advisable for another adult to be present or in a position to minimise risk during any interview.

7.8 First Aid

The existence of any life threatening or serious condition will determine the suitability and necessity of physical contact. In the absence of such justification employees who administer first aid should ensure that, wherever possible, other children or another adult can be present if there is any doubt over the possibility of any physical contact being misconstrued.

7.9 Teaching materials

The use of books, videos and films of an explicit or sensitive nature, particularly in relation to language, violence or sexual behaviour must be given careful consideration to ensure that its selection is not subsequently misinterpreted. There should always, therefore, be a clear link with the targets of the teacher's programme.

7.10 Reporting Incidents

Teachers should report any concerns they may have following any incident where s/he feels that his/her actions may have been misinterpreted. This report should be made to the Headmaster as soon as possible after the incident and should include as an immediate follow-up the preparation of a written note of the incident, a copy of which should be given to the Headmaster.

7.11 Personal letters, mobile phones, photography and on-line communication

This advice must be read in conjunction with the **Staff Mobile Device** policy. It is rarely appropriate for teachers to write personal notes or letters, to communicate by mobile phone or to send an e-mail, to individual pupils. This advice is not intended to stop the use of internal e-mail at St John's for the provision and submission of work, advice over aspects of subjects being covered or other professional matters. It is never appropriate to give pupils your personal mobile phone number. For example on school trips, the school mobile phone should be used. Staff must not take photographs of pupils on mobile phones and personal cameras. All digital images should be taken on School cameras or devices and be transferred to the school network as soon as possible so they can be monitored. Teachers should keep passwords secure and regularly change them to ensure that no other person can gain access to their e-mail account and maliciously send messages which appear to have been written by them. Under no circumstances is any member of staff permitted to take images or make recordings of EYFS pupils on a personal mobile device.



7.12 Staff contact with pupils

In order to minimise the risk of accusations being made against staff, governors will ensure, through the Headmaster, that all staff are aware of the following guidance taken from KCSIE – Sept 2016.

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work in an open and transparent way (especially when working with individual pupils e.g. one-to-one coaching, sports coaching, conveying a pupil by car). Staff should not allow pupils to visit their place of residence
- Staff must not engage in inappropriate electronic communication with a pupil
- Staff should discuss and /or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise for concern
- Records will be made of any such incidents and of decisions made

7.13 FOOTNOTE

The purpose of this section is to promote the highest standards of care for young people and to protect teachers and others from the potentially devastating consequences of false allegations. It is an unfortunate fact that society is less trusting and that, on occasions, cases have come to light, which have justified the increased level of mistrust. All teachers are urged to consider how they can safeguard their own position in the light of this advice without giving up important personal principles of care and trust. Whenever doubt exists any teacher should seek the advice of his/her Headmaster or an experienced colleague. As a school, St John's should have a culture of safety and of raising concerns surrounding safeguarding issues. We must have a culture of valuing staff and of reflective practice. Through the school's **Whistleblowing Policy** there are procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary.

8 What is abuse and neglect?

8.1 Definition of 'Significant Harm'

The Children Act 1989 defines 'harm' as "ill-treatment or the impairment of health or development". 'Development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; and 'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical. As a result of the Adoption and Children Act 2002, the definition of harm also includes "impairment suffered by hearing or seeing the ill-treatment of another".

According to [Working Together](#), significant harm refers to "the threshold that justifies compulsory intervention in family life in the best interests of children, and gives LAs a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm".

The legislation, however, does not define the line between 'harm' and 'significant harm'. As a practitioner, you should give 'significant' its ordinary meaning (i.e. considerable, noteworthy or important). The child's particular characteristics also need to be taken into consideration. For example, a child left home alone at the age of 3 could be at risk of significant harm, whereas a child aged 13 years may be less likely so. The test will be subjective to the particular circumstances.

Whether the harm is significant is determined by comparing the child's health and development with what could reasonably be expected from a similar child. For example, if a child is failing to meet developmental or physical milestones, it is necessary to determine whether this is the result of a lack of "good enough" parenting. There is no clearly defined criteria to judge whether harm meets the threshold of 'significant'—it can be the result of a traumatic event or a compilation of acute and long-standing events. As highlighted in *Working Together*, "Some children live in



family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.”

