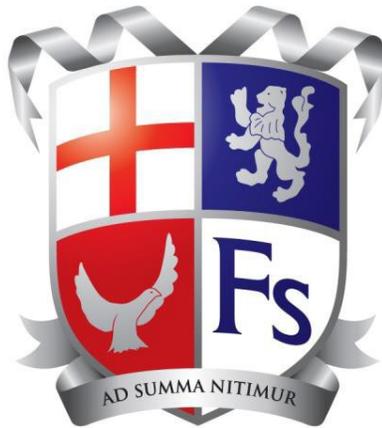


September 2020



# FINBOROUGH SCHOOL

*The best preparation for life*

FINBOROUGH SCHOOL SAFEGUARDING / CHILD PROTECTION POLICY AND PROCEDURES  
**SEPTEMBER. 2020**

**Contents:** This policy is organised into two sections:

**Section 1** has a focus on aims, statutory obligations, roles, responsibilities, general expectations of staff, training and key procedures.

**Section 2** contain **Appendix** that detail specific types of concern and how we will respond to those concerns.

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## **Section 1**

### **1. Safeguarding and Child Protection at Finborough School, key aims, statutory obligations and guidance**

Safeguarding and promoting the welfare of children is defined as;

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

At Finborough School all those working at the School understand that;

- all children have the right to be protected from harm;
- the prime concern at all stages must be the interest and safety of the child
- the intention of this policy is to ensure that appropriate action is taken immediately where it is suspected that a child is being abused
- early recognition of abuse may prevent serious harm to children and the break-up of families if professional help can be made available. The KCSIE September 2020 document provides guidance on what schools should do. The Proprietor/Principal together with the Head Teacher ensures that all members of staff read Part One of KCSIE entitled 'Safeguarding information for all staff'.

Under section 175 of the Education Act 2002, and for independent schools, under standards issued under 157 of that Act, schools and FE colleges are under a statutory duty to have regard to this guidance and should follow it unless they have compelling reasons for acting differently. Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 gives proprietors of Independent schools a statutory duty to promote and safeguard the welfare of children. This policy applies to **all staff**, including volunteers, and the Proprietor/Principal of Finborough School; all have responsibility for safeguarding children in this School.

Each member of staff within the School should be aware of the indications of child abuse and the procedures to be followed in suspected cases. All staff are encouraged to voice any concerns or allegations about school practices or the behaviour, attitudes or actions of colleagues and volunteers, or parents and other adults associated with the School, which are likely to put pupils at risk of abuse or other serious harm. All staff should be aware that in reporting any concerns or allegations they are provided with immunity from retribution or disciplinary action against them for 'whistle blowing' in good faith.

Finborough School is committed to providing the best possible pastoral care for our students. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to prevent abuse. Mutual respect and understanding between staff and pupils should form the basis for developing good relationships. Pupils and staff should feel that they belong to a caring, purposeful community in which personal worth is recognised and affirmed.

Finborough School will also take measures to:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that students know that there are adults in the School and outside whom they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities which equip our students with the skills they need to stay safe from abuse and to know to whom to turn for help, if necessary. The curriculum will include age relevant awareness training to make children safer and information for children about what to do if they have worries or concerns. All children are guided and instructed on staying safe online through the regular curriculum and also via specialist 'self' and 'health' PSE sessions.

**Child Protection** relates to any issue or concern that may put a child at risk of significant harm. Such issues require compulsory and immediate intervention. **Safeguarding** relates to any issue or concern regarding a child's well-being and needs. This mirrors Section 47, 'Child At Risk of Serious Harm', and Section 17, 'Child in need' of the Children's Act 1989.

This policy is based upon the following statutory obligations and guidance:

- The Children's Act (1989 and 2004)
- The Sexual Offences Act (2003)
- Working Together to Safeguard Children (WTSC) (2018)
- Keeping Children Safe in Education (KCSIE) September 2020
- What to do if you are worried a child is being abused, 2015.
- The Data Protection Act, (1998)
- Serious Crime Act 2015 (Section 74)
- Counter Terrorism and Security Act, July 2015 (Section 26)
- Multi-Agency statutory guidance on female genital mutilation, April 2016
- Mental Health and Behaviour in Schools. Advice from DFE, March 2016
- Teaching online safety in schools June 2019
- **Covid 19**

## **2. Finborough School Child Protection and Safeguarding Policy, key responsibilities of proprietor and senior leadership.**

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

The School's Safeguarding/Child Protection Policy and Procedures are revised annually in line with any changes and developments in the guidance and legislation from the Department for Education (DfE), the Independent Schools Inspectorate (ISI) and Agencies involved in Child Protection. This document is revised to ensure it has regard for and is in line with the Government document 'Keeping Children Safe in Education', (KCSIE) September 2020, which replaces the earlier guidelines 'Safeguarding Children and Safer Recruitment in Education' (SCSRE) 2006 and 'Dealing with Allegations of Abuse against Teachers and Other Staff 2012', associated guidance which replaced chapter 5 of SCSRE, and in accordance with locally agreed inter-agency procedures as set out by Suffolk Local Safeguarding Board. It also takes into account the publication 'Working Together to Safeguard Children (WTSC) 2018 and 'What to do if you are concerned a child is being abused, 2015 – Advice for practitioners.'

Where section 87(1) of the Children Act 2004 applies, the Proprietor/Principal ensures that (a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at School and (b) such arrangements have regard to the National Minimum Standards for Boarding 1 April 2015 and for day pupils arrangements are made to safeguard and promote their welfare, which have regard to any guidance issued by the Secretary of State.

The Proprietor/Principal ensures that regard is given to the KCSIE September 2020 guidance to ensure that the policies, procedures and training at Finborough School are effective and comply with the law at all times. This includes the Proprietor/Principal ensuring that the School contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' 2018. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. Finborough School allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment. The Proprietor also ensures that the safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by local multi-agency safeguarding arrangements. Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the local multi-agency safeguarding organisations can require the School to supply information in order to perform its functions; this must be complied with.

The Proprietor/Principal is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Head Teacher. In the event of allegations of abuse being made against the Proprietor/Principal allegations should be reported directly to the local authority Designated Officer.

The Proprietor/Principal together with the Head Teacher ensures there is an effective safeguarding/child protection policy in place together with a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The safeguarding/child protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures and is updated annually and is available publicly via the school website [www.finboroughschool.co.uk](http://www.finboroughschool.co.uk)

### **Arrangements for reviewing and revising the Child Protection and Safeguarding Policy**

The Proprietor/Principal formally considers child protection issues once a year, in August/September when the policy is reviewed and updated, with day-to-day issues being delegated to the Head Teacher and Senior Leadership Team which meets with the DSLs termly. The Head Teacher, working with the SLT is responsible for ensuring that:

- Failings and inadequacies are remedied without delay;
- reviewing the policies and procedures for child protection and the
- efficiency with which the related duties have been discharged;
- evaluation, final review and approval at a formal meeting with minutes recorded.

Further updates to the policy may take place as required between during the remainder of the academic year.

### **Covid 19**

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (Covid 19) The Department for Education has issued a non- statutory interim guidance on safeguarding in schools during the corona virus outbreak. This guidance supports governing bodies, proprietors, SLT and DSL to continue to have appropriate regard to KCSIE and keep their children safe. <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-others-providers>

### **Information sharing and Data Protection in regard to Child Protection and Safeguarding**

The Data Protection Act 1998 places a duty of confidence upon us to seek permission to share or disclose information unless:

- The person to whom the duty is owed has expressly or implicitly authorised disclosure or sharing
- Disclosure or sharing is required to prevent harm to others - such as concerns over a child's safety or well-being.
- There is an overriding public interest in disclosure - such as concerns about the behaviour of a member of staff in relation to children or young adults.
- Disclosure may be required as part of a legal obligation - such as a court case. When seeking permission to share information we will make clear the purpose of any such request, why the information could be of use and what the intended outcomes of any sharing will be. All information of a confidential nature relating to a child, or the family of a child, will be kept separate from the student main file in the 'Closed File' kept by the DSL. Concerns, actions and information relating to all child protection and safeguarding issues will be kept and updated on a secure register by the DSL.

### **Child Protection and safeguarding arrangements for new pupils entering the school and pupils leaving for other schools**

The School will always contact the former schools of all new students to request any files or documents that relate to Child Protection or Safeguarding issues. A nil return confirmation will be required.

Finborough School will always respond promptly to requests for child protection records from schools or institutions to which former pupils have moved, sending any information in a securely sealed package marked, 'Private and Confidential for the attention of the DSL.

All responses to requests for records by Finborough School, including nil returns, will be recorded on a register on receipt. All responses by Finborough School to requests for records from other schools are also recorded on a register and confirmation of receipt obtained.

