



## Safeguarding and Child Protection Policy

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Prepared by: JH/SCC

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Approved by: Governors

**This Policy applies throughout the School from the EYFS to Year 6**

### Contents

1.0	Introduction	2
2.0	Procedures	5
3.0	Responsibilities	11
4.0	Supporting children	14
5.0	Confidentiality	16
6.0	Dealing with allegations of abuse against staff	17
7.0	Dealing with allegations of abuse by pupil(s) against another pupil	19
8.0	Supporting staff	20
9.0	Whistleblowing	21
10.0	Physical Intervention	21
11.0	Equalities and Bullying	22
12.0	Prevention	22
13.0	Private fostering	24
14.0	Children who go missing from education	25
15.0	Issues which would prompt a Child Protection referral	26
16.0	Health and Safety and related School Policies and Procedures	26
17.0	Relevant Contacts	27
Annex A	Types of abuse and possible signs of abuse	30
Annex B	Awareness of female genital mutilation (FGM) Child sexual exploitation(CSE) Forced Marriage, Honour Based Violence (HBV) and Domestic Violence	34
Annex C	Radicalisation	39
Annex D	Self-harm	40
Annex E	Safeguarding code of conduct	44

**The Cavendish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

## **1.0 Introduction**

### **1.1**

This Policy, which applies throughout the School from the EYFS to Year 6, has been prepared in accordance with the requirements of:

#### **1.1.1**

Relevant legislation, including the Children Act 2004, the Education Act 2002, the Education (Independent School Standards) (England) Regulations (2014) and The Childcare (Disqualification) Regulations 2009.

#### **1.1.2**

Relevant Government guidance, including *Keeping children safe in education* (September 2016).

Other official documents taken into consideration when formulating this Policy include *Working together to safeguard children* (March 2015); *What to do if you are worried a child is being abused* (March 2015); *Disqualification under the Child Care Act 2006* (March 2015); *Keeping Children Safe in Education* (September 2016); *Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings* (March 2009); *SEND code of practice* (May 2015); *Mental health and behaviour in schools* (March 2016); *Information sharing: advice for practitioners* (March 2015); *Use of reasonable force in schools* (July 2013); *London Child Protection Procedures - 5<sup>th</sup> Edition* (September 2016); *The Prevent duty: departmental advice for schools and childcare providers* (June 2015); *Revised Prevent Duty Guidance for England and Wales* (July 2015); *How social media is used to encourage travel to Syria – briefing note for schools* (July 2015) and *Channel Guidance* (April 2015).

#### **1.1.3**

Other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate entitled – *Handbook for the Inspection of Schools, Commentary on the Regulatory Requirements* (September 2016).

#### **1.1.4**

Relevant Local Safeguarding Children Board (LSCB) procedures.

## 1.2

The Governors takes seriously their responsibility under Section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children where there are concerns about their safety and welfare.

## 1.3

There are three broad categories of concern about pupils: children in need, children who are at risk of harm and children who have suffered, or are suspected of suffering, abuse. This policy covers all three categories.

## 1.4

We recognise that all adults, including staff, volunteers and Governors, have a full and active part to play in protecting pupils from harm, and that the child's welfare is our paramount concern. Wherever the word 'staff' is used, it covers ALL staff on site, including temporary and support staff, contractors' employees working regularly on the School's premises, and volunteers working with children. Wherever the term 'School staff' is used, it covers ALL staff directly employed by The Cavendish School. Further information on contractor employees is given in paragraph 2.1.10.

## 1.5

The School, through its Governors and staff, is committed to providing a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.

## 1.6

The aims of this Policy are:

### 1.6.1

To support each child's development in ways that will foster awareness, understanding, security, confidence, resilience and independence.

### 1.6.2

To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.

### 1.6.3

To raise the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse including radicalisation, child sexual exploitation and female genital mutilation. NB – although the usual procedure is for staff who have safeguarding concerns to alert the the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL) of them, it is the responsibility of all staff to report any suspicions they have, by-passing the DSL/DDSL if necessary and going straight to the Local Authority Designated Officer (LADO).

### 1.6.4

To promote a culture of ‘it could happen here’ and to support staff who act as whistleblowers in raising concerns about poor or unsafe practice and potential failures in the School’s safeguarding regime.

### 1.6.5

To provide a systematic means of monitoring children known or thought to be at risk of harm, including the risk of being drawn into terrorism and extremism, child sexual exploitation or female genital mutilation, and ensure we, the School, contribute to assessments of need and support packages for those children.

### 1.6.6

To emphasise the need for good levels of communication between all members of staff.

### 1.6.7

To develop a structured procedure within the School, which will be followed by all members of the School community, in cases of alleged or suspected neglect, abuse and/or any other child welfare concern.

### 1.6.8

To develop and promote effective working relationships with other agencies, especially the police and local authority children’s social care, LCSB and the relevant Prevent Co-ordinators within Community Safety Partnerships.

### 1.6.9

To ensure that all adults within the School who have the opportunity to have contact with children have had Disclosure and Barring Service (DBS) checks in accordance with the safeguarding requirements in this Policy and as required by law. This includes

relevant checks on adults involved in childcare activities at the School who could be subject to disqualification by association.

#### 1.6.10

To ensure that all visiting speakers to the School have been appropriately vetted and are supervised in accordance with the Prevent duty to protect children from radicalisation by being drawn into terrorism and extremism.

#### 1.7

This Policy and its appendices are reviewed annually by Governors and are kept under constant review by the School. Should any deficiencies or weaknesses in child protection arrangements become apparent, the arrangements will be remedied without delay.

### **2.0 Procedures**

#### 2.1

The School recognises that there is a difference between children who have suffered or are likely to suffer harm or are at risk of radicalisation who will require immediate action, and those whose needs fall below the threshold for immediate intervention but who nonetheless require additional support from one or more agencies. The former will be reported to the LSCB immediately. The latter, who can be described as children in need, will be supported by inter-agency assessment using referrals under Common Assessment Framework (CAF) procedures and working with other agencies as part of Team Around the Child (TAC) and Channel panels. Our School procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and the *London Child Protection Procedures - 5th Edition* (September 2016). We will ensure that:

##### 2.1.1

Arrangements are in place at the School to deal with allegations of abuse, or suspected abuse, including radicalisation, child sexual exploitation and female genital mutilation, which will be referred to the LADO, who will provide advice and will preside over any investigation of any allegation or suspicion of abuse directed at anyone working at the School, and the School will engage with the police, other statutory agencies and professionals, as necessary, to provide inter-agency support to the child concerned.

##### 2.1.2

If a member of staff discovers (either through disclosure by the victim or visual evidence) that female genital mutilation appears to have been carried out on a child under 18, the member of staff and the School will comply with their obligatory duty to report this information to the police.

### 2.1.3

The School regularly assesses and reviews the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding, shared with strategic partners, of the risk in the local area. Appropriate referrals will be made in accordance the School's LCSB referral procedures. The School will consider whether it is appropriate to make a referral to the Channel panel, in accordance with *Channel Guidance* (April 2015).

### 2.1.4

The School recognises that as well as needing to safeguard children who are at risk of harm, it needs to identify children who would benefit from early help and give support and advice to them, working with other agencies as necessary. The School is fully committed to making referrals under Common Assessment Framework (CAF) procedures and to working with other agencies as part of Team Around the Child (TAC) and Chanel panels.