Working Together lists the following as factors to consider in understanding and identifying significant harm:

- The nature of harm, in terms of maltreatment or failure to provide adequate care;
- The impact on the child's health and development;
- The child's development within the context of their family and wider environment;
- Any special needs, such as a medical condition, communication impairment or disability, that may affect the child's development and care within the family;
- The capacity of parents to meet adequately the child's needs; and
- The wider and environmental family context.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

At St John's we recognise the particular vulnerabilities of children with special educational needs and/or disabilities.

8.2 Abuse

a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

8.3 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise inflicting 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 (Fabricated/induced illness FII).

8.4 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only, insofar as they meet the needs of another person. It may include not giving the child opportunities to express their view, deliberately silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's development capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve more serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

8.5 Sexual Abuse including Child Sexual Exploitation

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



internet) or for the purpose of child trafficking. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse as can other children. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Whilst we are a boy's school, we must be vigilant to the possibility of Female Genital Mutilation (FGM) occurring in families at St John's. The risk factors associated with FGM include:

- low level of integration into UK society
- mother or sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the family's country of origin
- talk about a 'special' event or procedure to 'become a woman'

As of October 2015 it is now mandatory for teachers to report to the police where they discover an act of FGM which appears to have been carried out. The contact details for the Metropolitan Police Service Northwood are Telephone: 01923 828212

Child Sexual Exploitation is a type of sexual abuse in which children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Children or young people may be tricked in to believing they are in a loving consensual relationship. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Warning signs can easily be mistaken for 'normal' teenage behaviour. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education;
- Be involved in abusive relationships, intimidated and fearful of certain people or situations;
- Hang out with groups of older people, or antisocial groups;
- Get involved in gangs, gang fights, gang membership
- Spend time at places of concern, such as hotels or known brothels
- Not know where they are, because they have been moved around the country
- **(Further advice is available at www.nspcc.org.uk and the government document [‘What to do if you suspect a child is being sexually exploited’](#))**

8.6 Neglect

Neglect is the 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. Neglect may occur during pregnancy as a result of maternal



substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter, including exclusion from home or abandonment. Neglect is failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

8.7 Domestic Abuse

Domestic Abuse, also known as domestic violence or DV, is a pattern of threatening behaviour, coercive behaviour, control, violence or abuse by one person against another in a home or family setting. It can happen to anyone - regardless of gender, age or culture - and can exist in any relationship - with partners, ex-partners or relatives.

Domestic abuse can take many forms and includes, but is not limited to:

Physical - Assault, punching, kicking, hitting, forced imprisonment, biting, strangling, burning, dragging, using weapons, throwing objects

Sexual - Rape, sexual assault, forced prostitution, degradation, using objects, forced to watch or act in pornography

Psychological - Verbal or emotional abuse, threats to kill, blaming, mind games, criticism, accusations, jealousy and obsessive behaviours, manipulation, sleep deprivation

Financial - Preventing a person from getting or keeping a job, taking money, not permitting access to or withholding family income

Isolation - Not being allowed to see others, to see who you want, denied any form of contact with family or friends and any other support networks

Domestic abuse is **never** acceptable.

How does it affect children?

Children who witness domestic abuse are being **emotionally abused**.

In the majority of reported domestic abuse incidents, children have either been present in the same or a nearby room.

Children who witness, intervene or hear incidents are affected in many ways, even after a short time.

Short-term effects:

- Anxiety or depression
- Feeling frightened
- Becoming withdrawn
- Bed wetting
- Running away
- Aggressiveness or behavioural difficulties
- Problems with school, poor concentration
- Difficulty sleeping, emotional turmoil
- Eating disorders or alcohol or drug misuse

Long-term effects

- Lack of respect for the parent
- Loss of self confidence
- An inability to trust and form relationships
- Becoming over protective or feeling responsible for the parent
- Feeling a 'loss of childhood'
- Problems at school, low education attainment
- Running away



9 Symptoms and signs of abuse

The following behavioural signs do not necessarily mean that any form of abuse has taken place but they may possibly indicate a problem:

9.1 Signs of Physical abuse

- Any injuries not consistent with the explanation given for them
- Injuries, which occur to the body in places which are not normally exposed to falls, rough games etc
- Injuries which have not received medical attention
- Neglect-under nourishment, failure to grow, constant hunger, stealing or gorging food, untreated illnesses, inadequate care etc
- Reluctant to change for or participate in games or swimming
- Repeated urinary infection or unexplained stomach pains
- Bruises, burns, bites, fractures, etc. which do not have an accidental explanation
- Cuts, scratches, substance misuse

9.2 Signs of Emotional abuse

- Changes or regression in mood or behaviour; particularly where a child withdraws or becomes clingy. Also depression / aggression, extreme anxiety
- Nervousness
- Anxiety due to perceived pressure of work-load
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Inappropriate relationships with peers or adults
- Attention seeking behaviour
- Persistent tiredness
- Running away / stealing / lying

9.3 Signs of Sexual abuse

- Any allegation made by a child concerning sexual abuse
- Child with excessive preoccupation with sexual matters, and detailed knowledge of adult sexual behaviour, or who regularly engages in age-inappropriate sexual play
- Sexual activity through words, play or drawing
- Sudden changes in behaviour or school performance
- Tendency to cling, need reassurance
- Tendency to cry easily
- Apparent secrecy
- Anorexia or bulimia
- Phobias, panic attacks
- Distrust of a familiar adult

9.4 Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies



- Low self esteem
- Neurotic behaviour
- No social relationships
- Running away
- Compulsive stealing or scavenging

Whilst these lists are there for guidance, the NSPCC has useful information on signs, symptoms and effects of child abuse and neglect. These can be found here: <http://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

9.5 Racial, cultural and religious patterns

Crucial to any assessment, is the knowledge and sensitivity to racial, cultural and religious patterns. While it is important to respect these practices, it is important to remember that all children have basic human rights. Differences in child rearing do not justify Child Abuse.

In cases where pupils run away or go missing the school 'Missing Child Policy' should be followed. After the pupil has been found the follow up should include a consideration of the reasons for the pupil going missing, and if there is a safeguarding concern the DSL should be informed.

To help ensure that pupils do not go missing from education in the long term the following steps will be taken. Where a pupil's name is going to be deleted from the admission register the School will inform the local authority in which pupil resides. This will be done when a pupil has been taken out of school to be home educated, when the family has apparently moved away, when the pupil has been certified as medically unfit to attend school, when the pupil is in custody for more than four months or when he has been permanently excluded. In cases where a pupil has had ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failed to attend regularly or his name is to be deleted from the school register where the next school is not known, a report will also be made to local authority in which child resides. The Deputy Head, Pastoral will make such reports to the local authority in line with the [Children Missing Education](#) statutory guidance for local authorities (September 2016). Further information regarding this issue can be found in **Annex A of KCSIE Sept 2016**.

10. Radicalisation

Under section 26 of the Counter-Terrorism and Security Act (2015), as a school we now have to have "due regard to the need to prevent people from being drawn into terrorism" - this is a legal obligation. This duty is known as the Prevent duty. In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of schools' and childcare providers' wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In all cases a member of staff will inform the Designated Safeguarding Lead of their concerns about a child, however trivial their concern may be. The DSL will make a decision on the level of risk to the child in order to identify the most appropriate referral. This could include Channel or Children's Social Care. Advice from the local authority will always be taken first but if the child is considered to be at significant harm then the referral will be made without consent from the parents or child.



It is important that as staff we are aware of the vulnerabilities of the children and know how to respond, taking into consideration emotional, verbal and physical changes that may have happened. Staff should follow the Notice (spot the signs), Check (check the facts), and Share (share what you know with the DSL) protocol.

The London Borough of Hillingdon is considered a low risk borough with regards to radicalisation and in that context St John's should be considered to be low risk also. With a very ethnically and religiously diverse school with no single ethnic/religious group dominating the likelihood of radicalisation would be considered low. This coupled with the work the school does on British values serves to promote ethnic and religious tolerance. The DSL will monitor the ongoing situation along government guidelines. In the case of visiting speakers the DSL will make an assessment of the speaker's background and the content of the topics they are delivering. At all times they will be accompanied by a member of staff.