### 3. The role of the Designated Safeguarding Lead (DSL)

**The Proprietor/Principal together with the Head Teacher ensures that the School has designated appropriate senior members of staff to take lead responsibility for Child Protection.** The DSL role is set out in full in KCSIE 2020 Annex B and this should be explicit in the DSL's job description. They should be a **senior member of staff** on the school's leadership team and take lead responsibility for safeguarding and child protection (including online safety). They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

These DSLs have the status and authority within the School to carry out the duties of the post committing resources, where appropriate, supporting and directing other staff.

#### **Designated Safeguarding Leads (DSLs).**

##### **The DSLs are:**

**DSL 1: Mrs Rachel Bridgeman- Designated Prep School and EYFS Safeguarding Lead, Deputy Head Teacher, Pre-Prep School (Pre-Prep/ Safety and Safeguarding).**

**DSL 2 Graham Drury- Deputy Head Prep School**

**Barry Collins- Deputy Head Senior School**

**During term time staff must be able to pass on concerns at all times. In the event of both DSLs being unavailable or absent through illness, then the Senior Teacher, Stephen Banks or the Head Teacher, Mr Clark, will deputise.**

**The Proprietor/Principal of Finborough School acknowledges that both DSL are empowered to exercise their duty to report concerns directly to the local area designated officer and that this duty and empowerment is not restricted by any fiduciary duty or obligation to Finborough School.**

The broad areas of responsibility for the DSL are;

#### **Managing Referrals, working with other agencies and staff**

##### **(i) Referrals**

- Refer all cases of:
  - suspected abuse of children
  - concerns relating to the well being of children, to the local authority children's social care.
- **To the channel programme where there is a radicalization concern as required .**
- **Support staff who make. Referrals to the Channel Programme**
- Inform the Head Teacher of any concerns relating to a member of staff, for subsequent referral to the LADO.
- Inform the Principal/Proprietor of any concerns about the Head Teacher for subsequent referral to the LADO
- A direct referral to the LADO will be made in the event of a concern relating to the Principal/Proprietor.

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Additionally referrals will be made to:

- Disclosure and Barring Service in cases where a person is dismissed or left due to risk/harm to a child; and also The Teaching Regulation Agency (TRA)
- Police in cases where a crime may have been committed.

### **Working with others:**

(ii). Act as a point of contact with the three safeguarding partners.

(iii) Liaise with the Proprietor/Principal and Head Teacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation;

(iv) Liaise with the "case manager" and the LADO for child protection concerns in cases which concern a staff member.

(v) Liaise with other agencies, parents and staff in relation to child in need (Section 17) referrals, CAFs or other forms of early intervention designed to assist children or their families.

(vi) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Training**

The DSLs should receive appropriate training carried out at least every two years, and with annual refresher training along with any other training as required, in order to;

- Understand the assessment process for providing early help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers,
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2019 and the General Data Protection Regulation.
- Be aware of the different forms of potential abuse including physical, sexual, emotional, neglect, peer to peer (including peer to peer sexual violence, exploitation and harassment, upskirting), self-harm, online, radicalisation, so called 'honour based crimes', FGM, Child Sexual Exploitation, Child Criminal Exploitation; County Lines and domestic abuse.
- Be aware of online child protection and safeguarding concerns and have knowledge of the measures taken by the school to manage access to online services at school.
- Be able to keep detailed, accurate, secure written records of concerns, actions and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage 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.

### **Raising Awareness with staff, students and parents**

The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:

- Ensure the School's child protection policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, and work with the Proprietor/Principal regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or requests for services for early intervention may be made and the role of the School in this;
- Link with local multi-agency safeguarding organisations and to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker are experiencing or have experienced. Ensuring that all teachers have high aspirations and identify the challenges that children in this group may face. Give the children additional academic support and adjustments if need be.
- Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file;
- Those designated as having principal responsibility for child protection i.e. the DSLs will therefore;
  - receive appropriate training in child protection matters and inter- agency working, to include both national and local bodies, at least every two years with annual refresher courses and additional training as required;
  - will make decisions about referrals to outside agencies. (See **APPENDIX 5**);
  - will keep up to date information and guidance (available on request to all staff) on child protection issues and current contact numbers for social services and the police;
  - liaise with administrative staff to ensure that all data and information held on children and their parents is accessible and up to date;
  - will keep confidential material on a closed file system;
  - will maintain records of concerns and actions in relation to Safeguarding and Child Protection;
  - will, alongside the pastoral teams, ensure that staff are aware of those students with disabilities and/or SEN that may make them particularly vulnerable .
  - will liaise with outside agencies in terms of provision of information and in terms of co-operation with any investigations carried out by outside agencies.
  - Will liaise regularly (usually once a week) with key pastoral staff – pastoral heads of years, boarding staff, SEND coordinator and matron – to identify and/or review issues of concern and to brief on developments.
  - Support staff awareness of online safety and the procedures they need to follow.
  - All staff. Should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

#### 4. Training and responsibilities of all members of staff

All staff, academic, administration, support, ancillary and voluntary, will have child protection and safeguarding awareness and 'what to do if' training. There will be two formal training sessions for all adults working in the school each year, a major session at the start of the autumn term and an update 'refresher' at the start of the spring term. Periodic updates will take place during the school year when and if required.

To continue to provide them with relevant skills and knowledge.

All staff (including temporary and volunteer staff) joining the School, at whatever point in the school year, will have a child protection and safeguarding training session, as a part of their induction, with one of the designated child leads. This training will be at least equal to the awareness courses that all staff attend once a year. This will include instructions on reporting all types of child protection/safeguarding concerns including peer on peer abuse and child on child sexual violence and sexual harassment. They will also complete an 'online' child protection course. All staff will have a copy of this policy document and the key 'what to do if' elements will be emphasised. All staff will also be given a copy of part one of KCSIE, (and Annex A for all working directly with children) September 2020 and a guide to local safeguarding agencies and contacts sheet.

All staff must read Part 1 of KCSIE, September 2020. and the DSLs have a responsibility to assist staff to ensure that they have a clear understanding of the document and their responsibilities. This will be done as part of staff training, but in addition all staff are encouraged to seek direct guidance from the DSL on any matter that is unclear to them. Staff are also encouraged to be proactive and suggest any ways in which the implementation of policy or awareness raising may be improved or developed. All staff are given access to and made aware of the Whistle Blowing Policy, the Staff Code of Conduct and Pupil Behaviour Policy which includes guidance on appropriate staff/student relations and use of social media and IT.

Annex A of KCSIE 2020 is made available for the Principal, the Head Teacher and all staff who work directly with children.

Children and young people often tell other young people, rather than staff or adults, about abuse. All prefects and senior school officers therefore attend a course on Child Protection issues and what to do if they have a concern.

Issues regarding safeguarding, personal wellbeing e- safety are included within the wellbeing curriculum, **RSHE policy**, assembly and relevant curriculum areas to ensure all pupils are aware of these issues. The school also has a '**digital civility**' policy setting down expectations relating to access and use of online services. This policy is shared with all students, all parents and all staff and explicitly identifies unacceptable, dangerous and abusive online usage.

**RSHE During. 2020-2021 the school. Will be implementing the RSHE. Curriculum ready for it to be fully in place by September 2021**

##### **Availability**

- During term time always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for the proprietors of Finborough School, working with the DSL, to define what "available" means and whether in exceptional

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circumstances availability via phone and or Skype or other such mediums is acceptable

- It is a matter for the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities .

### **The importance of early help and intervention**

All staff are encouraged to pass on concerns as soon as they arise. It is important for all staff to recognise that early intervention can make a critical difference. In many cases in which a child is identified as being 'in need' of additional help and support, teachers will have a key role, often in conjunction with other local agencies and parents, in developing and facilitating such support. The support may be in the form of monitoring and guidance, specific learning support, or support with certain physical or health needs .

## **5. Recognising the different threats to child safety and well being**

Child abuse can take place in all strata of society, in families, in institutions, between children and in some situations on an organised basis.

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

Teachers and other school staff may be in the best position to recognise that a child is at risk and must be prepared to take appropriate action.

The following is a guide to raise awareness of the potential signs of abuse and how the victims of it might display distress. It is impossible to give an exhaustive guide and it must be remembered that all the indicators set out below could have perfectly innocent explanations. Children do pick up bruises, or have days when they are emotionally sensitive, or forget to wash as thoroughly as they might. However, if you notice any signs that cause you concern or cause you to be unsure – then act on them and follow the procedure set out in the DEALING WITH CHILD PROTECTION CONCERNS section below. You can also consult the document, 'What to do if you are worried a child is being abused' or 'Working Together' (2018 update) – available on the Staff Shared area of the network or in the form of a paper copy in the Staff Room.

There are different categories of abuse:

### **Physical Abuse**

This 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. This category would also include female genital mutilation (FGM).