### 2.1.5

All Governors understand the need for and fulfil their responsibilities under this Policy and are provided with a copy of this Policy and a copy of *Keeping Children Safe in Education* (September 2016). There is one nominated Governor who is responsible for child protection and who has skills commensurate for this role. The nominated Governor with responsibility for child protection is Damien Lochrane, who can be contacted via the School Office. The School ensures that relevant training is provided for Governors.

### 2.1.6

The School has a designated senior member of staff, our Designated Safeguarding Lead (DSL), who has undertaken relevant child protection training delivered through the local LSCB and this training is updated at least every two years. The DSL is also the Prevent lead and has received suitable Prevent awareness training. The School's DSL is Isobel Boyt, Deputy Head (Pastoral) and Head of EYFS, who can be contacted on [iboyt@cavendish-school.co.uk](mailto:iboyt@cavendish-school.co.uk) or 07508 026326. Her safeguarding responsibilities include the EYFS.

### 2.1.7

There will be an additional member of School staff, the Deputy Dedicated Safeguarding Lead (DDSL), who will act in place of the designated DSL when absent, and must receive relevant child protection training and this training is updated at least every two years. Other members of the pastoral team will also receive appropriate child protection training The School's DDSL is Jacqueline Peacock, Year 5 class teacher, who can be contacted on [jpeacock@cavendish-school.co.uk](mailto:jpeacock@cavendish-school.co.uk).

#### 2.1.8

All staff are provided with relevant child protection awareness information and child protection training in accordance with the LSCB and at least once a year to provide them with the skills and knowledge to safeguard children effectively, developing their understanding of the signs and indicators of abuse along with their individual responsibilities to respond to any child welfare concerns in accordance with the School's child protection procedures. As part of this, all staff must read Part 1 of the *Keeping Children Safe in Education* (September 2016) guidance documentation and confirm in writing that they have undertaken to do this. In particular all staff understand the need to avoid asking leading questions of children when a child protection matter is brought to the staff member's attention. The School must also refrain from undertaking an investigation without first consulting the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

#### 2.1.9

All staff have the opportunity to contribute to and shape safeguarding arrangements and child protection policy, building on their expertise in dealing with children on a daily basis.

#### 2.1.10

All new members of staff will be given a copy of our Safeguarding and Child Protection Policy and its annexes (including Annex E, Safeguarding Code of Conduct), *What to do if you are worried a child is being abused* (March 2015) and *Keeping Children Safe in Education* (September 2016), with the DSL and DDSL names clearly displayed, as part of their induction into the School. The current contact details of relevant agencies are listed below. Staff must sign to say they have read these documents. This applies to current staff as well when documentation is updated. Speakers and volunteers are provided with a copy of our Safeguarding Information for Volunteers which includes the contact details of the DSL, the DDSL and the LADO.

#### 2.1.11

When children attend educational activities offsite, the School strives to ensure their safety by making sure that staff supervise them and that assurances are sought that staff of other organisations have been checked for suitability. Further details are contained in the Outings Policy and its annexes.

#### 2.1.12

All members of staff and Governors are advised on how to respond to 'Disclosures of Abuse' through relevant child protection awareness policies and training. In particular training will ensure that they understand the need to: consider measures which may be

necessary to protect individual pupils; avoid asking leading questions of pupils; avoid giving inappropriate guarantees of confidentiality; make and keep written records; report the matter to the DSL or the DDSL. The DSL will report matters to the LADO and to the Head, unless it is a matter that involves the Head herself, in which case the DSL will report the matter to the LADO and to the Chair of Governors.

#### 2.1.13

Everyone in the School, including pupils, is also made aware that, while the normal referral route is through the DSL, they have a duty to report concerns directly to the LADO if they feel that the School has made an inadequate response to their concerns.

#### 2.1.14

Safer recruitment practices are always followed through rigorous recruitment process and procedures for staff, striking a balance between the need to protect children from abuse and the need to protect staff from false or unfounded allegations. Our selection and recruitment of staff includes relevant criminal record checks, provided by the Disclosure and Barring Service (DBS) for their suitability for work and the receipt of barred list checks for new staff, and checks of the Prohibited List. All staff who have the opportunity to come into contact with pupils, including support staff such as cleaners and caterers, will be required to have a criminal records check on appointment and then every three years following. These checks will also be carried out on existing staff with a break in service of more than three months or where staff have, since their initial appointment to a position not requiring a disclosure, moved to work that involves significantly greater responsibility for children. Criminal record checks for Governors will be undertaken in accordance with regulatory requirements.

#### 2.1.15

All staff are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence. A list of the relevant offences set out here: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/384712/DBS\\_referrals\\_guide\\_-\\_relevant\\_offences\\_v2.4.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf)). The 'by association' requirement also applies if the staff member lives in the same household as or someone is employed in the staff member's household who has been disqualified from working with children under the Childcare Act 2006. The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.



#### 2.1.16

Where we have grounds for believing that a member of staff may be unsuitable to work with children the School will ensure that this is notified to the appropriate bodies including the DBS. In some cases, a referral may be made to both the DBS and National College for Teaching and Leadership (NCTL). The School will, as soon as possible and within one month, report to the DBS anyone whose services are no longer used, whether because the School has removed them from work with children or the person has chosen to cease work, and there are grounds to believe he or she is unsuitable to work with children, as well as ensuring that any allegation is followed up in accordance with statutory guidance. Where there have been concerns about a member of staff which have not reached the threshold for referral to the DBS, the School will refer him or her to the NCTL, following the advice in *Teacher misconduct: the prohibition of teachers* (October 2015). A referral will be made to the NCTL where a teacher has been dismissed for misconduct or would have been dismissed had he or she not resigned first.

#### 2.1.17

All parents/carers are made aware of the responsibilities of staff with regard to child protection procedures through publication of the School's Safeguarding and Child Protection Policy on the School website, and reference to it in introductory materials. Copies of this Policy are also available upon request to the School. Summaries of safeguarding procedures are posted in classrooms for the information of pupils.

#### 2.1.18

Where a contractor's employees visit the School premises irregularly, and are therefore not subject to the same requirements as contractors' employees working regularly on site (as set out otherwise in this Policy), relevant written assurances are obtained from the contractor that all staff have had a criminal records check within the past three years. Information regarding these checks will be provided by the contractor to the School upon request. Contracts require on-going monitoring and audit of the eligibility of those employees to work around children and any subsequent concerns arising which would affect their continued eligibility must be disclosed immediately to the School. Any allegation of abuse will be dealt with in accordance with the *London Child Protection Procedures - 5th Edition* (September 2016).

#### 2.1.19

Written assurance is obtained that any staff employed by another organisation and working with the School's pupils on another site have had a criminal records check within the past three years.

#### 2.1.20

Our lettings policy will seek to ensure the suitability of adults working with Children on the School site at any time. Where School premises are used by outside bodies which are not working with children, there will be sufficient safeguards in place to protect the health, safety and welfare of pupils and to have due regard to the Prevent duty to avoid School facilities being used as a platform for extremism. Measures will also be in place to protect against the interruption of pupils' education by third party users of the School's premises.

#### 2.1.21

Any community users will be made aware of the School's Safeguarding and Child Protection Policy and those working with children will understand the School's child protection guidelines and procedures.

#### 2.1.22

All visiting speakers are vetted by a member of staff prior to their visit and are supervised by a member of staff during their time at School. Further details are set out in Annex E.