We ensure that children are safe from terrorist and extremist material when accessing the internet in school, suitable filtering is in place. We regularly teach pupils about online safety through the assembly programme and PHSCEE lessons.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images.
- Pupils accessing extremist material online, including through social networking sites.
- Parental reports of changes in behaviour, friendship or actions and requests for assistance.
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings.
- Pupils voicing opinions drawn from extremist ideologies and narratives. Attempts to impose extremist views or practices on others.
- Use of extremist or 'hate' terms to exclude others or incite violence.
- Intolerance of difference, whether secular or religious or, in line with our equal opportunities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
- Anti-Western or Anti-British views.

The DfE dedicated helpline can be used for support and advice at 020 7340 7264 or via email at counter-extremism@education.gsi.gov.uk

Further information on topics such as children missing in education, female genital mutilation, child sexual exploitation, radicalisation, so-called honour based violence and forced marriage can be found on page 51, Annex A of the [Keeping Children safe in Education](#), September 2016 DfE document.



Appendix A: St John's School Safeguarding Incident Report

NAME OF PERSON COMPLETING THIS FORM	
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This report should be completed IMMEDIATELY following any incident which raises concern about possible child abuse (e.g. on observation of an unexplained/suspicious injury or following something said by a child which causes concern). It should be completed by the member of staff most directly involved. Care must be taken to record the information accurately and confidentially. This form must be passed on AS SOON AS POSSIBLE to the school's Designated Teacher for Safeguarding and a decision made about what should happen next.

DETAILS OF INCIDENT	
Name of child	
Date of birth	
Place where incident/observation of injury/disclosure occurred	
Adults/children present	
Date	
Time	

Record here EXACTLY what you saw or heard, including actual site of any injury (e.g. upper right arm), size/colour of bruising etc. or an exact record (as far as possible) of anything said to you by the child. Record also any relevant comments made by yourself. Attach an additional sheet of paper if required.	
Signature and Date	

Reported to the Designated Teacher:	at:	(time)	on:	(date)
Action taken/ No further action taken: (please specify)				
Signed (person reporting incident)				
Signed (Designated Teacher)				

This record should be given to the Designated Teacher who will keep it securely in the School Office



Appendix B: confirmation of having read and understood Part 1 of the Keeping Children Safe in Education – Sept 2016 documentation

In order to demonstrate understanding of the new [KCSIE](#) part 1 you should be able to answer the following questions:

- ✓ Who is the designated safeguarding lead at the school?
- ✓ What would you do if you had a concern about a child?
- ✓ What would you do if you were worried about the behaviour of a colleague?
- ✓ What would you do if a child told you that they were being abused or neglected?

This is to confirm that I have read and understood Part 1 of the Keeping Children safe in Education (September 2016) document as required by the Department of Education.

Name:.....

Signed.....

Date.....

Please return this signed sheet to Keith Brown (Designated Safeguarding Lead)



Appendix C: Confirmation of 'Disqualification' status.

St John's School

<date>

Dear

Legislation requires that the "Disqualification status" of all staff members is reviewed on annual basis. This best practice ensures that all staff and governors working within St John's School are not "disqualified". Additionally, crucially, any individuals living in the same household as you, are also not disqualified themselves.

You are not allowed to work in school or to be directly concerned in its management, if you or others in your household are "disqualified".

The grounds for disqualification are, as the ISI states, "not only that a person is barred from working with children (included on the children's barred list) but also the wider disqualification criteria which includes:

- being cautioned for or convicted of certain violent and sexual criminal offences against children and adults, at home and abroad;
- grounds relating to the care of children (including where an order is made in respect of a child under the person's care);
- having registration refused or cancelled in relation to childcare or children's homes or have been disqualified from private fostering;
- living in the same household where another person who is disqualified lives or works.

It is the school's responsibility to ensure that you have had the appropriate checks. If you believe that you, or anyone who lives or works in the same household as you, does not fulfil these criteria then please inform the school immediately. If you have any queries or further questions then please come and see me as soon as possible.

Best wishes

Keith Brown
Designated Safeguarding Lead

I can confirm that to the best of my knowledge I, or anyone who lives or works in the same household as me, are not "disqualified" based on the criteria outlined above.