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

Those children who may have been subject to FGM or are at risk of being subject to FGM. This is the practice of removing some or all of the external female genitals. This is illegal in the UK and is child abuse irrespective of any claimed cultural or religious contexts. Any member of staff who has any evidence that FGM has actually taken place must personally report this directly to the police (dial 101) in addition to informing the DSL.

### **Neglect (Physical and Non-Organic Failure to Thrive)**

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, for example, 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.

### **Emotional (including Verbal) Abuse**

the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the 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 that are beyond a child's developmental capability

as well as overprotection and limitation of exploration and learning, or preventing the child from 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. Undermining a child's sense of worth or failing to address the emotional needs of a child. All abuse involves some level of emotional abuse.

### **Sexual Abuse CSE and grooming**

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 of 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48 KSCIE 2018) It also includes attempts to groom children for purposes of sexual exploitation.

### **Child Criminal Exploitation and grooming**

Any attempt to encourage or pressurise children into participation in criminal activity such as County Lines.

### **Mental Health**

This can be in the form of physical self-harm, such as cutting the arms or thighs, or it could be in the form of eating disorders. It can manifest itself as depression, obsessive compulsive behaviour, violence to self or others or as behaviour showing anxiety and low self-esteem such as neglecting hygiene.

This type of safeguarding issue may well be a symptom of a deeper underlying issue. It might also be a reaction to another type of abuse, such as neglect or exploitation. However, self-abuse and self-harm can be an issue for any child - even those with loving and supportive family and friends. There may well be a need for medical assistance or the intervention of counsellors or therapists. Indications of such problems may include:

- Isolated and down
- Extreme fluctuations in mood – up one moment, down the next
- Lack of confidence
- Neglect of appearance or hygiene
- Physical signs – cutting, repetitive 'nervous' behaviour such as ticks.

See also **Appendix 2** Self-harm and eating disorders.

### **Peer to peer abuse**

We must be alert to the fact that children can abuse each other – physically, sexually, and emotionally. This may take the form of deliberate exploitation; it may be via a number of channels, online, in school and out of school. Staff should be aware that some groups are potentially more at risk, including girls, children with SEND and LGBT children are of greater risk. It is important not to dismiss this type of concern as 'merely an aspect of growing up', the attitude has to be that abuse is abuse and when it takes place action must be taken to stop/prevent it. **See Appendix 3 'CONCERN OF ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER'**

### **Serous violence**

The indicators that may signal that children are at risk from, or are involved with, serious violent crime. Include:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff are required to inform the DSL of any concerns they may have in relation to possible risk to or involvement of children in serious violent crime.

### **Preventing Radicalisation and extremism – the ‘Prevent Duty’**

The school and staff have a ‘duty of due regard’ (sec 26 Counter Terrorism and Security Act, 2015) to take appropriate steps to prevent the radicalisation of students or their exposure to ideologies that might tend towards radicalisation, in support of terrorism, acts of terrorism or the joining of terrorist groups. The school policy will take due account of the additional guidance on *Prevent* issued by the Home Office in April 2016. This guidance clarifies the need to ensure that policy takes local procedures and cultural/demographic circumstances into consideration when providing guidance and training for staff.

The proprietor/principal together with the Head Teacher will ensure that staff have ‘Prevent Awareness’ to detect and respond to signs of radicalisation. The DSLs will have ‘Prevent Awareness’ training as part of their two yearly training sessions. All staff are made aware of the procedures followed within Suffolk and the responsibilities of the Suffolk Channel Panel. All staff must complete the ‘Police College’ online ‘Radicalization Awareness training at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

Staff are required to inform the DSL of any concerns they may have in relation to possible radicalisation of children. The DSL will treat this as a potential child abuse and follow the procedures outlined in **Appendix 5** below.

### **Children with disabilities and specific educational needs**

All staff should be aware that children with disabilities and special needs are particularly vulnerable and that they may be less able to express concerns independently and to explain their feelings or fears. See **Appendix 1** *signs and symptoms of abuse* for more information. It is important to be aware that an individual child may suffer from several categories of abuse.

It is important to identify children who may be especially vulnerable and to monitor them particularly closely. It is important not to assume that changes in behaviour are entirely related to their condition or special need. This will be achieved in the following ways:

- Regular weekly meetings of Deputy Heads, DSLs, Head of Boarding, Head of LEAD and matron to discuss and review current safeguarding and well-being concerns
- Regular half-termly pastoral meetings between form tutors and pastoral heads, e-safety coordinator and DSLs
- Information in the form of regularly updated ‘concerns’ lists to staff

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- When appropriate, liaison with parents.

In the event of a Child in Need, under care or a child formally in the care of social services or adoption services, a designated member of staff will be appointed to represent their interests and monitor and promote their progress and educational achievement.

### **Children missing from Education**

A child going missing from School is a potential indicator of abuse and neglect. The Proprietor/Principal together with the Head Teacher has put in place appropriate safeguarding responses to children who go missing from School, particularly on repeat occasions, to help identify any risk of abuse and neglect including sexual abuse, radicalisation or exploitation and to help prevent the risks of their going missing in future.

The Head Teacher will inform the local authority when a child is removed from the school register for any of the following reasons:

- Taken out of school by their parents and are being educated outside the school system e.g. home education;
- Ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- Been certified as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- If a student were in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- If a student has been permanently excluded.

In all such cases the Head Teacher will inform the local authority as soon as a decision has been made.

The Head Teacher will inform the local authority if any student is regularly failing to attend school or is missing for 10 or more consecutive days without a legitimate and verified reason.

[The DSLs and all staff should follow the DfE guidance January 2014 entitled children who run away or go missing from home or care.

**To report a child missing from education, contact the Children Missing Education Officer on 01473 265224 (Monday to Friday 8am - 4pm) or email [CME@suffolk.gcsx.gov.uk](mailto:CME@suffolk.gcsx.gov.uk).**

## 6. Procedures for dealing with Child Protection and Safeguarding concerns.

### **Key Points for all staff on what to do if you have a concern about the safety or well being of a child.**

All staff have a duty to be alert to the possibility of abuse taking place. Senior pupils and support staff should be aware of the need to report concerns or allegations or suspicions of child abuse to the DSL and will be briefed on the School's procedures. Children often tell other young people, rather than staff or other adults about abuse. With a view to the prompt and proper handling of any such case, the following guidelines should be observed:

**If you see or hear anything that causes you to have any concerns about the well-being of a child you should pass your concerns on in writing or verbally directly to one of the designated safeguarding staff (DSL and DDSL) or in exceptional cases when they are not available via your line manager (boss).**

You **should not investigate any suspicions yourself** – just report them. This applies to all staff including the Proprietor/Principal. However, there may be occasions **when pupils approach you directly to express concerns or disclose information. In such circumstances follow the procedures below.**

- Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
- If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said). Keep your original notes, however rough, not a tidied up version written later. If you do not have the means to write at the same time make notes of what was said as soon as possible afterwards. Keep notes factual and avoid giving opinion or comment. If you cannot make notes then tell what you have seen or heard to your line manager or a designated safeguarding member of staff as soon as you can. **Sign and date all notes.**
- Do not give a guarantee that you will keep what is said confidential or secret- if you are told about abuse you have a responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
- Do not ask leading questions that might give your own ideas of what might have happened. (e.g. "did he do X to you?") just ask "what do you want to tell me?" or "is there anything else you want to say?" Follow the TED principles - **tell me, explain or describe.**
- If a child makes no complaint but his behaviour or other circumstances lead to a suspicion that abuse has occurred, the member of staff concerned should consult one of the Designated Safeguarding Leads who will confidentially discuss the matter with colleagues able to observe the child (form tutor, house-parents) and/or may speak with the child.
- If the DSL has suspicion of abuse s/he will immediately (that same day) ensure that the child is secure from any possible repetition. If the alleged abuse occurred outside the School and the pupil is a boarder he/ she is likely to be safe following a normal school routine. If the alleged abuse occurred in School the child must be kept from further contact with anyone upon whom suspicion falls. In this event he/ she should immediately (that same day) be placed in the care of house staff or one of the safeguarding staff or a member of the SLT. A referral to social services will take place immediately (within 24 hours of disclosure) by calling Customer First Telephone: 0808 800 4005 and, should there be any allegation about a staff member or associate of Finborough School, the Local Authority Designated Officer should be informed by contacting 01284 758816.

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The Suffolk Safeguarding Children Board website address is:

<http://suffolksafeguardingchildrenboard.onesuffolk.net/> This contains a wealth of information and advice as well as contact details. All staff may consult the copy of 'Keeping Children Safe in Education, September 2018' and 'Working Together 2018' or 'What to do if you are worried a child is being abused', posted on the staff shared area of the network – paper copies also kept in the staff room and with Heads of Senior and Prep School(s). Working Together 2018 gives detailed guidance on inter-agency responses and the work of local safeguarding organisations. It also details advice on the responses to different types of abuse and supports this with summaries of research findings.

'What to do if' is still a very useful document and has a sharper focus on the decisions we are likely to have to take if faced with a safeguarding issue.