#### 2.1.23

Where appropriate, senior pupils given positions of responsibility over other pupils will be briefed on appropriate action to take should they receive any allegations of abuse.

#### 2.1.24

Annex B to this document deal with the specific issues of Female Genital Mutilation, Child Sexual Exploitation, Forced Marriage, Honour Based Violence and Domestic Violence. The School recognises and understands that these are forms of abuse covered by this Policy and would trigger the School's referral procedures.

### 2.2

Our procedures will be reviewed annually by the Governors. The review will also include a review of the efficiency with which the related duties have been discharged or deficiencies (if any) have been rectified.

### 2.3

The names of the DSL and DDSL will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.

## 2.4

The current contact details of all those involved in child protection are listed at the end of this document.

## 2.5

A single central record is held detailing all staff (and volunteers) employed by the School and the relevant safeguarding checks undertaken, including those applicable to staff who may be disqualified by association.

## **3.0 Responsibilities**

### 3.1

The DSL is responsible for:

#### 3.1.1

Referring a child to the LADO whenever a professional allegation or disclosure of abuse has been made or if there are concerns about possible abuse or radicalisation, and acting as a focal point for staff to discuss concerns. All referrals will be carried out in accordance with the *London Child Protection Procedures - 5th Edition* (September 2016).

#### 3.1.2

Referring cases where a person is dismissed or has left due to risk or harm to a child to the DBS as required and referring cases where a crime may have been committed to the police.

#### 3.1.3

Liaising with the Head to inform her of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 (the local authority's duty to investigate) and police investigations.

#### 3.1.4

Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

### 3.1.5

Keeping written records of concerns about any child even where no immediate referral is required.

### 3.1.6

Ensuring that all such records are kept confidentially and securely in accordance with the Data Protection Act 1998 and are kept separate from pupil records.

### 3.1.7

Ensuring that an indication of record-keeping is marked on the pupil records.

### 3.1.8

Liaising with other agencies and professionals and ensuring that contact with the relevant welfare agency will be made as soon as possible, but in any event within 24 hours, upon the disclosure or suspicion of abuse, including female genital mutilation, child sexual exploitation or radicalisation. The referral shall be made in writing or with written confirmation of a telephone referral.

### 3.1.9

Supporting Staff in liaising with other agencies and setting up an inter-agency assessment as appropriate in cases where early help is appropriate.

### 3.1.10

Where appropriate informing the police (when a crime has been committed) or the DBS (when a person is dismissed or has left due to risk/harm to a child).

### 3.1.11

Informing the local authority when a pupil is to be deleted from the School register for the reasons stipulated in the Education (Pupil Registration) (England) 2006. Further details are set out in paragraph 14.5.

### 3.1.12

Informing the local authority of any pupil who fails to attend School regularly or has been absent without the School's permission for a continuous period of 10 school days or more at such intervals as required by the local authority.

### 3.1.13

Ensuring attendance at case conferences, core groups, or other multi-agency planning meetings, and otherwise co-operates with the local authority and other agencies to support inter-agency working.

### 3.1.14

Ensuring that any pupil currently on a Child Protection Plan who is absent without explanation for two days is referred to the child's social worker.

### 3.1.15

Undertaking training in child protection, in accordance with *Keeping Children Safe in Education* (September 2016), including training in inter-agency working that is provided by, or to standards set by, the LSCB, and undertaking refresher training at least every two years with annual updates to keep their knowledge and skills up to date, including Prevent awareness training.

### 3.1.16

Ensuring that the DDSL is trained to the same standard as the DSL.

### 3.1.17

Organising child protection training for all School staff (including induction training for all newly appointed staff), in accordance with *Keeping Children Safe in Education* (September 2016) and arranging refresher training for the Head and all other staff working with children every two years. All staff receive an annual refresher on child protection and safeguarding.

### 3.1.18

Providing, with the Head, an annual report for the Governors, detailing any changes to the Policy and Procedures; training undertaken by the DSL, DDSL, and all staff and Governors; the number and type of incidents/cases and the number of children on the child protection register (anonymised).

### 3.1.19

Being alert to the specific needs of children in need and those with special educational needs.

### 3.1.20

Ensuring that, where children leave the School, their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt.

### 3.1.21

The DSL's job description complies with Annex B of the guidance on *Keeping Children Safe in Education* (September 2016).

## **4.0 Supporting children**

### 4.1

We recognise that children who are abused or witness violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

### 4.2

We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

### 4.3

We recognise that it is important for children to receive the right help at the right time to address risks and prevent issues escalating. We understand the importance of acting on and referring the early signs of abuse and neglect, listening to the child, the need for clear records and of reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

### 4.4

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

### 4.5

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges. Children with SEN may not outwardly show signs of abuse and/or may have difficulty in communicating about abuse and neglect. Staff will support such pupils in expressing any concerns they may have and will be especially vigilant in recognising the signs of abuse and neglect in this group of children.

## 4.6

The School will support all pupils by:

### 4.6.1

Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.

### 4.6.2

Having clear policies and procedures to deal with peer on peer abuse (including sexting) which make clear that abuse is abuse and will not be tolerated. Please refer to the School's Anti-bullying Policy and the Computing and Acceptable Use and E-safety Policies.

### 4.6.3

Promoting a caring, safe and positive environment within the School.

### 4.6.4

Liaising and working together with all other support services and those agencies involved in the safeguarding and social care of children. The first point of contact in all such cases will be the LADO.

### 4.6.5

Notifying the child's local authority as soon as there is a cause for significant concern.

### 4.6.6

Where appropriate, checking any concerns which do not appear to meet the threshold or are borderline on an anonymous basis with the child's local authority and following their guidance and recommendations.

### 4.6.7

Providing continued support to School leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring any relevant medical records are forwarded as a matter of priority.

#### 4.6.8

Working with the local authority (or the police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.

### **5.0 Confidentiality**

#### 5.1

We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

#### 5.2

The Head or DSL will disclose any information about a pupil to other members of staff on a need to know basis only consistent with legal requirements, and in accordance with the *London Child Protection Procedures - 5th Edition* (September 2016). The Head or DSL, LADO and police will agree who needs to know about the matter, exactly what information can be shared, how to manage speculation etc., and how to manage any press interest.

#### 5.3

All staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

#### 5.4

All staff are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. If a member of staff tells a child that they cannot promise confidentiality and the child then declines to continue to discuss or disclose, this should be taken as a warning sign and needs to be noted.

#### 5.5

We will always inform parents/carers of an allegation affecting their child as soon as possible (if they already do not know of it). However, where a strategy meeting is required, the DSL or Head will consult with the LADO (and other relevant agencies such as the police) beforehand to agree what information can be disclosed to parents so as not to put the child at greater risk of harm, or impede a criminal investigation. Parents/carers will normally be kept informed about the progress of the case and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process, in confidence.



## **6.0 Dealing with allegations of abuse against staff**

### 6.1

Procedures for dealing with allegations of abuse against staff are carried out in accordance with Part four of the DfE guidance *Keeping children safe in education* (September 2016) and the *London Child Protection Procedures - 5<sup>th</sup> Edition* (September 2016). All staff are made aware of this guidance, the School's procedures, and other local guidance relating to this issue. All relevant contact details are set out at the end of the Policy.

