



Chase Grammar School

Safeguarding Policy

(including the EYFS, Lyncroft House Prep School and Boarding)

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This policy has been reviewed and approved by the Principal and a member of the Board of Directors.

1. Safeguarding Officers

The Designated Safeguarding Lead (DSL) in this school is:

Mr Michael Hartland (Vice Principal)

E: mh@chasegrammar.com

T: 01543 501800

The Deputy Designated Safeguarding Lead(s) with responsibility for Senior School is:

Mrs Moira Simpson (Senior Tutor)

E: mes@chasegrammar.com

T: 01543 501814

The Deputy Designated Safeguarding Lead(s) with responsibility for Prep School is:

Mr Ian Sterling (Head of Prep)

E: is@chasegrammar.com

T: 01543 501824

The Deputy Designated Safeguarding Lead with responsibility for Boarding in this school is:

Mr Trevor Mayhew (Head of Boarding)

E: tpm@chasegrammar.com

T: 01543 501819

The Nominated Proprietor for Safeguarding is:

Mrs Tong Zhou (Director)

E: tong@chasegrammar.com

advised by Professor Pat Preedy

The Chair of the Advisory Committee is:

Prof Pat Preedy

E: professorpreedy@gmail.com

The Head of School is:

Dr Paul Silverwood (Principal)

E: prs@chasegrammar.com

T: 07496 177633

2. Further advice on Safeguarding matters

First Response Team (including LADO advice)

T: 0800 1313126

Emergency Duty Team (for out of office hours' referrals for children and vulnerable adults)

T: 0845 6042886

Staffordshire Prevent / Counter Terrorism Team

E: prevent@staffordshire.pnn.police.uk

T: 01785 238239 or 01785 233109

Local Support Team (LST) Cannock East

T: 01543 512318

Reporting FGM to local Police (Mandatory October 2015)

Wolverhampton Rd, Cannock, Staffordshire WS11 1AW

T: 0300 123 4455

Staffordshire County Council (Education Safeguarding Advice Service)

E: esas@staffordshire.gov.uk

W: Staffordshire Education Safeguarding Advice

T: 01785 895836

3. Policy Review

This policy is reviewed at least annually by the Board of Directors (Proprietors), following scrutiny by the Advisory Committee. This review is minuted, and appropriate changes made and action points agreed. It is published on the school's website.

4. Introduction

Chase Grammar School recognises its legal duty under s175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all pupils. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

This Policy has regard to the statutory guidance 'Working Together to Safeguard Children' 2015 and 'Keeping Children Safe in Education' 2015 (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers must read and be familiar with this Policy, and our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs). The DSL will be trained to the appropriate level by Staffordshire LA to include inter-agency working and anti-terrorism (Prevent), and this will be updated every two years.

This Safeguarding Policy and its implementation will be reviewed annually by the Board of Directors (Proprietors).

5. Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2015 is:

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

6. Underpinning values

Where there is a safeguarding issue, Chase Grammar School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency child protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded;
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs;
- Children, parents and other carers will be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances;

- Parents will be advised about Chase Grammar School's Safeguarding Policy in the Parent Handbook issued as part of our welcome pack, on the school website and for Year 7 students on admission to the Chase Grammar School. A copy of this policy is available on the school website; (www.chasegrammar.com)
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations;
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families will be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on Chase Grammar School to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given;
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) unless the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare (see also section on confidentiality below). In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis;
- Professionals must be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do;
- Explanations by professionals to children, their families and other carers will be plainly stated and jargon-free. Unavoidable technical and professional terminology will be explained in simple terms;
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation;
- Providing early support is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance. (Children's Act 2004, Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2015)

7. Thresholds for Intervention

7.1. Early Support: Early Help Assessment

Practitioners must complete an Early Help Assessment (EHA), available from DSL or Deputy DSLs, when:

- Age appropriate progress is not being made and the causes are unclear or;
- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive EHA awareness training at Chase Grammar School and the Principal will ensure staff are familiar with EHA processes. Staff must discuss children who appear to have additional needs with the Principal or DSL (Moir Simpson) or Ian Sterling or Trevor Mayhew (Deputy DSLs in her absence), they in turn will speak with the child and parents. The school must obtain parental/pupil consent for an EHA to be completed. Older children may give consent for their own EHA.

Chase Grammar School's DSL/EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time (www.staffsscb.org.uk – procedure 1E). Chase Grammar School will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

7.2. Child in Need - S17 of the Children Act 1989:

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority;
- Their health or development is likely to be impaired, or further impaired without the provision of such services;
- They are disabled.

If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents/young person and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate Chase Grammar School staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

7.3. Child Protection (S47 Children Act 1989)

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines the likelihood that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development.