Normally the DSL will deal with all referrals. However, if you feel that a child remains at risk and that appropriate action has not been taken, you should contact children's social services yourself directly on 0808 800 4005. **Any member of staff may make a referral themselves directly.**

**If you have a concern about the behaviour in relation to children of a member of staff, employee or volunteer working at the school**

- You are obliged to pass on those concerns to the Head Teacher.
- If you have a concern relating to the Head Teacher you should pass this on to the Principal/Proprietor.
  - Concerns about the Principal/Proprietor should be referred directly to the LADO
- If you are not satisfied that appropriate action has been taken, and if you consider as a result that children remain at risk, then you should report your concerns directly to the Local Authority Designated Officer on 0300 123 2044 or email [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) or contact the police.
- Please also refer to the ' Whistle Blowing' policy below.

## **7. Allegations of abuse made against members of staff, employees and volunteers working at Finborough School.**

### **Key points and referrals to the Local Area Designated Officer (LADO)**

If anyone makes an allegation or suspects that any member of staff (including any volunteer or the Proprietor/Principal) may have:

- Committed an offence against a child
- Placed a child at risk of significant harm
- Behaved in a way that calls into question their suitability to work with children

it must be reported immediately to the Head Teacher (or the Principal/Proprietor if the allegation is made against the Head Teacher) who will deal with the allegation in accordance with national guidance and agreements, as implemented locally by the Suffolk Safeguarding Children Board.

Referral will be made to Social Services or the Police and a report to be made immediately to the Local Authority Designated Officer (LADO or DO) by calling on 0300 123 2044 or email

[LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) and in any case within 1 working day. In the absence of the Head Teacher the allegation should be passed to the Principal/Proprietor and reported to the LADO. In a case of serious harm, the police should be informed from the outset.

If the allegation is against the Proprietor/Principal then the person receiving the allegation (the DSL or Head) should refer directly to the LADO.

If you are not satisfied that appropriate action has been taken, and if you consider as a result that children remain at risk, then you should report your concerns directly to the Local Authority Designated Officer (LADO or DO) on 0300 123 2044 or email [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk) or contact the police.

The quick resolution of any allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The School will not undertake its own investigations without prior consultation with the local authority designated office or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases an informal discussion can take place with the LADO without naming the School or individual.

### **Procedures to be followed:**

- The member of staff may be suspended (with a right to appeal to the Proprietor/Principal) if the allegation is very serious or if the safety or well-being of a child or other member of staff were judged to be at risk or if the continued presence of the accused was likely to inflict distress or fear on any members of the school community. It is often in the interests of any staff who are the subject of a serious allegation to avoid all contact with the accusers.
- If a member of the boarding staff is suspended pending an investigation of a child protection nature, arrangements will be made for alternative accommodation away from the pupils.
- Any necessary steps to protect children or staff will be taken
- S/he may be required to leave the school premises until such time as the investigation is complete.
- S/he will be kept informed of the progress of any investigation
- Efforts will be made by the SLT to ensure that any member of staff subject to any allegation is receiving advice from appropriate legal or union representatives.
- Compromise agreements between the School and staff must not be used in the case of any staff subject to serious allegations of abuse of children.

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- At the conclusion of an investigation by an outside agency the School will seek a written summary of the findings of that agency.
- All sensitive material gathered in the course of the investigation will be kept in the "Closed File" kept by the SLT.
- The DFE, DBS and TRA will be informed if a member of staff is dismissed and deemed unsuitable to work with children.

### **Whistle blowing**

This refers to the means by which staff in the School communicate concerns they may have in relation to a colleague or other member of staff.

The School actively encourages all employees to voice concerns they may have about the behaviour, attitudes or actions of any other employee of the School, or volunteers working in the School, or parents and other adults associated with the School.

Any staff with concerns about whistle blowing may also contact the NSPCC confidential 'Whistle Blowing' advise and help line on 0800 028 0285

No disciplinary consequences will follow as a result of an allegation or concern that has been raised in good faith.

### **Reporting to the DBS (Disclosure and baring service) and DFE, TRA**

The School will report to the DBS, within one month of leaving the School, any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. [PO Box 181, Darlington DL1 9FA. Tel: 0300 123 1111 [www.dbs-gov.org.uk](http://www.dbs-gov.org.uk)].

A referral will be made to the DFE and TRA where a teacher has been dismissed (or would have been dismissed had s/he not resigned) and a prohibition order may be appropriate. The reasons for such an order are unacceptable conduct, conduct that may bring the profession into disrepute, or a conviction, at any time, for a relevant offence.

**REFER TO APPENDIX 6 FOR DETAILED GUIDANCE ON ALLEGATIONS OF ABUSE MADE AGAINST MEMBERS OF STAFF, EMPLOYEES AND VOLUNTEERS WORKING AT THE SCHOOL.**

## **8. Recruitment – safer recruitment – and conduct of staff**

Reference should be made to the schools recruitment policy, which can be found on the school website. In order to ensure that children are protected whilst at this School, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised.

Finborough School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the statutory child protection checks before starting work. All volunteers and adult (over 16) members of staff families who live on site are also vetted. We refer to DfE guidance September 2020 'Keeping Children Safe In Education' (KCSIE), which replaces 'Safeguarding Children and Safer Recruitment in Education' (SCSRE) 2006.

### **Conduct of staff**

The School has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children.

In their personal dealings with pupils all staff must observe the following guidelines:

- Pupils must not be taken into private areas of the School, particularly not into staff accommodation areas. Exceptions to this require written permission from senior management, and at least two members of staff to be present.
- Staff should avoid circumstances in which they are working alone with a student in a location that is not openly accessed by others or is cut off from the view of others.
- Staff should only transport students in their private cars if:
  - They have permission to do so from parents or SLT
  - They have the required insurance
- Relationships of an intimate nature between staff and employees in a position of authority and any student, of whatever age and including students aged 16 to 18, are absolutely forbidden and would constitute both gross misconduct and be a criminal offence under the provisions of the Sexual Offences Act 2003. In this case 'intimate nature' includes any kind of sexual relationship but it also includes inappropriate signs of intimate affection such as kissing and touching. It is also an offence for any employee or person in a position of responsibility to groom a student of whatever age for the purpose of pursuing a sexual or inappropriate relationship. Staff should never arrange to meet students outside school hours or school duties.
- Staff should not give students personal contact details such as personal mobile phone numbers, and staff should not keep the personal contact details of students. Staff should not disclose inappropriate personal details to students by any means. Staff should not contact students via their personal phone or email. If staff have student contact details – such as student mobile phone numbers when leading a residential trip – such information should be destroyed after the event/trip.
- It is not appropriate for staff to engage with students via social media such as Twitter and Facebook. It is only appropriate for students to contact staff via official school email addresses or websites.
- Social occasions involving pupils in School should always be in a "public" area. Private discussions with a pupil should be conducted in an "official" location (an office, the surgery, a classroom; not in a dormitory or staff living room).
- It is one of the primary aims of school discipline to ensure that undue violence or pressure (bullying)

does not occur significantly or without check among pupils. Staff should be vigilant to ensure that no pupil is being unduly distressed by the aggression of others. (see **APPENDIX 3** for procedure for dealing with abuse by one or more pupils against another pupil).

- All members of staff in School, whether "on duty" or not, should be alert to pupils' needs and receptive to any approach from a pupil with a complaint or problem. All staff should be alert to incidents of cultural or gender stereotyping and take action against it where it occurs. All staff are obliged through their own personal example and behaviour to discourage any stereotyping culture.
- All boarding staff have a responsibility to ensure that students have free and unmonitored contact information relating to students and their families. Staff must especially take care not to inadvertently disclose information about student medical conditions or learning support needs to other students.
- All members of staff must understand that allegations that they have assaulted a child or placed a child at risk of harm will be dealt with through a multi-agency forum, involving the Police and Children's Services.

### **Physical contact and restraint of pupils**

The School does not sanction any form of corporal punishment. The use of violence, including violent or unwarrantable threatening language, against pupils is to be scrupulously avoided. Members of staff may have to make physical interventions with children using minimum and reasonable force. Members of staff should only do this where:

- It is necessary to protect the child, or another person, from immediate danger, or
- Where the member of staff has received suitable training

Reasonable force includes blocking, standing in the path of or separating individuals. It includes guiding – for example by the arm or restraining such as restricting arms or legs.

The school will always seek to anticipate potential issues relating to children with specific conditions, disabilities or SEN and seek to minimise and manage any risk that could lead to behaviours that may require physical contact or restraint.

All incidents that involve any use of restraint or force of any kind must be fully investigated by the Head Teacher recorded and documented.

### **9. Use of camera and imaging in EYFS**

Mobile phones and cameras should not be used in the EYFS setting without permission from the Head of Prep School. In order to prevent allegations of inappropriate activities, staff may not store images of pupils on personal devices. Any images taken on personal devices must be downloaded to school systems as soon as is reasonably possible and the personal copy permanently removed.