### 6.2

All School staff should take care to ensure that professional boundaries are maintained so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. one-to-one tuition, engaging in inappropriate electronic communication with a pupil etc.). It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Staff are made aware that special care must be taken in any circumstances where work is undertaken on a one to one basis with a child and in any situation in which it may be necessary for an adult to make physical contact with a child, such as in music instrumental lessons or in sports coaching. See the advice to staff contained in Annex E to this document.

### 6.3

We understand that a pupil may make an allegation against any member of staff.

### 6.4

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head and the DSL. The LADO will be informed within 24 hours of any allegation. The professional advice of the LADO will be of particular importance in these circumstances. The Head on all such occasions will also discuss the allegation with the Chair of Governors where appropriate. In the absence of the Head the allegation should be passed directly to the Chair of Governors. The School will not undertake its own investigation before receiving advice from the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

### 6.5

Any allegation against the DSL or DDSL will be made directly to the Head.

### 6.6

If a professional allegation is made against the Head, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 6.4 above, without notifying

the Head first. If an allegation is made against the DSL or DDSL, the person receiving the allegation will immediately inform the Head who will consult as in 6.4 above without notifying the DSL or DDSL (as applicable) first.

#### 6.7

The purpose of the initial discussion (per 6.4 and 6.5 above) is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. Where this initial sharing of information and evaluation leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, the decision and a justification for it will be recorded by both the Head or DSL and the LADO and agreement reached as to what information should be put in writing to the individual concerned and by whom. The Head or DSL and the LADO will then consider what action will follow in respect of the individual and those who made the initial allegation.

#### 6.8

Material which may lead to the identification of a member of staff who has been accused by, or on behalf of, a pupil (where that identification would identify the member of staff as the subject of an allegation), will remain confidential. Any such information will only be released if the member of staff is charged with an offence, or if the DfE or NCTL publish the information.

#### 6.9

Any professional allegation will precipitate a strategy meeting, which will involve representatives from the School and other relevant agencies, to decide on the most appropriate action. This is in accordance with the *London Child Protection Procedures - 5<sup>th</sup> Edition* (September 2016).

#### 6.10

Subject to the approval of the LADO or the police, where a member of staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the LADO or the police. We will follow our Capability and Disciplinary Procedure when managing such allegations. Disciplinary action will be considered in conjunction with discussions at the strategy meeting.

#### 6.11

We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a strategy meeting.

## 6.12

Suspension of the member of staff, excluding the Head, against whom an allegation has been made, needs careful consideration and will not be the default approach adopted. The decision to suspend will be based on information received at the strategy meeting, the information on potential risks to children and whether it compromises any criminal investigation.

## 6.13

In the event of an allegation against the Head, the decision to suspend will be made by the Chair of Governors with advice as in 6.10 and 6.12 above.

## 6.14

Any allegation of abuse made against a member of staff will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

## 6.15

After every occasion on which a problem arises regarding safeguarding and a member of staff, the School will review its procedures in the light of lessons learnt from the case and will amend them as necessary.

## 6.16

Where a child is found to have made a malicious allegation against a member of staff, it will be dealt with in accordance with the School's disciplinary procedures.

## **7.0 Dealing with allegations of abuse by one or more pupil(s) against another pupil**

### 7.1

Allegations of abuse by one or more pupil against another pupil are taken very seriously.

### 7.2

If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head and the DSL. The Head on all such occasions will discuss the content of the allegation with the Chair of Governors.

### 7.3

The LADO and local authority children's social care will also be promptly informed of any allegation.

7.4

An allegation of abuse will normally be referred to a strategy meeting, involving representatives from the School and the local authority. A strategy meeting also covers any urgent formal strategy discussion which may take place between the police, local authority children's social care and education managers prior to the first meeting.

7.5

We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a strategy meeting.

7.6

Suspension of a pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from relevant agencies before deciding on the course of action to be taken.

7.7

A bullying incident (as in 11.2 below) will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to local authority children's social care.

7.8

If there is a disclosure about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

## **8.0 Supporting Staff**

8.1

We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

8.2

Where a member of staff is the subject of an allegation of abuse he or she will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. The School will appoint a named representative to keep the individual informed of the progress of the case and consider what other support is appropriate. The investigation will be managed promptly.

## **9.0 Whistleblowing**

### 9.1

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. The School strives therefore to have a culture of safety, raising concerns, valuing staff and reflective practice.

### 9.2

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleague. The School has a Whistleblowing Policy and whistleblowing procedures are covered as part of staff induction training and child protection regular training for existing staff.

### 9.3

Staff who raise concerns about safeguarding, either with the School's Senior Management Team or with the LADO, will not suffer any negative consequences such as notes on their file or denial of promotion.

### 9.4

Where a member of staff is unhappy about the action taken by the School in relation to a particular concern raised, the Head will facilitate a mediation meeting with the staff member and the DSL to explain the School's actions and the reasons for them as far as is possible to maintain a child's confidentiality. If this meeting does not satisfy the member of staff, they should feel able to contact the LADO for more effective action.

## **10.0 Physical intervention**

### 10.1

The School's policy on physical intervention by staff is set out in the School's Physical Restraint Policy and has regard to DfE guidance *Use of reasonable force in schools* (July 2013). The Policy acknowledges that staff have a legal power to use reasonable force i.e. to use no more force than is needed in the circumstances to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Physical intervention must be necessary and proportionate to the level of risk and will normally be used as a last resort.

### 10.2

Such an event should be recorded and signed by a witness should there be one. If there was no witness the DSL must be informed immediately.

### 10.3

Staff should avoid touching or restraining a pupil in a way which gives rise to an unacceptable risk of physical harm or in a way which could be interpreted as sexually inappropriate. Physical intervention of a nature which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.

### 10.4

We understand that force may never be used as a punishment.

### 10.5

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The School will follow the procedures outlined in paragraph 7.0 should a complaint be received.

## **11.0 Equalities and bullying**

### 11.1

The School has an Equal Opportunities Policy. Action will be taken to prevent, and respond to, incidents of inappropriate discrimination, harassment and victimisation, in particular because of differences which arise out of gender or gender reassignment, pregnancy or maternity, special educational need or disability, race, religion or belief, cultural or linguistic background, or sexual orientation. The School acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures.

### 11.2

Our policy on bullying (including racial, religious, cultural, sexual/sexist, homophobic, special educational needs or disability, and cyber bullying) is set out in a separate document (The Anti-bullying Policy). The Policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, in particular where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the LADO.

## **12.0 Prevention**

### 12.1

We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

## 12.2

The School will therefore:

### 12.2.1

Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

### 12.2.2

Ensure that all children know there is an adult in the School whom they may approach if they are worried or in difficulty.

### 12.2.3

Incorporate into the curriculum, including PHSCE, information and opportunities which equip children with the awareness and skills they need to stay safe from harm and to know to whom they should turn for help.

### 12.2.4

Make e-safety an integral part of safeguarding by explicitly teaching pupils how to keep safe online in Computing lessons and through PHSCE.

### 12.2.5

Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making, and by promoting the spiritual, social, moral and cultural development of all pupils and within this, fundamental British values. Further details are set out in Annex C.

### 12.2.6

Ensure that no political indoctrination takes place in any of the School curricular or extra-curricular activities and that pupils are always exposed to a balanced presentation of political issues.

### 12.2.7

Ensure that all visiting speakers are suitably vetted and supervised to avoid political indoctrination. Details of the procedure to follow can be found in Annex C.