If staff have significant concerns about any child, they must make them known to the Designated or Deputy DSLs without delay in accordance with reporting and recording procedures 'Initial concern forms' have been shared electronically with all staff on Google Drive and are pinned on both staff noticeboards in Prep and Staffroom).

8. Types of Abuse and Neglect

The following definitions are taken from Keeping Children Safe in Education (KCSIE), July 2015:

- 8.1. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- 8.2. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 8.3. **Emotional 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 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.
- 8.4. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- 8.5. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9. Concerns about children who abuse other children

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and/or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children.

Chase Grammar School works with children, parents and staff to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff if they have worries and concerns, and there are processes where they can report any problems confidentially and anonymously (in Boarding we have an Independent Listener, ChildLine posters). Parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. Chase Grammar School will follow our bullying policy (Counter Bullying Policy available on Google Drive for staff and on request from the office by parents) when this is appropriate to the circumstances, and follow the Behaviour and Discipline Policy should sanctions be necessary.

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see e-safety section of policy below). In regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

10. Making referrals

Where a child is registered at Chase Grammar School, consultation must take place with the DSL Mrs Moira Simpson or in absence Deputy DSL Mr Ian Sterling or Deputy DSL Mr Trevor Mayhew who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the school's internal recording form available on Google Drive as Initial Child Protection Form (also on staff noticeboards in senior and Prep staffroom. This should then be given to the DSL (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the DSL to the relevant Children's Social Care team in that area.

As per statutory government guidance 'Keeping Children Safe in Education' July 2015, anybody can make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. In these circumstances, the DSL must be informed about the referral as soon as possible.

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi-agency form is available from the SSCB website (procedure 3B): www.staffsscb.org.uk

11. Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding children and child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows: *"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."*

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children's social care.

Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. Chase Grammar School follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children's Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department or from the ISA.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

12. Talking to and listening to children

If a child chooses to disclose, you **MUST**:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

You must **NEVER**:

- take photographs of injuries;
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid);
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about people allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;

- ask a child to sign a written copy of the disclosure or a 'statement'.

In regard to young children and children with communication difficulties or those who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

13. Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child in the Principal's Study with access restricted to the Principal and DSL. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the DSL of the receiving school or college.

14. Attendance at Child Protection Conferences

The DSL or their deputy are required to attend the initial Child Protection Conference and Reviews, and provide a written report. Parents should be informed of what is in the report as there should be no surprises about the information shared at a Child Protection Conference.

If a child is made subject to a Child Protection Plan, it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL.

15. Safer Recruitment

When recruiting new members of staff, Chase Grammar School follows the government guidance 'Keeping Children Safe in Education' 2015 and safer recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012 and the Education (Independent School Standards) Regulations 2014, also known as the registration standards or Independent School Standards Regulations (ISSRs). This includes all new staff in all roles including those who work directly with children in the EYFS. Chase Grammar School has separate written recruitment and selection procedures in place (requirement of KCSIE 2015) and ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained and that qualifications are verified. In accordance with regulations and 'Keeping Children Safe in Education' 2015, the school retain a 'single central register' (SCR) of when the appropriate checks are undertaken in regard to relevant staff. All staff read and sign 'Disqualification under the Childcare Act 2006' (February 2015).

Safer recruitment training has been undertaken by senior members of staff in accordance with guidance and best practice principles.

The DfE has arranged a new facility whereby schools in England can use Employer Access (EA) Online to find out whether an individual is subject to a prohibition or other restriction on teaching imposed by another country in the European Economic Area. This facility became available from 18 January 2016. More detailed information is set out below. Keeping Children Safe in Education will be updated to reflect the new functionality in due course and at that time the new check will become a requirement.

Implementation of EU Directive 2005/36/E

From 18 January where any European Economic Area (EEA) authority that has responsibility for regulating the

teaching profession imposes a restriction on a person's ability to work as a teacher, this information must be shared with all other EEA teacher regulators. In addition to the normal teacher prohibition pre-appointment checks detailed at part 3 of 'Keeping Children Safe in Education' statutory guidance, schools can now use the Employer Access (EA) Online Service to also identify restrictions imposed by all EEA authorities. Restrictions imposed by another EEA authority do not prevent an individual from taking up teaching positions in England. However, schools should consider the circumstances leading to the restriction when considering a candidate's suitability. The EA Online service explains how to get additional information about EEA restrictions.

Chase Grammar School will implement this EA as part of the Recruitment process.

16. Induction and Training

All staff are encouraged to read the full government guidance 'Keeping Children Safe in Education' 2015 and have been given a copy of part one of this guidance which they must read. Staff sign to say they have read this document.