## **APPENDIX 1: SIGNS AND SYMPTOMS OF ABUSE**

### **Signs of physical abuse**

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries or delay in reporting them
- Admitting to punishment that appears to be excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered during hot weather
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others
- Running away
- Giving a child harmful substance, inappropriate drugs and alcohol
- Withdrawal
- Unexplained absences/lateness

### **Signs of emotional and verbal abuse**

- Physical, mental and emotional development lags behind that of others of a similar age
- Admitting to punishment that appears excessive
- Over-reaction to mistakes
- Continued self-deprecation
- Low self-esteem
- Sudden speech disorders
- Significant decline in concentration
- Socio-emotional maturity
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (rocking, hair twisting, thumb sucking, head banging)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Running away
- Compulsive stealing, scavenging
- Indiscriminate friendliness

### **Signs of neglect Physical**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation

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- Frequent lateness or non attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- No social/poor peer relationships
- Running away
- Compulsive stealing or scavenging

### **Signs of non-organic failure to thrive**

- Significant lack of growth
- Weight loss
- Height loss
- Hair loss
- Poor skin or muscle tone
- Circulatory disorders

### **Sexual Abuse**

Not all children are able to tell parents that they have been assaulted, but changes in behaviour may indicate that they have been abused. They may be troubled and staff should look out for changes in usual behaviour by considering the combination, frequency and duration of signs that will alert them to a potential problem. It is important to note that in sexual assault there may be well no physical or behavioural signs.

### **Signs of sexual abuse Behavioural**

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Fear of a particular individual
- Tendency to cling or need constant reassurance
- Tendency to cry easily
- Low self-esteem
- Drug, alcohol or solvent abuse
- Regression to younger behaviour (thumb-sucking, acting like a baby)
- Distrust of familiar adults
- Overfamiliarity with adults
- Unexplained gifts (money or kind)
- Depression or withdrawal or apparent secrecy
- Wetting, day or night
- Psychosomatic factors e.g. recurring headache or abdominal pain
- Fear of undressing for PE, Games and in the boarding house
- Fear of bathrooms, showers or closed doors
- Fear of medical examinations
- Phobias or panic attacks
- Running away from home

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- Girls taking over the mothering role
- Stealing

### **Signs of sexual abuse physical/medical**

- Sleep disturbances/nightmares
  - Complaints of genital itching or pain, unexplained bleeding from rectum
  - Bruises, scratches, bite marks to the thighs or genital areas
  - Pain on passing urine or recurrent urinary infection
  - Stained underwear
  - Eating disorder anorexia nervosa/bulimia
  - Unexplained pregnancy/reluctance to name the father
  - Venereal disease, sexually transmitted diseases
  - Soiling or wetting in children who have been trained
  - Self-mutilation/suicide attempts
- The above lists are not definitive or exhaustive. Refer also to the Suffolk Safeguarding Board Guidelines for further signs abuse.

### **Signs of Criminal Exploitation (County Lines)**

- Frequent unexplained absence from school
- Unusual association with older people or older young adults
- Secretive and evasive manner and behaviour – including in relation to communication devices.
- Unexplained wealth or gifts
- Stress, anxiety, withdrawn.

### **Grooming**

A child that is the being groomed either for sexual exploitation or for criminal exploitation may display some of these signs:

- Anxiety, stress, withdrawn
- Suddenly acquire new friends and behave in an unusual and unexpected manner
- Act in a secretive and evasive manner – including being evasive and secretive in relation to communication devices.
- Suddenly seek to avoid the company of some individuals
- Unexplained gifts or sudden acquisition of wealth

## **APPENDIX 2: Issues of mental health and well being including anxiety, low esteem, eating disorders and self harm**

### **Self-harm and responding to self-harm**

#### **What is 'Self-harm'?**

- A deliberate act that causes harm to the individual
- Self injury or self poisoning
- Knowingly entering or remaining in a relationship that is harmful
- Actions may range from scratching, cutting, over dosing and self-poisoning, punching walls or objects, banging heads, self-scalding. It could include deliberate behaviour to encourage ill health.
- At the extreme there may be a risk of suicide or self-harm that can lead to serious injury or death. Most cases will not be this extreme, but those who do self-harm are statistically at higher risk of suicide.

#### **What are the signs of self-harm?**

There are many potential 'signs' but we are often alerted by direct observation or indirectly via concerned friends or relatives.

- Wearing long sleeves or trousers even when very warm
- Keeping or trying to obtain sharp objects or substances that could be used for self-harm
- Seeming to be very 'down', distracted, distanced or introverted.

#### **Why do young people self-harm?**

There are many possible reasons. It is important **not to assume that it is merely some form of attention seeking or manipulative behaviour.**

- To externalise some form of trauma or anxiety
- Self-harming can give a sense of control – a way of managing tension or stress.
- As a reaction to poor levels of self-esteem
- As a response to anxiety caused by family splits or relationship issues.
- As a response to bullying
- As a response to depression and anxiety
- It can be an addictive behaviour
- Sometimes individuals will experiment with self-harm to see if it makes them feel less depressed, anxious or stressed.

#### **How to respond to self-harm and what to do**

If a young person discloses to you that they are self-harming;

- Do listen and stay calm. Try to make notes as soon as you can and try to record exactly the words used by the young person
- Don't give the impression of being angry or impatient and DO NOT threaten in any way.
- Don't simply tell them to stop or 'pull themselves together' – this will merely antagonise and achieve nothing.

- Do seek clarification using open questions to ensure that the young person is not at immediate risk;
  - Do you need any medical help now?
  - What did you do and when?
  - Does anyone else know or have you told anyone else about this?
  - How are you coping now?
  - Is there anything you do that helps you avoid self-harming again?
- Tell the young person who you will need to talk to about this (normally the DSL and the boarding house parents if they are a boarding student) and when you will talk to them. Don't promise total confidentiality but do promise only to discuss with those you absolutely have to.
- Ask the young person if they are OK to carry on with the normal school routine. If they do not feel up to this then direct them to a public area that is quiet and where they can be safe.
- If the young person was accompanied by other young persons or was observed self-harming by others, ensure that they are OK and reassure them. Include the names of any witnesses in both your verbal and written reports to the DSL or house master/mistress or head or assistant head.
- Inform the DSL immediately – or the boarding house master or mistress. If the DSL is not on site then inform the Head or Pastoral Assistant Head. If the boarding house master/mistress is not on site ensure you inform the staff on duty.
- Write down and sign and date your best recollection of the conversation and give to the DSL on paper or by email as soon as you can. If a boarding student is involved send the note or email to both the DSL and boarding house master/mistress.

### Dealing with a self-harm case

Response will depend on the nature and potential severity of the case. We may broadly define three 'types' of case:

1. Those presenting an immediate risk of serious harm of a potentially life threatening nature. This type of case requires immediate referral to the emergency services.
2. Those who may not present an immediate risk of serious harm but whose mental state is such that they are unable to maintain self-control or engage with normal routine and who continue to pose a potential threat to themselves and the well-being of potential witnesses. This type of case will need referring and parents will normally be asked to look after their child at home.
3. Those who have self-harmed but are not at immediate risk and are able to remain calm and in control and consequently able to engage with normal school routine.

The DSL or house master/mistress (or head or assistant head) will respond as follows:

#### Type 1 cases

If there is a serious concern for the immediate safety of a self-harming student or seen to be any risk of suicide then **emergency services** should be contacted via **999**. Parents will be informed after the emergency services have been called.

- In such a case priority should be given to making the young person safe and under constant observation until the emergency services arrive.

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- After the young person has been taken into the care of the emergency services the DSL or house master/mistress or head or assistant head, should inform the **Access and Assessment Mental Health Team on 03001231334**.
- Keep parents fully informed.

### **Type 2 cases**

- If there is no immediate concern of serious harm, but there are serious concerns about mental well-being and state of mind, and, if after a period of time, the young person still seems to be unable to cope with or respond to normal routine (Type 2 above), then call the **Access and Assessment Mental Health Team on 03001231334** to inform and seek advice. Inform parents of the action.
- If the young person concerned does not seem to calm and continues to represent a threat of further self harm – especially if this is something that could be witnessed by and adversely affect other students – then the parents of that young person will be contacted to decide collaboratively on the best next steps. Parents would be advised to keep contact with the **Access and Assessment Mental Health Team on 03001231334** or the **local Integrated Delivery Team, Mental Health** or to **contact their GP**.