#### 12.2.8

Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate, illegal or exploitative material, without such measures resulting in over-blocking that would lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

### **13.0 Private fostering**

#### 13.1

A child or young person who is under the age of 16 (or 18 if they have a disability) living with someone who is not a close relative for more than 28 days it is classed as private fostering arrangement.

#### 13.2

Children being privately fostered are required by law to be seen by a social worker, and if the School is aware of a private fostering arrangement then we must notify local authority children's social care.

#### 13.3

If the School is aware of someone who is looking after a child - or plans to be – local authority children's social care must be informed so that they can check that the placement is suitable for the child. The School should advise the person that they should contact local authority children's social care before the arrangement begins or within 48 hours of the arrangement being made in an emergency.

#### 13.4

As a School we have a legal responsibility to inform local authority children's social care of any private fostering arrangements that we become aware of.

#### 13.5

More information about private fostering and keeping children safe can be found on the Camden Safeguarding Children Board website: [http://www.cscb-new.co.uk/downloads/policies\\_guidance/local/Private\\_Fostering\\_for\\_Professionals\[1\].pdf](http://www.cscb-new.co.uk/downloads/policies_guidance/local/Private_Fostering_for_Professionals[1].pdf)



## **14.0 Children who go missing from education**

### 14.1

The School monitors pupils' attendance through a daily register and any unexplained absences are investigated. A child going missing from education is a potential indicator of abuse or neglect.

### 14.2

Unauthorised absences must be reported to the Deputy Head (Pastoral) immediately and followed up with the parents or guardians.

### 14.3

Staff should be alert to the possible triggers of absence (particularly repeated absence) that may be indicative of wider safeguarding concerns. They should watch out for other potential signs of such safeguarding concerns as are described in this policy and its annexes and report their concerns immediately to the DSL in accordance with the Policy

### 14.4

In accordance with paragraph 3.1.12 of this policy the DSL will inform local authority children's social care of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

### 14.5

In accordance with paragraph 3.1.11, the DSL will inform their local authority of any pupil who is going to be deleted from the admission register where they:

#### 14.5.1

Have been taken out of School by their parents or guardians and are being educated outside the School system e.g. home education

#### 14.5.2

Have ceased to attend School and no longer live within reasonable distance of the School

#### 14.5.3

Have been medically certified as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and their parents or guardians have not indicated the intention to continue to attend the School.

#### 14.5.4

Have been permanently excluded

This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

### **15: Issues which would prompt a child protection referral**

The following is an indicator guide of the type of circumstances which would lead to a referral under Section 47 of the Children Act 1989:

- Any allegation or suspicions about a serious injury/sexual abuse to a child
- Inconsistent explanation or an admission about a clear non-accidental injury
- A child being traumatised injured or neglected as a result of domestic violence.
- Repeated allegations involving suspicions of serious neglect
- Direct allegation of sexual abuse made by a child or abuser's confession to such abuse
- Any allegation suggesting connections between sexually abused children in different families or more than one abuser
- An individual (adult or child) posing a risk to children, any suspicious injury or allegation involving a child subject to a current child protection plan or looked after by a local authority
- No available parent and child vulnerable to significant harm
- Suspicion that child has suffered or is at risk of significant harm due to fabricated or induced illness,
- Child subject to parental delusions
- A child at risk of sexual exploitation or trafficking
- Pregnancy in a child aged under 13 (evidencing an offence under the Sexual Offences Act 2003)
- A child at risk of FGM, honour based violence or forced marriage.

### **16.0 Health and Safety and related School Policies and Procedures**

#### 16.1

Our Health and Safety Policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the School's

environs. Other aspects, such as the procedures for internet use and School trips are set out in this and/or other School Policies, including:

- Anti-bullying Policy
- Code of Conduct
- Code of Conduct for Other Adults
- Computing & Acceptable Use Policy
- E-safety Policy
- First Aid Policy
- Health and Safety Policy
- Intimate Care Policy
- Lockdown Procedures
- Non-collection of Pupils Policy
- Outings Policy
- Physical Restraint Policy
- Prevent Policy
- PSHCE Policy
- Risk Assessment Policy
- Safeguarding Information for Volunteers
- SRE Policy
- Staff Recruitment Policy
- Supervision of Pupils Policy
- Taking, Storing and Using of Images of Children Policy
- Visitors and Visiting Speakers Policy
- Whistleblowing Policy

## **17.0: Relevant contacts**

17.1

This is dependent on where the child lives. Our catchment area encompasses several London boroughs and their contact details are included below:

### **Haringey:**

2nd Floor, River Park House, London N22 8HQ

LADO: Sarah Roberts

Email: [lado@haringey.gov.uk](mailto:lado@haringey.gov.uk) cc [sarah.roberts@haringey.gov.uk](mailto:sarah.roberts@haringey.gov.uk)

If you have concerns about the safety of a child, telephone the Single Point of Access on:

Tel: 020 8489 4770

To consult the LADO before making a referral:

Tel: 020 8489 2968/1186

**Camden:**

Crowndale Centre, 218 Eversholt St, London NW1 1BD

All LADO referrals must be made directly to the Multi-Agency Safeguarding Hub team (MASH)

Tel: 020 7974 3317

Email: [LBCMASHadmin@camden.gov.uk](mailto:LBCMASHadmin@camden.gov.uk)

Secure email: <mailto:LBCMASHadmin@camden.gov.uk.cjism.net>

To consult the LADO before making a referral:

Contact Karen Lahat, Tel: 020 7974 4556, who will direct your call to the Duty LADO.

**Islington:**

Northern Health Centre, 580 Holloway Road, London N7 6LB

Tel: 020 7527 7400 (Monday to Friday) Tel: 020 7226 0992 (All other times)

LADO: Jo Moses

Email: [jo.moses@islington.gov.uk](mailto:jo.moses@islington.gov.uk)

Tel: 020 7527 8066

**Disclosure and Barring Service**

Tel: 03000 200 190

**DfE Counter-extremism hotline**

Tel: 020 7340 7264

[counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

## **School Contacts**

### **Head**

Jane Rogers

Email [head@cavendish-school.co.uk](mailto:head@cavendish-school.co.uk)

Tel: 020 7485 1958

### **DSL and Prevent Co-ordinator**

Isobel Boyt, Deputy Head (Pastoral) and Head of EYFS

Email: [iboyt@cavendish-school.co.uk](mailto:iboyt@cavendish-school.co.uk)

Tel: 07508 026326

### **DDSL**

Jacqueline Peacock, Year 5 class teacher

Email: [jpeacock@cavendish-school.co.uk](mailto:jpeacock@cavendish-school.co.uk)

### **Governor with responsibility for safeguarding and child protection**

Damien Lochrane - contact via the School Office

## ANNEXES TO SAFEGUARDING AND CHILD PROTECTION POLICY

### ANNEX A - TYPES OF ABUSE AND POSSIBLE SIGNS OF ABUSE

The following information about types of abuse is taken from DfE guidance *Keeping children safe in education* (September 2016).