Newly appointed staff, temporary staff and volunteers have a robust induction into the safeguarding procedures when they join Chase Grammar School. They will be made aware of the Staffordshire Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of part one of 'keeping children safe in education' 2015, the school/college safeguarding policy and the staff code of conduct. Staff will also attend appropriate child protection training in accordance with the SSCB training strategy, within six months of joining Chase Grammar School. The Safeguarding training given to each member of the organisation will be refreshed and updated at least every three years. Induction also includes familiarisation with the school's safeguarding policy and procedures including the name of the DSL, how to identify children and young people at risk, prevention of radicalisation, whistle blowing and the schools behaviour and countering bullying policies. The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

The Designated and Deputy Designated Safeguarding Leads will attend Staffordshire Safeguarding Board Courses at Level Two and above at least every two years in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy. The DSL will cascade relevant safeguarding information and training to staff, in the school and proprietors and Advisory Board members, enabling relevant staff, proprietors and Advisory Board members to attend specific training events.

17. Professional support

Chase Grammar School recognises the importance of professional reflective support for staff when working with vulnerable children, particularly in relation to child protection cases. Arrangements are in place for the Designated Safeguarding Leads to have regular and scheduled professional support. The Designated Safeguarding Leads offer appropriate support to other staff within Chase Grammar School according to need or at their request.

18. Providing a safe working culture

Chase Grammar School has implemented a staff code of conduct (in Staff Handbook) which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the code of conduct and follow the safer working practice guidance given by this organisation. Our code of conduct includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the Principal with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff are advised to use the following sensible precautions when working alone with children:

- avoid working in isolation with children unless thought has been given to safeguards;

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- do not give pupils lifts home in your car (unless this has been specifically agreed by a member of the Senior Leadership Team).

Any use of physical force or restraint involving pupils/students will be carried out and documented in accordance with the relevant physical intervention policy (Touch and Restraint). If it is necessary to use physical intervention (for example to prevent the child hurting themselves or others), parents will be informed. Children who attend our setting will not be punished by any form of hitting, slapping, shaking or other degrading treatment, including verbal abuse.

The proprietors at Chase Grammar School recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

Chase Grammar School complies with the requirements of the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009. Therefore, adults who work in, or manage, our early years setting are required to inform the Principal if they have, or during the course of their employment, are convicted for a relevant offence which disqualifies them from working with children. They must also inform the Principal if they live in the same household as a person who is, or becomes, disqualified because they have committed a relevant offence against a child or adult. In such cases the school will seek advice from ISI as the worker is required to seek a waiver from Ofsted to allow him or her to continue to work with this cohort of children. Whilst the application for a waiver is being considered by Ofsted, the school will take appropriate measures in regards to staffing, which may include re-deployment or suspension.

(In addition, irrespective of the age group worked with), any staff member, volunteer, proprietor, or adviser who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Principal. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). The Principal will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Principal. The Principal will discuss with the LADO in accordance with SSCB procedures for dealing with allegations against adults who work in a position of trust with children (SSCB procedure 4a). Appropriate action will be agreed. In case of serious harm, the police should be informed from the outset.

Staff have a professional duty to report concerns about the conduct of other adults working in Chase Grammar School if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Principal (or, if the allegation is against the Principal, it should be reported to the Chair of the Advisory Board Finance and Government Committee in their absence this will default to the Proprietor body Chase Grammar School Limited whose representative is one of the Directors Tong Zhou.). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff. Staff raising genuine concerns, even if, on investigation, these concerns are not substantiated, will be supported by the senior leadership team, and their employment protected.

Staff who fail to follow Chase Grammar School's policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures.

19. Allegations of abuse against a person working in a position of trust (staff, volunteers, DSL & Principal)

Staff should normally raise their concerns with a designated manager under the organisations standard procedures for dealing with allegations about a person in a position of trust (this is Chase Grammar School's Principal, Dr Paul Silverwood, prs@chasegrammar.com 07496 177633). If the Designated Person is the subject of concern the matter should be referred to Moira Simpson DSL or Ian Sterling or Trevor Mayhew (Deputy Designated Safeguarding Leads), if this is not possible, the Whistle Blowing Policy can be implemented. Under standard procedures, if there are concerns that an adult working with children may have abused a child, or be unsuitable to work with children and young people, concerns will be passed to the Local Authority Designated

Officer (LADO) by the Principal or DSL if allegation is about the Principal. First Response Team – including LADO advice – 0800 1313126. All allegations should be referred to the LADO for advice before any investigation takes place and within one working day. In borderline cases, these discussions can be held informally and without naming the individual. In case of serious harm, the police will be informed from the outset. The DSL will inform the Proprietor of any allegations against the Principal – this contact will be made without the Principal being informed.

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children in relation to any staff member or volunteer are therefore taken seriously.