### **Type 3 cases**

- If the young person has calmed and seems able to cope with normal routine (Type 3 above) then they should return to that routine.
- As a policy we will always inform parents of incidents of self-harm unless there is a concern that in doing so we may place the young person at risk.
- If the young person is open to receiving assistance and grants permission and if parents are supportive, we can then:
  - Contact **the local Integrated Delivery Team, Mental Health** on 01449 618126 for advice
  - Encourage young person and parents to contact their GP
  - Contact a counselor to make an initial appointment with the young person
- If the young person is not open to assistance and does not grant permission to contact others then we would encourage parents to contact their GP. We can also informally, and without naming names, seek advice from local **Integrated Delivery Team, Mental Health** on 01449 618126.
- The school matron should be informed and consulted.
- Any other young people who may have witnessed self-harming should be spoken to by the DSL, matron or house master/mistress or assistant head to ensure that they are OK and to reassure them. Parents of such students should be informed but the school should not refer by name to any other students.

## **Eating Disorders and responding to eating disorders**

### **What is an eating disorder?**

There are a wide range of conditions and issues that fall within the broad definition of eating disorder. They can have physical, psychological and social consequences.

- The most extreme form can be Anorexia Nervosa – deliberate starving sometimes combined with excessive exercise.
- Bulimia – when a person seeks to control weight or mood by binge eating and making themselves deliberately sick. This condition may also be combined with the excessive use of laxatives

- Binge-eating –a compulsion to regularly eat excessive amounts
- EDNOS – ‘eating disorder not otherwise specified’ is a diagnosis of some type of eating disorder that does not entirely conform to the three conditions set out above.
- At a lower level we may observe occasional binge eating – often as a form of comfort – or irregular or odd eating patterns. We may be generally concerned that a student seems to be either under weight or over weight as a result of eating patterns.

### **How do you recognise it?**

- Mostly this is through observation of weight or eating habits
- Evidence of someone deliberately making themselves sick or if they seem to possess an unusual supply of laxatives.
- Often the friends or family of the young person may raise a concern.

### **Why do young people have eating disorders?**

- The cause may be related to a trauma of some kind – physical or psychological
- It can be an indication of depression, anxiety or stress
- It can result from social pressures and family problems such as separation or divorce.
- It can be a reaction to bullying or exclusion
- It can indicate low self-esteem or lack of confidence.

### **How to respond to a suspected eating disorder and what to do**

- If you observe something that causes you to be concerned then inform the DSL or the head/assistant head. If the student is a boarding student you should also inform the house master/mistress. Inform verbally but do also put your concerns and reasons in writing or an email, signed and dated, as soon as you can.
- If a student comes to you and discloses an eating disorder, or discloses a concern about another student, then please follow this guide:
  - Stay calm and reassure
  - Ask open questions for clarification if necessary
  - Do not promise total confidentiality but do promise to tell only those who absolutely need to know.
  - Tell the student who you will be informing, why and when.
  - Ensure that the student is OK and if necessary keep the student under observation in a safe but public place.
  - Speak to the DSL or head/assistant head or house master/mistress, as soon as you can.

### **Dealing with an Eating Disorder**

- The DSL or head/assistant, or house master/mistress should treat all such concerns seriously – if it is Anorexia or Bulimia, they are serious illnesses that require professional medical response.
- Parents must be informed and advised of the need to seek a GP consultation.
- Further advice can be obtained by contacting the **Access and Assessment Mental Health Team on 03001231334, or the Integrated Delivery Team, Mental Health on 01449 618126**
- Any students who brought this concern to the attention of staff or who were witnesses to any of the symptoms should be spoken to and reassured by the DSL, head or assistant head.

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- The school matron should be informed and consulted – she may well have some useful prior knowledge.

**Mental Health and well being**

The guidance supplied in ' Mental Health and behaviour, advice for schools' (DFE March 2016) is very valuable.

The advice stresses the following key points.

- The need for the provision of information and advice to key staff – DSLs and SENCO in particular
- The importance of promoting *resilience* and self-confidence and self-esteem through our ethos, behaviour policies, curriculum and PSHE and staff training and awareness.
- The importance of working closely with parents and outside agencies when a pupils is suffering from anxiety and mental health issues.
- The importance of using appropriate counseling services when possible.
- The need to be aware of local procedures, help lines and organisations within Suffolk.

The key contact within Suffolk is:

**Access and Assessment Mental Health Team – local area integrated delivery team**

**(formally CAMHS) 0300 123 1334**

**Advice and referral for concerns about child mental health issues and self-harming**

### **APPENDIX 3: Peer to peer abuse CONCERN OF ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER**

#### **The nature and signs of children abusing other children**

Other children may be responsible for abusing another child or children. This abuse may be Physical, Sexual, Emotional/Psychological and may occur in school, out of school and online via social media. It may take the form of:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment such as sexual comments, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm. **It is a criminal offence. Anyone of any gender can be a victim.**
- Sexting (also known as youth produces sexual imagery)
- Initiation/hazing type violence and rituals.

A bullying incident should 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 or seriously undermine a child's well being and mental state.

It is important to be aware of those children who may be particularly vulnerable to abuse by other children. Those especially vulnerable may include children:

- with learning difficulties
- with physical disabilities
- with emotional or behavioural difficulties
- displaying signs of anxiety or depression

Child on child abuse may occur singularly or it may occur in groups. The nature of the abuse may not be immediately evident and this will be especially true if the abuse is in the form of subtle social bullying and exclusion. Staff should also be aware that the victims of such abuse may be reluctant to report it out of fear of appearing to be a 'snitch' and therefore run the risk of further alienation and exclusion. It is important to keep in mind that the perpetrators will also need to be safeguarded in terms of dealing with behaviours and attitudes that are damaging to them as well as to their victims. It may be the case that action will be required in relation to a group of children as well as action aimed at individual children.

#### **Action to be taken when there is a concern about child on child abuse.**

The safety and the well-being of the victim(s) is paramount and therefore the first priority is to ensure the safety of victims – physical safety or emotional well-being – and minimise the possibility of further abuse. The school anti bullying and behaviour policies will deal with the vast majority of issues arising between children in the School and in most cases the procedures outlined in those policies will suffice.

However, there may be cases where the serious nature of the abuse, or the persistent and prolonged nature of the abuse requires further intervention or the involvement of other agencies. Such cases may include:

- Serious assault
- Sexual assault
- Grooming' for sexual exploitation
- The supply of illegal substances
- Intimidation – physical, social or psychological – especially if accompanied by threats
- Prolonged bullying or exclusion – in school, out of school or online – designed to degrade or humiliate
- Peer pressure being used to encourage behaviour such as hazing that is dangerous or damaging to individuals or groups.

Cases requiring immediate referral to Children's Social Care Services Any concern that a child may be in danger of serious harm from others or self-harm – physical or emotional – must be referred to Children's Social Care Services via the Customer First number 0808 800 4005.

In cases involving concern relating to serious assault, sexual assault, grooming, supply of illegal substances or intimidation aimed at encouraging illegal or dangerous/damaging behaviour, then immediate referral should be made to Children's Social Care Services using the Customer First contact number given above.

The victims of such abuse must be made safe from further potential harm by placing them in the care of a member of the senior management team – normally the Head of Prep for children of prep school age, or the Head of Senior School for those of senior age.

Normally parents or guardians of both victims and perpetrators would be contacted immediately by telephone to be informed of the issues and the action taken. The only exception to this would be if there was a concern that any particular parent or guardian may be involved in any element of the abuse. Those who are suspected of being abusers in these cases may be removed from School or placed under directly supervised internal exclusion within the School. The best interests of victims or the instructions of external agencies will largely determine the precise action taken.

### **Cases requiring special action within school and possible intervention by Children's Social Care Services**

If the nature of the concern is serious but it is not felt that there is immediate danger to the physical or emotional well-being of the victim, then the school will initiate a more intensive series of interventions designed to safeguard victims, deal effectively with perpetrators and resolve conflict. Such concerns are most likely to be social bullying and exclusion. This is often a complex issue involving many students and it can often be the case that children are at various times both victims and perpetrators.

The principles set out in the anti-bullying policy apply here but in addition there may be a need for:

- Closer and regular monitoring
- The involvement of parents
- Special staff briefings to ensure all staff are aware of the issues and what action is required
- The use of mentors and advisors for particular children or groups of children – both victims and

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perpetrators

- The use of monitored peer mentoring
- The use of professional counsellors – to assist with equipping children with strategies
- The application of internal exclusion, fixed term external exclusion and permanent exclusion

All actions taken and interventions must be recorded and dated. If serious issues persist and are not resolved, and it is felt that there is a serious threat to the well-being or health of any individual or group of individuals, then referral must be made to Children's Social Services.