*All School staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.*

**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 another child or children.*

**Physical abuse:** *a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.*

Possible signs of physical abuse are:

Physical indicators:

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument on an infant in various stages of healing that are seen after absences, weekends or vacations
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing “stockings” or “glove” marks on hands and feet; “doughnut shaped” on buttocks or genital area
- Rope burns
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances

Behavioural indicators:

- Behavioural extremes (withdrawal, aggression, regression, depression)
- Inappropriate or excessive fear of parent or care-giver
- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home
- Unbelievable or inconsistent explanation for injuries
- Lies unusually still while surveying surroundings (for infants)
- Unusual shyness, wariness of physical contact

**Emotional abuse:** *the persistent emotional maltreatment of a child such as to cause severe and adverse effects on a child’s emotional development. It may involve conveying to a child*

*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 views, 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 which are beyond a child's developmental 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 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, although it may occur alone.*

Possible signs of emotional abuse are:

Physical indicators:

- Eating disorders, including obesity or anorexia
- Speech disorders (stuttering, stammering)
- Developmental delays in the acquisition of speech or motor skills
- Weight or height substantially below norm
- Flat or bald spots on head (infants)
- Nervous disorders (rashes, hives, facial tics, stomach aches)

Behavioural indicators:

- Habit disorders (biting, rocking, head banging)
- Cruel behaviour, seeming to get pleasure from hurting children, adults, or animals; seeming to get pleasure from being mistreated
- Age-inappropriate behaviours (bedwetting, wetting, soiling)
- Behaviour extremes, such as overly compliant-demanding; withdrawn-aggressive; listless-excitabile

***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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.*

Possible signs of sexual abuse are:

Physical indicators:

- Torn, stained or bloody underclothes
- Frequent, unexplained sore throats, yeast or urinary infections
- Somatic complaints, including pain and irritation of the genitals
- Sexually transmitted diseases
- Bruises or bleeding from external genitalia, vaginal or anal region
- Pregnancy

Behavioural indicators:

- The victim's disclosure of sexual abuse
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark)
- Promiscuity or seductive behaviours
- Disturbed sleep patterns (recurrent nightmares)
- Unusual and age-inappropriate interest in sexual matters
- Avoidance of undressing or wearing extra layers of clothes
- Sudden decline in school performance, truancy
- Difficulty in walking or sitting

***Neglect:*** *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, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.*

Possible signs of abuse are:

Physical indicators:

- Poor hygiene, including lice, scabies, severe or untreated diaper rash, bedsores, body odour
- Squinting
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions
- Untreated injury or illness
- Lack of immunisations
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds)
- Height and weight significantly below age level



### Behavioural Indicators:

- Unusual school attendance
- Chronic absenteeism
- Chronic hunger, tiredness, or lethargy
- Begging for or collecting leftovers
- Assuming adult responsibilities
- Reporting no care-giver at home

Further information about the signs, symptoms and effects of child abuse and neglect can be found on the NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects/>

## **ANNEX B - AWARENESS OF FEMALE GENITAL MUTILATION (FGM), CHILD SEXUAL EXPLOITATION (CSE), FORCED MARRIAGE, HONOUR-BASED VIOLENCE (HBV) AND DOMESTIC VIOLENCE**

### **FEMALE GENITAL MUTILATION (FGM)**

The following statement about schools' responsibilities in relation to FGM is taken from *Keeping children safe in education* (September 2016).

#### ***FGM mandatory reporting duty***

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

*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 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)*

*Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/61639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/61639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)*

Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Home Office and DfE guidance: *Multi-agency statutory guidance on female genital mutilation* (April 2016).

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/512906/Multi\\_Agency\\_Statutory\\_Guidance\\_on\\_FGM\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf)

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and local authority children's social care.

### **Warning signs relating to FGM**

The multi-agency practice guidelines identify a number of warning signs that a pupil may be at risk of undergoing FGM or may have already undergone it. These include:

- Professionals overhearing pupils talking about FGM
- Disclosure by a pupil or one of her friends
- A pupil going abroad to a country where FGM is known to be prevalent for an extended period
- A pupil who presents with medical difficulties such as frequent urinary infections or severe menstrual problems
- Prolonged unexplained absence from School
- Behavioural changes such as withdrawal or depression
- Reluctance to agree to routine medical examination

### **Implications for The Cavendish School**

All adults who work with girls and young women must be alert to the risk of FGM

A small number of pupils at the School may belong to communities in which FGM has traditionally been practised and have close family links with countries abroad where it is prevalent and so are potentially at risk

Recent guidance explicitly identifies schools as a front line agency in safeguarding girls and young women from FGM

From October 2015, teachers have a mandatory duty under the Serious Crime Act 2015 to report to the police when they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out in a girl under 18. Those failing to report such cases face disciplinary action. Teachers should still consider and discuss such cases with the DSL and involve local authority children's social care as appropriate.

For these purposes, 'teacher' includes qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions.

Mandatory police reports should be made to the Metropolitan Police Child Abuse Investigation Command/Project Azure, [projectazure@met.police.uk](mailto:projectazure@met.police.uk) Tel: 020 7161 2888, or if the threat is imminent, 999

In addition to being vigilant and aware of the possibility of FGM affecting our pupils, the School will take proactive measures to raise pupils' awareness of the issue, and to foster an atmosphere

in which pupils will be able to voice concerns, by including FGM in PSHCE and elsewhere in the curriculum where appropriate.

## **CHILD SEXUAL EXPLOITATION (CSE)**

All young people, whatever their backgrounds, can be at risk of CSE so staff need to be aware of its possibility.

Comprehensive information about CSE can be found on the NSPCC website at

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage\\_wda97456.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage_wda97456.html)

### **What is child sexual exploitation?**

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status. The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options. It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

### **Possible signs of CSE**

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, physical restraint, sexual assault

This is not an exhaustive list and indicators can change over time.

## **FORCED MARRIAGE**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

While we consider that, because of the age of our intake, the risk of forced marriage for pupils at The Cavendish School is low. However, our pupils may be related to or know people who are at risk of forced marriage, so it is important for staff to be aware of its existence in case of any impact on our pupils.

## **HONOUR BASED VIOLENCE (HBV)**

For a summary of Honour Based Violence and relevant legislation go to the Crown Prosecution Website at

[http://www.cps.gov.uk/legal/h to k/honour based violence and forced marriage/#a04](http://www.cps.gov.uk/legal/h%20to%20k/honour%20based%20violence%20and%20forced%20marriage/#a04)

There is no specific offence of 'honour based crime'. It is an umbrella term to encompass various offences covered by existing legislation. HBV can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The Crown Prosecution Service, the Association of Chief Police Officers and support groups have a common definition of HBV:

*HBV "is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."*

Some pupils at The Cavendish School could be related to or know people who are at risk of HBV or could witness HBV in their families or communities.

## **DOMESTIC VIOLENCE**

Domestic violence is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence of abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

Children of all ages living with a parent, most often the mother, who is experiencing domestic violence, are vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect. The legal definition of significant harm includes “the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home.” Supplementary guidance is contained in the London Safeguarding Children Board Child Protection Procedures No.28 - *Safeguarding Children Abused through Domestic Violence*:

[http://www.londoncp.co.uk/chapters/sg\\_ch\\_dom\\_abuse.html](http://www.londoncp.co.uk/chapters/sg_ch_dom_abuse.html)

## ANNEX C – RADICALISATION

The Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people from being drawn into terrorism (the ‘Prevent Duty’). The Prevent Duty is set out in the Government’s revised Prevent Strategy (2011). The Act places a duty on Local Authorities to establish panels known as Channel panels whose role it is to assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, following a referral from the police and where considered appropriate and with necessary consent having been obtained, arrange for support to be provided to those individuals. Channel panels will include the local authority and chief officer of the local police. Schools are listed in the Act as partners of the Channel panel with the requirement that they will cooperate with the Channel panel in the carrying out of its functions and with the police in undertaking an initial assessment as to whether a referral is appropriate.