In line with government guidance and SSCB procedures, the Principal/Proprietor will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (*Keeping Children Safe in Education April 2015*).

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the Principal/Chair of Governors will attend.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care;
- police investigation if there is a criminal element to the allegation;
- single agency investigation completed by the school which should involve the Senior HR advisor for the School.

In cases where an employee or volunteer is suspended during an investigation, the Principal will:

- Recognise that suspension of an employee /volunteer in such circumstance must not be construed as a disciplinary penalty. (In consequence a suspended member of staff will be in receipt of full pay and benefits. Voluntary alternatives to suspension - e.g. paid leave of absence - may be considered by the Principal;
- Consider placing a suspended employee normally resident in the Boarding school accommodation in temporary accommodation off-site (provided at the school's expense) whilst investigation is pending of a child protection nature, pupil relationship and potential for peer abuse.
- Interview the employee/volunteer. An employee will be entitled to bring a trade union representative (or a friend) to the interview. At the interview, the employee or volunteer will be informed of the allegation laid against them and provided with all possible information not prejudicial to the conduct of the investigation;
- Send the suspended employee/volunteer written notification of the reasons for suspension within 24 hours of the oral interview. In this written notification the employee/volunteer will be provided with the name of a member of the SMT who will act as an information channel, keeping them abreast of the progress of the investigation;
- Inform the Proprietor Tong Zhou (advised by Professor Pat Preedy);
- Cases will be resolved as quickly as possible. All allegations will be investigated as a priority to avoid delay. If a disciplinary hearing is required and can be held without further investigation, the hearing will be within 15 working days.
- Inform the pupil who has made an allegation (and his/her parents) that the accused employee/volunteer has been suspended.
- Where it is decided that a suspended person can return to work, the Principal and Proprietor will consider how best to facilitate his or her return.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, Chase Grammar School will undertake investigatory and, if appropriate, disciplinary action.

20. Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. In support of this provision, we will do everything that we can to ensure that:

- Chase Grammar School is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Leads have a thorough understanding of the issues surrounding FGM and Forced Marriage and access relevant training;
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit;
- awareness raising about FGM is incorporated in the safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- to alert the DSL to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes;
- not to consult or discuss with the pupil's parents or family, or others within the community.

See end of Policy for local Police contact details.

21. E-Safety

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams, gaming consoles etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).

Students are made aware of the dangers through the pastoral programme, visiting theatre performances and guest speakers. Grammar School utilises the curriculum (particularly Lifeskills, PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our pupils.

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information;
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead will be informed immediately);

- Pupils/students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.;
- Pupils and staff should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

22. Use of Mobile Phones & electronic media in the EYFS

All Staff involved directly, or indirectly with children in the EYFS must not use their personal mobile phones in the presence of children in the EYFS. Personal phones should be locked securely away during the working day and if the need arises to make personal calls, this should only take place during designated break times and in designated areas.

Where photographs are taken of children in EYFS either for inclusion in Learning Journeys, marketing or other approved school activities these photographs must only be taken using the school camera and immediately downloaded onto a secure school computer, with the memory card being subsequently wiped. A designated iPad is used in the EYFS for recording Learning Journeys. This iPad is password protected and should not be removed from the Prep School or used for other purposes than producing the Learning Journeys. Care must be taken to ensure that photographs are appropriate and clearly indicate the child's learning.

23. Cases of significant concerns involving children in the EYFS

Where there is a serious Safeguarding concern involving a child in the EYFS, Ofsted will be informed within 14 days of the initial concern being raised.

24. Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. Chase Grammar School recognises that pupils may be targeted for sexual exploitation, and staff will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

Chase Grammar School believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

25. Preventing Extremism and Radicalisation (The Prevent Duty June 2015)

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils or the Staff Code of Conduct (in

Staff Handbook). We will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. We will also work with Staffordshire's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

Key staff will receive awareness raising and training in regard to preventing extremism and radicalisation in Staff Training set for September 2016.

26. Resources

Section 157 of the Education Act 2002 puts an explicit duty on Governing Bodies (proprietor) to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The Advisory Board will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Advisory Board will also ensure that all members of the Board have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

Key documents referred to and underpinning this policy are:

- Working Together to Safeguard Children 2015 (DfE)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Staffordshire Safeguarding Children Board Procedures (online)
www.staffsscb.org.uk/professionals/procedures//
- Staffordshire Safeguarding Children Board Training Catalogue (online)
www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping Children Safe in Education April 2015 (DfE)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf
- Disqualification under the Child Care Act 2006
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov. 2015
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- The Education Act 2002
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov.)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Section 6L Staffordshire and Stoke on Trent LSCB and SSASPB Prevent Channel Guidance June 2015
- CGS Policy: Whistle Blowing
- Staffordshire e-safety Tool Kit
- Staffordshire Entrust Guidance 'Early Years Mobile Phone and Camera toolkit' (when applicable to setting - [Staffordshire Education Safeguarding Advice](#) – Policies and procedures tab)