## **APPENDIX 4: ADVICE AND INFORMATION RELATING TO CHILD SEXUAL EXPLOITATION, FEMALE GENITAL MUTILATION, PREVENTING RADICALISATION, 'honour based abuse' AND OTHER SPECIFIC CONCERNS**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk)

Finborough School can also access broad government guidance on the issues listed below via the gov.uk website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- so called 'honour crimes'
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking
- Child criminal exploitation – including 'County Lines'
- Domestic abuse

### **Further information on Child Sexual Exploitation and Female Genital Mutilation**

**Child sexual exploitation (CSE):** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Female Genital Mutilation (FGM):** professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk

to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. **A list of risk factors can also be found in Appendix B of 'Multi Agency statutory guidance on female genital mutilation' April 2016.** Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

From October 2015 there is an additional mandatory requirement (Section 74 Serious Crimes Act, 2015) for schools to report any concerns relating to possible FGM to the police (See KCSIE September 2020, Annex A). Any staff with evidence that suggests FGM has actually taken place should themselves contact the police (dial 101) in addition to informing the DSL.

As from April 2016 there is new statutory guidance 'Multi Agency statutory guidance on female genital mutilation.' Annex D and D2 – most especially D2.11 - of this guidance is of greatest relevance to schools. The guidance reminds schools of the statutory obligation to refer concerns, provides a broader list of 'risk factors', clarifies the reporting of those who have actually suffered FGM and those who are at risk from it, and emphasizes the need to ensure staff have appropriate awareness training and that students have awareness via appropriate PSHE.

### **'Honour Based Abuse'**

This relates to physical or emotional abuse perpetrated by those who believe that the victim has in some way broken a cultural or religious 'code of honour'. Any abuse of this nature is a crime and considerations of religion or culture should never prevent action from being taken or referrals being made. Students considered at risk require especially vigilant monitoring.

**There is a specific Honour Violence Helpline on 0800 599 9247**

### **Preventing Radicalisation**

The school and staff have a 'duty of due regard' (sec 26 Counter Terrorism and Security Act, 2015) to take appropriate steps to prevent the radicalisation of students or their exposure to ideologies that might tend towards radicalisation, in support of terrorism, acts of terrorism or the joining of terrorist groups. The school policy will take due account of the additional guidance on *Prevent* issued by the Home Office in April 2016. This guidance clarifies the need to ensure that policy takes local procedures and cultural/demographic circumstances into consideration when providing guidance and training for staff.

The proprietor/principal together with the Head Teacher will ensure that staff have 'Prevent Awareness' to detect and respond to signs of radicalisation. The DSLs will have 'Prevent Awareness' training as part of their two yearly training sessions. All staff are made aware of the procedures followed within Suffolk and the responsibilities of the Suffolk Channel Panel. **Channel is a voluntary support programmes.** All staff must complete the 'Police College' online 'Radicalization Awareness training at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

Staff are required to inform the DSL of any concerns they may have in relation to possible radicalisation of children. The DSL will treat this as a potential child abuse and follow the procedures outlined in **Appendix 5** below.

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**Criminal Exploitation of children and ‘county lines’**

Police are reporting an increase in exploitation of children by organised criminals using them as carriers for moving drugs, money and items. This is known as ‘county lines’ exploitation. Criminals groom children for these roles and do so using either threat or inducement. This activity can have a terrible impact on children, put them in danger, expose them to drugs and other forms of exploitation and seriously interfere with their educational and personal development.

Signs of such exploitation may well be similar to the signs for CSE but will also likely include long absences or regular unexplained absence from school and a reluctance to be honest about the reasons for such absences. Any concerns of this nature should be reported to children’s social services and the police. There is a useful Home Office guide, *‘Criminal exploitation of Children and County Lines’*, July 2017.

## **APPENDIX 5: PROCEDURES IN THE EVENT OF A CHILD PROTECTION OR SAFEGUARDING CASE (DSL)**

Any child protection concern-child at risk-will be reported at once to the local authority (see below) and any necessary agency in accordance with section 47.

Any well-being issue would be referred as a child in need referral in accordance with Section 17 of the Children Act 2004.

On obtaining initial information the DSL will decide to do one or more of the following:

- Immediate referral to the Children's Social Care Services by calling Customer First Telephone: 0808 800 4005 and/or the Police
- Take steps to secure safety of any at risk child or children
- Further initial information gathering
- Contact parents
- Contact the Multi Agency Safeguarding Hub (MASH) professional consultation line (0345 606 1499) for general advice.
- With the permission of the parents/guardians and the child (if over 12 years old) make an application via the Social Care or Early Help Teams on 01449 745155 for a CAF/ART (Common Assessment Framework or Assessment, Referral and Thresholds) assessment to identify and access additional services and help to improve outcomes for children where there is a well-being issue.
- Depending on the nature of the referral parents consent is not always required when contacting statutory agencies.
- Make a subsequent referral to Children's Social Care Services or Police
- Take appropriate disciplinary action within the normal school disciplinary policy

### **Cases requiring referral to Children's Social Care Services and/ or the Police include:**

- Alleged or suspected serious assaults occasioning actual bodily harm. Assault with knives, firearms or other instrument likely to cause serious injury and including female genital mutilation.
- Alleged or suspected sexual assault including rape, attempted rape, indecent assault, threatened sexual violence
- Suspected grooming of children in preparation for abuse - including 'on line' grooming.
- Suspected cases of radicalisation for terrorist activities or encouragement to pursue ideologies that may lead to such radicalisation.
- The use, supply or sale of Category A drugs such as heroin, cocaine, LSD etc
- Extreme cases of physical, verbal or organised bullying, including cyber bullying, that have not been solved within the school, and which leave the health and well being of pupils at risk
- Extreme cases of extortion or blackmail
- Intimidation or threat from individuals or groups outside the authority of the school
- Suspected physical abuse of children at home or by third parties – including female genital mutilation
- Suspected cases of neglect or emotional abuse (including emotional abuse via cyberbullying)

Once suspicion of any kind of abuse is established referrals will be made without delay on the same day that the suspicion is confirmed.

When dealing with a case the DSL will follow a checklist designed to ensure that the requirements of

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the pupils, parents and outside agencies are met. Will refer to Working Together 2018 and 'What to do if you are worried a child is being abused.'

Whether a particular case should be referred and the timing of any referral, is normally decided by the DSL. In the event of no DSL being available please follow the following procedure:

- Gather information
- Discuss with most senior available member of staff
- Record all actions taken.
- After a referral is made all investigations become the business of Social Services children social care. However, the school will continue to be responsible for:
  - Securing the safety and well-being of children (be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 2004, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments)
  - Providing for boarding pupils any required medical services via matron, house parents or the doctor
  - Co-operation with children services in making their enquiries.
  - The Head Teacher and Senior Leadership Team retain the sole right to decide on suspensions or expulsions regardless of any action taken by an outside investigating agency.

## **Consent**

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals.

Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

## APPENDIX 6: ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF IN LINE WITH PART 4 OF KCSIE 2018, SECTIONS 184 to 234

### Duties as an employer and an employee

211. This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in the School has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

212. This part of the guidance relates to members of staff who are currently working in the School of whether the School is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

213. As an employer has a duty of care to their employees, effective support will be provided for anyone facing an allegation such as the employee will be provided with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a School or college is dealt with very 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.

### Initial considerations

218. The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

219. Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Local Authority Designated Officer (LADO) should be informed (on 0300 123 2044 or email [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)) of all allegations that come to the School's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

220. The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The

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term, therefore, does not imply guilt or innocence.

- **Unfounded:** to reflect cases where there is no evidence or proper basis which support the allegation being made.

221. In the first instance, The Head Teacher (the 'case manager' unless the allegation is against the Head Teacher, in which case the Proprietor/Principal will be the 'case manager') will immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

222. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

223. The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see further information on suspension which follows).

224. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with Working Together to Safeguard Children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

225. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the case manager. In those circumstances, the options open to the School depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

226. In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school staff.

227. However, in other circumstances, such as lack of appropriate resource within the School, or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained schools and colleges can buy in from the authority. It is important that local authorities ensure that the School has access to an affordable facility for independent investigation where that is appropriate.

### **Supporting those involved**

228. Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

229. The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

**230.** Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence .

**(In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 2018, the law of confidence and, where relevant, the Human Rights Act 1998. 46 Carried out by the National College for Teaching and Leadership).**

231. Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002 (see below). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

232. In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

### **Confidentiality**

233. It is extremely important that when an allegation is made, the School makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of

any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the School (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State **carried out by the Teaching Regulation Agency**, or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

234 The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

235. In accordance with the **Authorised Professional Practise** the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted).

236. The case manager should take advice from the LADO, police and children’s social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if and when it should arise.

## **Managing the situation and exit arrangements**

### **Resignations and ‘settlement/compromise agreements’**

237. If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met – see paragraphs **179-180** of KCSIE, September 2020. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the School from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the School would not be complying with its legal duty to make the referral.

238. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the

information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

239. Settlement/compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

### **Record keeping**

240. Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

241-2. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

**243.** The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention. **(Information Commissioners Office – Guidance on employment records in its Employment Practices Code and supplementary guidance)**

### **References**

244. Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

### **Timescales**

245. It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

246. For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation

does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

### **Oversight and monitoring**

247. The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The LADO will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

248. Police forces should also identify officers who will be responsible for:

- liaising with the LADO;
- taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution.