I agree to inform the school if my circumstances change.

Signed: _____

Print Name: _____

Date: _____



Appendix D – St John's Whistleblowing Policy

9.11 Introduction

At St John's School we are committed to the highest possible standards of openness, probity and accountability and we encourage staff and others working with us to raise any concerns about any aspect of our work to come forward and voice those concerns. In some instances, concerns may need to be expressed on a confidential basis.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior leadership and/or relevant agencies. This procedure encourages staff to raise serious concerns, without fear of reprisal or victimisation, internally within school rather than over-looking a problem or raising the matter outside.

It applies to all staff, both teaching and non-teaching.

It is recognised that whistle blowing may engender feelings of disloyalty to colleagues or that staff may fear harassment or victimisation. These feelings, however natural, must never result in the behaviour that is causing concern, continuing.

Don't think what if I'm wrong – think what if I'm right

Other Complaints Procedures

This procedure is separate from the school Complaints Procedures and other statutory reporting procedures. Safeguarding issues should be reported according to the specific guidelines laid out in that policy.

Any investigation into allegations of potential malpractice under this procedure will not influence or be influenced by any disciplinary or redundancy procedures that already affects an individual.

Behaviour that should cause concern:-

- Conduct which is, has been or is likely to be an offence or breach of law.
- Conduct that has occurred, is occurring, or is likely to occur; the result of which is that the school fails to comply with a legal obligation. For example unauthorised use of public funds, possible fraud and corruption, verbal, sexual or physical abuse, or other unethical conduct.
- Discrimination of any kind.
- Disclosures related to past, current or likely miscarriages of justice.
- Past, current or likely health and safety risks, including risks to the public as well as other employees.
- Waste/frivolous expenditure.
- Past, current or likely damage to the environment.

Reasons for whistle-blowing

- 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 whistle-blowing

- 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 as soon as you feel you can with a member of SLT.
- Try to pinpoint exactly what practice is concerning you and why.
- If your concern is about a member of the SLT then approach the Headmaster. If your concern is about the Headmaster, or you feel you need to take it to someone outside the school, contact the Local Education Officer for your area, or the Chair of Governors.
- Make sure you get a satisfactory response in writing – don't let matters rest.
- Ideally you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but 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 was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Confidentiality

All concerns raised will be treated in confidence and every effort will be made not to reveal your identity if this is your wish. However, in certain cases, it may not be possible to maintain confidentiality if you are required to come forward as a witness.

Anonymous Allegations

Whenever possible you should put your name to your allegation as concerns expressed anonymously are much less powerful than those which are attributed to a named individual. However, anonymous allegations will be considered and investigated at the school's discretion.

In exercising the discretion, the factors to be taken into account would include:

- The seriousness of the issues raised.
- The credibility of the concern;
- The likelihood of confirming the allegation from attributable sources.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps 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 the Headmaster so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice, support and contact details



It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your Headmaster.

Chair of Governors:- Mr Johny Armstrong, johnyarmstrong@btinternet.com

Appendix E – Role of Designated Safeguarding Lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

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

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training



The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should 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 them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁷
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection 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 or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual



schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Appendix F – Whole staff training - Educare Online Training - CPD Level 2 Certification

	First Name	Last Name	Course
1	Keith	Brown	Child Protection Refresher
	Keith	Brown	Child Exploitation & Online Safety for Education
	Keith	Brown	The Prevent Duty
	Keith	Brown	Child Neglect
	Keith	Brown	Online Safety
	Keith	Brown	An Introduction to Child Sexual Exploitation
2	Johny	Armstrong	The Prevent Duty
	Johny	Armstrong	Child Protection in Education
3	Kate	Fenwick	The Prevent Duty
	Kate	Fenwick	Child Protection in Education
4	Jane	Hall	The Prevent Duty
5	Anne	Harding	Child Protection in Sport & Active Leisure
	Anne	Harding	The Prevent Duty
	Anne	Harding	Child Neglect
	Anne	Harding	An Introduction to Child Sexual Exploitation
6	Paul	Henson	The Prevent Duty
	Paul	Henson	Child Protection in Education
7	Gillian	Lumsdon	Safer Recruitment in Education
8	Peter	MacDougall	Child Protection Refresher