27. Links with other school policies

This policy document should also be considered within the context of other policies and documents relating to our work with children and young people:

- CGS Policy – Substance Abuse
- CGS Policy – Preventing Extremism and Radicalisation
- CGS Policy – Safer Recruitment
- CGS Policy – Behaviour
- CGS Policy – Attendance
- CGS Policy – Touch & Restraint
- CGS Policy – ICT
- CGS Policy – Countering Bullying
- CGS Policy – Lifeskills
- CGS Policy – Whistleblowing

Policy adopted on: 15 August 2016
Date for Review: May 2017

Annex A: Welfare and Safeguarding: Chase Grammar School Annual Audit by the Proprietors in liaison with the Principal, DSL and a member of the Advisory Committee.

Policy Check	Add notes or mark as met
Does the policy include all the required elements as per the ISI Regulatory Handbook/KSIE/legislation?	

1	Strategic leadership Incorporates Welfare & Safeguarding	Evidence of compliance
1.1	The organisation provides strategic leadership re welfare and safeguarding. W&S is included within self-evaluation, the SDP and performance management.	
1.2	The Directors and Advisory Board provide leadership and support.	
1.3	There is a policy and process for responding to complaints, incidents and concerns. The policy is published on the school's website.	

2	Designated senior person for child protection/safeguarding	Evidence of compliance
2.1	There is a named Designated Safeguarding Lead (DSL) with 'status and authority'. There is a named deputy designated person with status and authority. There is a designated practitioner to take lead responsibility for safeguarding children in the EYFS. Staff and the school community know who these people are.	
2.2	Has the DSL/deputy have been trained at an advanced level to ensure understanding of multi-agency work within the last 2 years?	
2.3	Has the Safeguarding Advisor for the Local Authority been notified if the Designated Person has changed?	
2.4	Does the DSL understand s/he must pass immediately to the Principal any allegations against staff?	
2.5	Does s/he understand s/he must pass immediately to the proprietor/director any allegation against the Head?	

3	Information for staff	Evidence of compliance
3.1	Does the school liaise regularly with local safeguarding agency and immediately whenever a disclosure or allegation is made?	
3.2	Are safe recruitment procedures implemented as per the policy?	
3.3	Is there a system for staff and other adults	

	in the school to learn about child safeguarding and the school's child safeguarding procedures?	
3.4	Have all teaching and support staff been trained in Basic Awareness of Child Protection within the last three years?	
3.5	Is there a record of all W&S training undertaken? Is this reported to Governors?	
3.6	Is there a handout for supply staff and volunteers which outlines the discipline and child safeguarding procedures?	
3.7	Does the induction programme for all staff include the welfare and safeguarding policy/child protection procedures; staff code of conduct; whistle-blowing policy; radicalization/Prevent, identity of the DSL and a copy of Part 1 of KSIE?	
3.8	Does the safeguarding policy and induction/training also reference the Behaviour Policy, Anti-bullying Policy, Physical Intervention Policy, First Aid and H&S policies?	

4	Pupil Support	Evidence of compliance
4.1	Is the ethos of the school one in which children and young people are always valued, respected, listened to and taken seriously?	
4.2	Do staff create and use opportunities to encourage children and young people to communicate about issues that concern them?	
4.3	Is appropriate support available to children and young people, including any who are at particular risk or who have disclosed abuse?	
4.4	Do pupils who may be concerned about abuse know how to access support for themselves or for their friends?	
4.5	Where relevant, are appropriate measures in place to safeguard children and young people during work experience, work based learning or educational visits?	
4.6	Is there an e-safety policy? Is there appropriate support for and awareness of children and young people, who may be at risk in their use of the internet including radicalisation? Do all children know how to report concerns via CEOP?	

5	Record keeping	Evidence of compliance
5.1	Is there an established system for recording confidential child safeguarding information?	
5.2	Are these child safeguarding records	

	kept securely and separately from the pupils' personal files?	
5.3	Are all staff fully aware that they may from time to time be required to monitor particular pupils with regard to child safeguarding concerns?	
5.4	Are all staff fully aware that all records should be kept bearing in the mind that they may become evidence if they are safeguarding concerns?	
5.5	Does the school's system ensure that confidential safeguarding information on a pupil is transferred when the pupil moves to or from another school?	

6	Information to Parents	Evidence of compliance
6.1	Does the school include in the prospectus, information for parents about the school's role in child safeguarding? Is the W&S/Child Protection policy on the school website?	
6.2	Does the school have a system to inform parents of support available within the community?	