249. If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

### **Suspension**

250. The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

251. Suspension should be considered only in a case where there is cause to suspect a child or other children at the School is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. In cases where the school or college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the School it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

252. The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be

resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school or college so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or work for the local authority or academy trust.

253. These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

254. If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

255. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

256. Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Proprietor/Principal of the School and the Head Teacher. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school or college consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

### **Information sharing**

257. In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

258. Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to

share relevant information without delay at the conclusion of their investigation or any court case.

259. Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

### **Specific actions**

#### **Following a criminal investigation or a prosecution**

260. The police should inform the employer and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

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

261. If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of inclusion on the barred lists is required;<sup>48</sup> and in the case of a member of teaching staff whether to refer the matter to the DFE to consider prohibiting the individual from teaching.

**262. There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. See paragraph 179 KCSIE September 2020.**

263. Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the School.

#### **In respect of malicious or unsubstantiated allegations**

264. If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head Teacher (or the Principal/Proprietor if the allegation was made against the Head Teacher) should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

#### **Learning lessons**

265. At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the Schools procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

**Further information**

266. See the College of Policing: Engagement, Communication and Media relations.

## APPENDIX 7: SPECIAL CIRCUMSTANCES

### Boarding schools

1. Children may be particularly vulnerable in residential settings. In reflection of that, there are additional requirements for boarding schools. These are set out in National Minimum Standards (NMS) for Boarding Schools. April 2015. Finborough School monitors its policies and procedures that relate to boarding in order to comply with these NMS for Boarding. All staff at Finborough undergo Child Protection training and those who work with the boarding houses undergo an induction process to make them aware of be alert for signs of abuse in a residential setting and work closely with the host local authority and, where relevant, any local authorities that have placed their children there. The relevant guidance for independent boarding schools is on gov.uk and the relevant link is listed below: <https://www.gov.uk/government/publications/boarding-schools-national-minimum-standards> Boarders are given an information leaflet, which is also available in the boarding houses entitled 'Who Can Help?' which lists staff they can turn to if they have any problems or concerns. This list includes an Independent Listener, the Head of Boarding, Boarding House Tutor, Deputy Head, School Medical Staff, External Counsellor, Head Teacher, or any member of staff to whom you feel you can relate.
2. No children at Finborough School live with host families.
3. In the case of any school trip where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements could amount to "private fostering" under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. The following paragraphs are not intended to be a comprehensive guide to all the circumstances in which private fostering may arise, but only to those situations which might arise for the School, through the normal course of their activities in promoting learning activities for children.
4. Where the child is under the age of 18 and the person who provides the care and accommodation is paid to provide that arrangement, or the arrangement is not made by the child's family, the private fostering arrangement could amount to regulated activity for the purposes of the Safeguarding Vulnerable Groups Act 2006 regardless of the duration of the arrangement **50**. If the School is responsible for making the arrangement, and has the power to terminate the arrangement, then it could be the regulated activity provider. If the arrangement is made by a third party, such as a language school, and that third party has the power to terminate the arrangement, then the third party is the regulated activity provider.  
  
A regulated activity provider will be committing an offence if they knowingly allow a person to carry out a regulated activity whilst barred **51**. Where the School is the regulated activity provider, it should request a DBS Certificate with barred list check.
5. Where the School has not been involved in making the arrangement but a member of staff or volunteer at the School becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the designated senior person for child protection. The School should notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.
6. A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 **52** and under the Safeguarding Vulnerable Groups Act 2006 **53** if they privately foster a child. If the School has any reason to believe that the third party is failing to undertake a

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statutory duty they should notify the police.

7. The School is aware that in making any arrangements for their children to stay with families overseas, the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way in this country when children stay abroad. The 40 Schools should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, the Schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

## **APPENDIX 8: ADDITIONAL INFORMATION**

This policy should be read in conjunction with the School's policies on:

- Sanctions
- Health & Safety
- First Aid
- Anti-bullying
- Equal Opportunities
- Restraint of Pupils
- Special Educational Needs Policy
- E Safety Policy
- **Covid 19 Policy**

## **USEFUL CONTACT NUMBERS**

### **Suffolk Child Protection and Safeguarding 2019/20**

#### **Services and key contacts**

#### **Local Safeguarding Children Board**

Useful website <http://www.suffolkscb.org.uk> containing advice, guidance on policies and other links.

The board has statutory oversight of safeguarding and child protection arrangements in county. It conducts regular reviews and serious case reviews.

LSCB manager is **Tracey Murphy**

[Tracey.Murphy@suffolk.gov.uk](mailto:Tracey.Murphy@suffolk.gov.uk) 01473 264172

Sarah Dunne is Support Coordinator at the LSCB, [sarah.dunne@suffolk.gov.uk](mailto:sarah.dunne@suffolk.gov.uk) 01473 216853

#### **Local Authority Designated Officer – LADO**

The responsible person to whom all allegations made against those who work with, or are in a position of trust over, children or young people should be sent.

As of March 2015 there is now one point of contact for the LADO – although there are 3 LADOs – one for each part of Suffolk.

New single contact number is 03001232044

[LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)

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Dian Campbell and Rennie Everett

### **Customer First**

Normally this would be the first point of contact for a referral if someone in the school had a concern about the safety or well being of a child or young person.

08088004005

[customer.first@suffolk.gov.uk](mailto:customer.first@suffolk.gov.uk)

### **Multi Agency Safeguarding Hub (MASH) Team**

Once a referral has been made – either via Customer First or LADO – the MASH Team will take over the case. It is a multi-agency team and may include social workers, NHS, police and other agencies.

### **MASH Professional Consultation Line:**

NOT A REFERRAL POINT – but a service for DSLs or similar to seek advice or to discuss a possible referral informally before a formal referral.

0345 6061499

### **Suffolk Central Children’s Social Care and Family Early Help Teams**

Based in Stowmarket this is the centre where assigned social workers are likely to be based and it is where the Family Support Practitioners who get involved in CAF (as of October 2016 Assessment Referral and Thresholds – ART) 01449 745155

### **Safeguarding Learning and Quality Assurance (SLQA)**

They provide in County multi-agency training and advice. They will review policies and procedures and act as a ‘critical friend’ for schools.

They provide training – both face to face and online for all levels including training for DSLs.

Lorna Jackson is the Professional advisor who will act as a ‘critical friend’ on policy, data handling, storage and usage and general process review.

Endeavour House, 8 Russell Road, Ipswich, Suffolk IP1 2BX

0300 123 1420 [services@schoolschoice.org](mailto:services@schoolschoice.org)

Bev Clark is the Safeguarding Training Officer 01473 264189.

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**The Emotional Wellbeing Hub:** Access and Assessment Service for 0-25-year olds, providing a simple process for professionals, families and young people to make a referral or get advice about wellbeing and mental health services. 0345 600 2090.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=Nh2oJw7Qq4I>

**Wellbeing Suffolk:** Provide a range of support for people with common mental health and emotional issues, such as low mood, depression or stress. 0300 123 1503

<https://www.wellbeingnands.co.uk>

**The Source:** Information and advice for young people in Suffolk. <http://www.thesource.me.uk/>

**Prevent Responsibility:** Any concerns that a child is vulnerable to or is being subject to radicalisation. Prevent Helpline and access for Channel: 020 73407260

**Educational Psychologist Helpline:** Central Suffolk – Monday 1.30-4.00pm only. 01473 264700; 01473 265743

**School's Choice:** Training and courses – Bev Clark – 01473264189

- Schools' Choice General enquiries
- [services@schoolschoice.org](mailto:services@schoolschoice.org)
- 0300 123 1420

## **APPENDIX 9: LEGISLATION**

This Policy takes into account the legislation guidance below;

### **Education**

- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Further Education (Providers of Education) (England) (Regulations) 2006
- The Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007 as amended by SI 2010/1919, SI 2012/ 1201, SI 2012/1825, SI 2012/3158
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- The Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962
- The Education (Non-Maintained Special Schools) (England) Regulations 2011

### **Police**

- Police Act 1997
- The Police Act 1997 (Criminal Records) Regulations 2002, as amended
- The Police Act 1997 (Criminal Records) (No 2) Regulations 2009, as amended

### **Other**

- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Equality Act 2010
- The Common Law Duty of Care
- The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended
- Serious Crime Act, 2015
- Counter Terrorism and Security Act, 2015
- Sexual Offences Act, 2003

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**Updated Reviewed Approved**

S. Clark, Head Teacher

R Bridgeman DSL Prep School; DSL Whole School

Barry Collins DDSI Senior. School

Graham Drury DDSL Prep School

J. Sinclair, Principal

L. Sinclair, HR Director

August 2020

Next Review due August 2020 or if there are changes or updates to current guidelines, advice or regulations.