The DfE’s guidance to schools *The prevent duty: departmental advice for schools and childcare providers* (June 2015 ) states that extremism and radicalisation are safeguarding concerns and should be dealt with using the School’s safeguarding procedures. The DSL will oversee and coordinate the School’s implementation of the Prevent Duty. She will liaise with the LSCB to establish what advice and support they can provide and their assessment of the general level of risk for the local area and the profile of the School.

In brief, while we consider that the risk of our pupils being subject to radicalisation or drawn to terrorist/extremist activity is not significant, we understand our obligation to prevent this. There is no single way to identify a young person who is at risk: even small changes in behaviour might indicate there are concerns about their well-being and even very young children might show signs of radicalisation. The School’s Prevent Policy sets out our duties and safeguarding commitment in detail. The Prevent Duty is also addressed in related policies.

The DSL will undertake Prevent awareness training and Workshop to Raise Awareness of Prevent (WRAP) training when available. This will be disseminated to all relevant staff All teaching staff and ‘front line’ workers will undertake basic online training.

In the event of a concern about a child the DSL should be notified immediately. The DSL will refer to the LADO or the local Prevent lead. The DSL will refer non-urgent concerns to Police 101.

The DfE has established a dedicated helpline for school staff and Governors to be able to raise concerns about extremism directly: 020 7340 7264

Email: [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

In addition to the information contained in this annex, the School has put in place a dedicated Preventing Extremism and Radicalisation Policy.

## **ANNEX D - SELF-HARM**

### **Introduction**

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours. Schools can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

### **Scope**

This document describes the School's approach to self-harm. This document is intended as guidance for all staff including teachers and support staff.

### **Aims**

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

### **Definition of self-harm**

Self-harm is any behaviour the intent of which is deliberately to cause harm to one's own body, for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

### **Risk factors**

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:



## **Individual factors**

- Depression/anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

## **Family factors**

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

## **Social factors**

- Difficulty in establishing friendships/loneliness
- Being bullied or rejected by peers

## **Warning signs**

Staff may become aware of warning signs which indicate a child is experiencing difficulties which may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the DSL, the Head or the Bursar. If in doubt, any concerns should be aired with one of them.

### **Possible warning signs include:**

- Changes in eating/sleeping habits (e.g. pupil may appear overly tired if not sleeping well)
- Increased isolation from friends, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Alteration in personal care

## **Staff roles in working with pupils who self-harm**

Pupils may choose to confide in a member of School staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-

harm in a pupil, such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to pupils it is important to maintain a supportive and open attitude and avoid giving any impression of being judgmental. A child who has chosen to discuss concerns with a member of School staff is showing a considerable amount of courage and trust.

The child concerned needs to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a pupil is at serious risk of harming herself or himself then confidentiality cannot be kept.** It is important not to make promises of confidentiality which cannot be kept even if the child puts pressure on you to do so.

Any member of staff who is aware of a pupil engaging in or suspected to be at risk of engaging in self-harm should report it to the DSL, the Head or the Bursar.

Following such a report, the DSL etc., will decide on the appropriate course of action. This may include:

- Contacting parents/carers
- Arranging professional assistance e.g. medical, local authority social care, counselling
- Immediately removing the child from lessons if remaining in class is likely to cause further distress to the child and/or her or his peers
- **In the case of an acutely distressed pupil, the immediate safety of the child is paramount and an adult should remain with the child at all times**
- **If a child has self-harmed while at School a first aider should be called for immediate help.**

### **Further Considerations**

Any meeting with a child, her or his parents/carers or peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in a confidential child protection file.

It is important to encourage all pupils to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action and being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The members of the peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the DSL. When a child is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of pupils in the same peer group are harming themselves.

## **ANNEX E - SAFEGUARDING CODE OF CONDUCT**

### **Introduction**

All staff accept responsibility for the welfare of children with whom they come into contact in the course of their work, and will report any concerns about a child or somebody else's behaviour, using the procedures laid down in the School's Safeguarding and Child Protection Policy. Staff must have due regard to the Prevent duty, both as part of their safeguarding responsibilities and part of their professional conduct as stipulated by the Teachers' Standards part 2

Isobel Boyt is the DSL in the School who will take action following any expression of concern in accordance with the process laid out in the School's Safeguarding and Child Protection Policy.

The Head and the DSL know how to make appropriate referrals to statutory child protection agencies.

All staff who come into contact with children in the course of their professional activities must adhere to the School's Safeguarding and Child Protection Policy, the procedure for reporting safeguarding concerns and have regard to any other relevant guidance issued by the School. Failure to comply with these obligations may result in disciplinary action in accordance with the School's Capability and Disciplinary Procedure. Staff are also expected to observe the Teachers' Standards issued by the DfE at all times.

Information relating to any allegation or disclosure must be clearly recorded as soon as possible, as outlined in the Safeguarding and Child Protection Policy and supporting documents.

The Children Act 1989 states that the "welfare of the child is paramount". This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

The Safeguarding and Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and the policy will be openly and widely made available to members and staff and volunteers and actively promoted within the organisation.

A culture of mutual respect between children and staff will be encouraged, with adults modelling good practice and professional behaviour at all times in line with the Teachers' Standards.

It is part of the School's acceptance of its responsibility of duty of care towards children that members of staff who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith. Staff must also be aware of the procedures for whistleblowing as detailed in the School's Whistleblowing Policy.

## Staff and volunteers must avoid

- Inappropriate physical contact with children: physical contact is only appropriate in very limited circumstances. For more detailed advice please see the School's Physical Restraint Policy. A copy will be supplied to all staff as part of their induction training along with the Safeguarding and Child Protection Policy, and its annexes (including this Staff Safeguarding Code of Conduct) and the DfE guidance, *What to do if you're worried a child is being abused* (March 2015) as well as a copy of *Keeping children safe in education* (September 2016)
- Taking the lead from children in their behaviour or engaging in any behaviour that may be seen as in breach of the Teachers' Standards, be perceived as unprofessional, may bring the School into disrepute or may be misrepresented
- Using confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child. Confidential information about pupils or the School should not be shared casually, however, information that might suggest that a child is in need or at risk of significant harm must be shared with the DSL or the Head, in accordance with safeguarding and child protection procedures
- Taking photos of children: photographs and films taken for official School use may be covered by the Data Protection Act 1998, e.g. if the images are going to be stored with other personal data. If the photograph is taken of groups of pupils during lessons and will be used in the School prospectus then the Data Protection Act 1998 does not apply. Names of children must not be published with photographs or films
- Establishing or seeking to establish any social contact with a pupil or parents/carers. Unplanned or other social contact which happens outside the School setting should be reported to the Head. Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition or childcare arrangements with parents without the permission of the Head. Staff should notify their line managers of any existing or previous family or social relationship with a pupil or parents/carers
- Making suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships
- Other than for routine classwork related matters, communicating directly with children by email or text messages and only then with the prior consent of the child's parent or guardian. If electronic communication is necessary best practice would be to communicate directly with parents or guardians and to copy in a senior colleague. Further guidance on electronic communications with pupils is to be found in this annex E of the Safeguarding and Child Protection Policy (below)
- Communicating with children via twitter, Facebook or other social media
- Engaging in behaviour which could be construed as 'grooming' a child (for example giving a child money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards children)
- Communicating to the public, press, television or any outside agency the contents of any documents relating to the School or the proceedings of any safeguarding matters which

is confidential information unless required by law or authorised by an appropriate official to do so