7	Curriculum	Evidence of compliance
7.1	Does the school promote child protection and the safeguarding of children through the curriculum: (i.e. personal safety, keep safe, self-esteem, anti-bullying, sex and relationships, access to the internet)?	

8	Common Assessment Framework	Evidence of compliance
8.1	Do you know who within the school co-ordinates Common Assessments (use of the CAF)?	
8.2	Is that person aware of the procedures and protocols for use of the CAF?	
8.3	Has that person undertaken training in the use of the CAF?	

9	Recruitment & Selection of Staff	Evidence of compliance
9.1	Are senior staff and governors aware of the procedures the school must follow for safer recruitment and selection of staff and volunteers? Staff contracts and job descriptions include a clause regarding safeguarding children.	
9.2	Have the Headteacher, proprietor & sufficient senior staff been trained in Safer Recruitment within the last five years?	
9.3	Do senior staff and governors understand the processes of DBS and barred list check & how to interpret the response?	
9.4	Is the single central register accurate and reflective of safer recruitment?	

10	Allegations against staff & a Code of Conduct	Evidence of compliance
10.1	Are senior staff/proprietors aware of the procedures the school must follow when an allegation of abuse has been made against the head, a member of school staff or a volunteer?	
10.2	Have senior staff and proprietors undertaken any training regarding allegations against staff?	
10.3	Do senior staff and proprietors have an understanding of the statutory guidance on 1) Behaviour & Discipline in Schools, 2) Preventing and tackling Bullying, 3) Use of Reasonable Force, 4) Screening, Searching and Confiscation?	
10.4	Is the Head aware of the importance of contacting the Local Authority Designated Officer (LADO) in the event of any allegation being made?	
10.5	Is the proprietor aware of the importance of contacting the LADO in the event of any allegation against the Head?	
10.6	Are you satisfied with the school's arrangement to reduce the likelihood of allegations, e.g. a policy and training on physical intervention, and a Code of Conduct that explains boundaries of professional behaviour?	
10.7	Are all staff aware of their duty of care and their responsibility to prevent and tackle bullying in line with statutory guidance?	
10.8	Have all teaching and support staff been provided with appropriate training to prevent and tackle bullying?	

11	Proprietor Responsibilities	Evidence of compliance
11.1	Does the designated person make an annual report to the proprietors covering changes to policy & procedures, training undertaken by the designated senior person, other staff & proprietors/advisers, the number of cases (without names or details) and the place of child safeguarding issues in the curriculum?	
11.2	Have all proprietors/members of the Advisory Board been provided with appropriate child safeguarding training?	
11.3	Has the proprietor been trained in Safer Recruitment techniques?	
11.4	Has a proprietor/adviser been nominated for liaison, to monitor and support the work of the DSL?	
11.5	Is the proprietor aware of his/her responsibility to manage any allegation	

	against the Head and received appropriate training?	
11.6	Are proprietors aware of their responsibilities relating to extended provision or other activities taking place on school premises, outside normal school hours?	
11.7	Do proprietors understand that they have no right of access to information involving any child protection cases within school?	
11.9	Do proprietors check that child safeguarding arrangements are adequate and the deficiencies or weaknesses are remedied without delay?	

12	Links with other agencies	Evidence of compliance
12.1	Is the school pro-active in establishing positive links with other relevant agencies, particularly Education Welfare, Educational Psychology, Social Care, Police and Health?	
12.2	Any other significant points to review	

<p>Reviewed by: _____ (Designated Senior Lead – Safeguarding)</p> <p>Reviewed by: _____ (Proprietor)</p> <p>Review date: _____</p>	<p>Date report presented to Board: _____ (see Minutes)</p> <p>Next Review due: _____ (within twelve months)</p>
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Annex B: Job Description for Designated Safeguarding Lead (DSL)

Introduction

The role of the DSL in educational settings is set out in the following reference documents:

- Working Together to Safeguard Children 2015
- Keeping children safe in Education (DFE) March 2015
- Disqualification under the Childcare Act 2006

Section 175 (Section 157 for Independent Schools and Academies) places an explicit duty on Governing bodies/Advisory Committee or proprietors to ensure that policies and procedures in schools and colleges regarding safeguarding and promoting the welfare of children are effective. The legislation is supported by DFE statutory guidance 'working together to safeguard children 2015' and 'keeping children safe in education' (KCSE) 2015. The guidance states that all schools and colleges should have a designated safeguarding lead who 'should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff'. This member of staff should be a member of the **leadership team**.

This role may be referred to as the DSL (Designated Safeguarding Lead). There should also be at least one Deputy Designated Safeguarding Lead who is appropriately trained (Level 2, SSCB). The Deputy does not have to be a member of the leadership team.