	Peter	MacDougall	The Prevent Duty
9	Martin	Robb	Safeguarding Young People
	Martin	Robb	The Prevent Duty
	Martin	Robb	Child Protection in Education
	Martin	Robb	An Introduction to Child Sexual Exploitation
10	Richard	Sullivan	The Prevent Duty
	Richard	Sullivan	Child Protection in Education
	Richard	Sullivan	An Introduction to Child Sexual Exploitation
11	Nigel	Stone	Safer Recruitment in Education
12	Dee	Barker	The SEND Code of Practice
	Dee	Barker	The Prevent Duty
	Dee	Barker	Preventing Bullying 2016
	Dee	Barker	First Aid Essentials
	Dee	Barker	Child Protection in Education
	Dee	Barker	Online Safety
13	Anne	Brown	Online Safety
14	Matthew	Colgate	Health & Safety in Education
	Matthew	Colgate	Working with Display Screen Equipment
	Matthew	Colgate	Online Safety
15	Jessica	Cooke	The Prevent Duty
	Jessica	Cooke	Safer Recruitment in Education
	Jessica	Cooke	Online Safety
16	Lisa	Digby	The Prevent Duty
	Lisa	Digby	Online Safety
17	Maria	Gilders	The Prevent Duty
	Maria	Gilders	Online Safety



18	Gary	Jenkins	Online Safety
19	Suki	Kalirai	Data Protection
	Suki	Kalirai	The SEND Code of Practice
	Suki	Kalirai	The Prevent Duty
20	Chris	Lawrence	The Prevent Duty
	Chris	Lawrence	Fire Safety in Education
	Chris	Lawrence	Child Protection in Education
21	Vanessa	McSween	Safer Recruitment in Education
	Vanessa	McSween	Online Safety
22	Katy	Morgan	The Prevent Duty
	Katy	Morgan	First Aid Essentials
	Katy	Morgan	Safer Recruitment in Education
	Katy	Morgan	Online Safety
23	Elizabeth	Murphy	The Prevent Duty
	Elizabeth	Murphy	Online Safety
24	Steve	Murphy	The Prevent Duty
	Steve	Murphy	Online Safety
25	Kelly	Roach	The Prevent Duty
26	Matthew	Russo	Online Safety
	Matthew	Russo	An Introduction to Child Sexual Exploitation
27	Rachel	Scott	The Prevent Duty
	Rachel	Scott	Online Safety
28	Jaishmin	Shah	Child Protection in Sport & Active Leisure
	Jaishmin	Shah	Data Protection
	Jaishmin	Shah	Safeguarding Young People
	Jaishmin	Shah	The Prevent Duty



	Jaishmin	Shah	Preventing Bullying 2016
	Jaishmin	Shah	First Aid Essentials
	Jaishmin	Shah	Fire Safety in Education
	Jaishmin	Shah	Online Safety
	Jaishmin	Shah	An Introduction to Child Sexual Exploitation
29	Sarah	Walker	The Prevent Duty
	Sarah	Walker	Online Safety
30	Susie	Whyton	The Prevent Duty
	Susie	Whyton	Online Safety
31	Pippa	Wilson	The Prevent Duty
	Pippa	Wilson	Online Safety
	Pippa	Wilson	An Introduction to Child Sexual Exploitation
32	Rebecca	Woodhead	The Prevent Duty
	Rebecca	Woodhead	Online Safety
33	Lydia	Allen	The Prevent Duty
34	Caron	Aspis	The Prevent Duty
	Caron	Aspis	Preventing Bullying 2016
35	Elsa	Geddes	The Prevent Duty
36	Alison	Moran	The Prevent Duty
	Alison	Moran	First Aid Essentials
37	Lisa	O'Donnell	The Prevent Duty
	Lisa	O'Donnell	Online Safety
38	Clare	Roberts	The Prevent Duty
39	Kim	Conti	The Prevent Duty
40	Carole	Baguely	Data Protection
	Carole	Baguely	The Prevent Duty



	Carole	Baguely	First Aid Essentials
	Carole	Baguely	Safer Recruitment in Education
41	Nicola	Walker	The Prevent Duty
	Nicola	Walker	Child Protection in Education