- Making personal use of telephones, email and internet facilities during work time. They may only use them at the Head's discretion, or when there is an urgent need to contact someone in an emergency. The time spent should be kept to a minimum. Staff should also inform family and friends only to contact them at work when it is necessary
- It is not unusual for pupils or, sometimes, their parents to develop infatuations or 'crushes' on staff. Staff must not keep this a secret. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to the Head. In addition, the object of the pupil or parent's affections may not even be aware of this. In this case, colleagues must bring this to their colleague's attention and report it to the Head
- It is not permissible to take children alone in a car on journeys, however short, unless with the prior consent of the child's parent or guardian, and then only in exceptional circumstances with prior authorisation from the Head

### **Staff and volunteers must**

- Maintain an attitude of 'it could happen here' where safeguarding is concerned
- Dress appropriately while at work so that confidence of pupils, parents and the general public is maintained. While the School values diversity and is not seeking to achieve a complete uniformity of dress style, the School does expect all employees' clothing at work to be neat, clean, modest and appropriate
- Take a disclosure of abuse from a child seriously. It is important not to deter children from making a disclosure of abuse through fear of not being believed, and to listen to what they have to say. Guidance on responding to an allegation of abuse is set out in Section 6 of the Safeguarding and Child Protection Policy. If the allegation gives rise to a child protection concern it is important to follow the School's procedure for reporting such concerns, and not to attempt to investigate the concern yourself
- Always report any concerns immediately to the School's DSL regarding the conduct of another staff member in relation to children
- Remember that those who abuse children can be any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place
- Remember that good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism
- Notify the School/their line manager immediately of anything that may affect their suitability to work with children. This will include notification of any convictions, cautions, court orders, reprimands or warnings they may receive. Staff must also notify the School immediately if they are living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare. Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be

employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed

- In accordance with the School's Taking, Storing and Using of Images of Children Policy, ensure that written permission from parents/carers of all children in the School, including the EYFS, is obtained before taking photographs or films on any devices including cameras, tablets. All images and films must be stored appropriately and securely and only used by those authorised to do so. Staff should be able to give account of the rationale behind any images of pupils in their possession
- Staff in the EYFS are individually responsible for placing their cameras, tablets and mobile phones in a specified secure place for the duration of the School day. Furthermore, staff are required to use the School's cameras and tablets when, under supervision, capturing children's learning and development
- Always follow the advice and guidance on child protection and safeguarding issues available via the relevant annexes of the School's Safeguarding and Child Protection Policy which can be found in the Employee Handbook and on the School's intranet and website

### **Guidance on responding to a child making an allegation of abuse**

- Stay calm
- Listen carefully to what is said and show that you are taking it seriously
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets
- Tell the child that the matter will only be disclosed to those who need to know about it
- Allow the child to continue at her/his own pace
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer
- Reassure the child that he or she has done the right thing in telling you
- Tell the child what you will do next, and with whom the information will be shared (in School it will need to be the DSL)
- Make no judgement about what you have heard
- Record in writing what was said, using the child's own words as closely as possible, and as soon as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated
- Remember that whilst you may have been the first person encountering an allegation of abuse it is not your responsibility to decide whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the School

### **Guidance on avoiding behaviour which could be misinterpreted**

All adults who work with children are at risk from false accusations of abuse or inappropriate behaviour. This is particularly true in the current climate of increasing parental empowerment and litigiousness and when reporting of abuse in the media is frequent. All staff are advised to exercise common-sense and caution to ensure as far as possible that behaviour is never open to

misinterpretation. This is especially true of male staff working in a girls' school, but it is also applicable to female staff.

Much of the advice included in the Safeguarding and Child Protection Policy is simply sound common sense and is routinely followed by all staff. It is related to the maintenance of the appropriate boundaries, which are intrinsic to the profession. The culture of this School is intended to be supportive of the pupils and traditionally relations between staff and pupils here are friendly. Nobody would wish for these positive aspects of School life to be replaced by excessive formality, or for there to be a climate of suspicion and distrust, but it is essential that a proper distance is maintained between staff and pupils.

### **The following points should be borne in mind**

- Avoid being alone with a pupil unless it is really necessary or inevitable
- If you are alone with a pupil, ensure that what passes is clearly visible from outside the room. It is advisable to consider whether the door can practically be left open
- Where there is no glass panel in the door, it is definitely advisable to make sure that the door is open
- Except when absolutely necessary, for example when assisting a child in P.E. or when teaching a musical instrument, avoid all physical contact with pupils. If you do need to touch a child, explain in advance that you are going to do so, and why
- It is certainly necessary to avoid any physical contact when you are alone with a pupil. Sadly, even a consoling hug can be misinterpreted or misrepresented
- Take care over commenting on a child's appearance. A casual remark can also be misinterpreted or misrepresented

### **Guidance on teacher/pupil boundaries**

- It is important to ensure that the School retains its friendly and open atmosphere and that a climate of unwarranted suspicion does not develop
- Sadly, some young people on some occasions either misinterpret or even maliciously misrepresent the behaviour of adults. It is very important to observe appropriate professional boundaries and to avoid putting oneself in a vulnerable position
- Children can develop 'crushes' on their teachers. All teachers need to be aware of this possibility and to seek advice from senior colleagues if they feel that they are being inappropriately focused on by a pupil
- In addition to exercising caution when seeing pupils there may well be occasions on which it is better to have another colleague with you when you see an individual pupil, just as at times it is more appropriate not to see parents on one's own
- Contact between teaching staff and pupils away from the School in contexts other than on organised School activities is only very rarely likely to be appropriate. Members of staff should always consult senior staff about any possible contact of this kind and should always ensure that it is known about and approved of by the child's parents



- If you are asked to give a child extra tuition or a private lesson in their own home, you should consult the Head before agreeing
- Inviting a pupil to your own home for extra teaching or any other purpose is fraught with difficulty and is to be avoided
- It is important to be especially cautious at social occasions at which staff and pupils are both present. It may be tempting to step out of role at informal events, but it must be emphasised that pupils remain under our care and on the School roll until they have formally left School
- Staff should never give alcoholic drink to pupils and should avoid situations in which their presence could be interpreted as permitting or encouraging pupils to drink
- Do not be afraid to ask for advice from or to express concern to the DSL or other senior members of staff

### **Guidance on online behaviour and use of electronic media**

- Be extremely careful over the use of Facebook, Instagram, YouTube and any other social media
- Make sure your privacy settings on social networking sites are at the highest possible level to avoid IT-savvy pupils being able to access any private material
- Never accept a pupil, parent or a recent leaver as a 'friend' on any social media
- If you need pupils, parents or recent former pupils to contact you via Facebook, twitter or the like for a School related activity (e.g. for a team or trip), set up a special separate site and let the DSL and Head know what you have arranged and why
- Always use your School email address and pupils' School email addresses when communicating with pupils by email
- For anything apart from the most routine delivery and return of work or any learning-related queries, copy in the DSL or another appropriate colleague to all email exchanges with pupils and parents
- Use a School phone rather than your private phone for School activities and contacting pupils and parents
- Only contact a pupil on their mobile phone or keep their number on record if there is a real need to do so and make sure that you inform the DSL, Head or another appropriate colleague about why you are doing so
- Apply common sense and professional judgment in all your electronic contacts with pupils and parents