The Designated Safeguarding Lead is not expected to be an expert but is expected to take **local** responsibility for:

- (a) Policy
- (b) Practice
- (c) Procedures
- (d) Professional Development

(a) Policy

Although it is the Proprietor and Advisory Committee's responsibility to ensure that Chase Grammar School has a current Safeguarding Children policy, the designated Safeguarding Lead should ensure that the senior management/leadership team is aware of its significance. This must be reviewed by the full Advisory Committee on an annual basis. If the Policy is drawn up or amended locally, it should cover circumstances where child protection issues may arise and include:

- responsibility of the Proprietor and Advisory Committee to ensure that procedures to safeguard and promote children's welfare are effective and appropriately resourced.
- casework and referral issues
- the distinction between "children in need" and "children in need of protection"
- reference to local procedures (LST and SSCB)
- the boundaries of prior consultation with parents
- confidentiality
- child safety and the setting's "duty of care", including where children are off the school premises but under the school's supervision (e.g. trips, swimming etc.)
- prohibition of corporal punishment
- the setting's use of physical intervention
- the recruitment and supervision of staff, volunteers and helpers
- allegations against staff procedures including reference to Whistle Blowing Policy (which should specifically highlight 'safeguarding')
- the name of the designated safeguarding lead
- name of the nominated Governor for child protection/safeguarding
- contact details for Staffordshire LADO service (re Allegations against adults working in Education)

The Policy should also be linked to wider policies such as Attendance & Behaviour, Anti-bullying, Health and Safety,

e-safety, Restrictive Physical Intervention, PSHEE/citizenship curriculum including safeguarding children from radicalisation (Prevent).

Parents should be routinely informed of the existence of the setting's Child Protection/Safeguarding Children policy, both on admission and subsequently. It must be publicly available and it would be good practice to have this available on the organisation's website. Pupils and students should also be made aware, in an age appropriate way, about the policy. A reference to the policy is included in Chase Grammar's Parental hand book. A full copy of the safeguarding policy is available to parents if requested from the school office. It may also be helpful to include a summary of the school's responsibilities in the governor's annual report.

(b) Practice

The Designated Safeguarding Lead (DSL) must ensure that staff follow Chase Grammar School procedures and advise the Principal or deputy designated safeguarding lead (in accordance with the organisation's procedures) **without delay** about welfare concerns. The Designated Safeguarding Lead must then make a professional judgment about whether the concerns can be dealt with by the school in conjunction with child and parents or whether the concerns meet the threshold for the involvement of other agencies. In particular, this means:

- there is effective induction for child protection and safeguarding for all adults working in the school be they staff or volunteers (including work experience students), and supply agency staff (see 'Keeping children safe in education' 2015 and section on 'professional development' below).
- ensuring that all staff have read at least part one of the statutory DFE guidance 'Keeping children safe in education' (page 3).
- making sure that welfare concerns are raised by staff/volunteers when appropriate
- ensuring that the names and contact details of the DSL/Deputy are on display for all staff, parents, pupils and visitors to Chase Grammar School
- ensuring that the Designated and Deputy Designated Safeguarding Leads are not out of school (e.g. at training events) at the same time (see Keeping children safe in education).
- ensuring that the telephone number for First Response is available and easily accessible to staff in case, for any reason, the DSL or Deputy are not contactable, in order to ensure there is no unwarranted delay in referral. Statutory guidance says 'anyone' in school may make a referral, but best practice is that this comes via the DSLs who have more training on safeguarding matters, and may have more relevant information about the child than the referrer.
- discussing concerns as required with outside agencies e.g. a specific agency for single need (e.g. speech and language), multiple agencies/LST (e.g. CAF process) or First Response/existing social worker (child protection - significant harm concerns or acute need)
- completing all necessary paperwork and correspondence including referral forms to Local Support Teams or the Multi agency referral forms (MARF) in regard to child protection referrals
- ensuring that Chase Grammar School is represented by a DSL at child protection conferences, core groups and multi-agency meetings about 'Children in Need'. It is the Designated Safeguarding Lead who should attend Child Protection Conferences rather than another representative from the school. If this is not possible, the Deputy Designated Safeguarding Lead should attend. If neither can attend it may be appropriate, given support from a DSL both before and after the meeting, for a class teacher or pastoral worker from the school to attend. If apologies must be given then a written report must be submitted prior to the conference (a template is available on the [Staffordshire Education Safeguarding Advice](#) - designated safeguarding lead tab)
- compiling a written report to be shared verbally at the child protection conference. The contents of this should generally be shared with parents (and possibly older children depending on circumstances) before the conference takes place – see link above. This should be via a meeting so that the contents can be explained and discussed. It is not appropriate to send such a report in a written form to the parents
- ensuring there is appropriate representation on Core Groups when a child is on a child protection plan. If the

most appropriate person is a class teacher, there must be joint working with the Designated Safeguarding Lead – consider appropriate safeguarding supervision arrangements

- ensuring there are appropriately trained staff to lead on EHAs (Early Help Assessments) and that all staff are aware of the EHA process
- ensuring that the team manager in the LST (local support team) is advised of any EHAs implemented by the school even if there is no involvement of LST staff
- ensuring that relevant staff are informed and advised about appropriate action when a child is subject to a Child Protection Plan
- ensuring that welfare records are kept securely and confidentially (locked in a cabinet and with limited access)
- that child protection/welfare records are chronologically recorded, with significant incidents or events clearly highlighted.
- ensuring that relevant welfare records or child protection records are transferred when a child changes school or goes to college (if under 18 years of age).
- a mechanism is in place to support the Designated Safeguarding Leads in regard to their child protection responsibilities e.g. weekly/monthly one to one meetings between the Designated and Deputy Designated Safeguarding Leads to offer mutual support and reflection on cases, or between Designated Safeguarding Leads working in a locality (confidentiality must be maintained) – see ‘Working Together to Safeguard Children 2015’ (page 53)
- keeping the school’s SLT informed about child protection issues as appropriate
- responding in a timely manner to requests for information from the Local Authority and Staffordshire Safeguarding Children Board. The Local Authority has a duty to monitor the compliance of schools/colleges with statutory guidance in relation to Safeguarding, which includes audit procedures in relation to Section 175/157 of the Education Act 2002 and Section 11 of the Children Act 2004. The SSCB has a duty to ensure the effectiveness of what is done by each organisation to safeguard and promote the welfare of children
- ensuring the curriculum is developed in a way which supports the understanding, awareness and resilience of children and takes into account current research into the risks to children and young people

The Designated Safeguarding Lead does not necessarily have to do all the casework themselves, but he/she must ensure that it is done.

Allegations or concerns about adults working in a position of trust in the school

Allegations or concerns about conduct of adults who work in Chase Grammar School should be referred to the Principal or, if it is about the Principal, to the Chair of the Advisory Committee. However, the DSL may be contacted directly by colleagues who are concerned about an adult’s conduct, or by parents or children. If the DSL is not the Principal, he/she must discuss the issues with the Principal or Chair of the Advisory Committee, as appropriate. The DSL should not rely on the person raising concerns to do this but can support that person to ensure that it happens. If, for any reason, the DSL does not think that the Principal or Chair of the Advisory Committee is taking appropriate action, the DSL must discuss with the Local Authority Designated Officer (LADO). The DSL must also ensure that all adults working in the organisation are aware of the Chase Grammar School Whistle Blowing Policy so that if there are concerns about staff which are not being addressed under standard school/college reporting allegations procedures, they can follow this process.

Those working in specific sectors (Early Years or care of children up to the age of eight e.g. in after school clubs), should be asked to declare at induction and on a regular basis, whether they have a caution or conviction that would disqualify them from working with children, or if they live in the same household as someone with a disqualifying offence (EYFS and KCSE supplementary guidance October 2014 – ‘disqualification under the childcare act 2006’).

(c) Procedures

Designated Safeguarding Leads should ensure that:

- concerns from individual staff are written down using an internal pro forma and kept safely in a way which is confidential but accessible when required (a template is available under the 'Useful Documents tab' at [Staffordshire Education Safeguarding Advice](#))
- written accounts of any incidents are available when making a referral
- all referrals are backed up in writing within 48 hours using the multi-agency referral form (MARF) – downloadable from the SSCB website (procedure 3B)
- staff are informed as appropriate of actions arising from conferences, reviews, core group meetings and of children subject to a child protection plan
- risk management plans are implemented when appropriate e.g. a child has demonstrated harmful sexual behaviour, or a level of violence and aggression is putting children and/or staff at risk of harm
- Relevant and proportionate information is passed confidentially and in a timely manner to the Designated Safeguarding Lead in a child's subsequent school/college. The best place for a child's WHOLE child protection history is in their CURRENT education setting. This can save a great deal of time later on
- The Advisory Committee and Proprietor receive information about safeguarding procedures and processes in the school on a regular basis. This does **not** mean that confidential information about children is shared with the Advisory Committee. The Advisory Committee should understand the safeguarding issues faced by Chase Grammar School and be regularly updated about numbers of children subject to Child Protection, Child in Need or Team Around the Child plans, current safeguarding issues for school/community, and any resourcing issues. A template for reporting to the Advisory Committee is available on [Staffordshire Education Safeguarding Advice](#)

Remember that any records kept specifically for the purposes of child protection may be exempt from the usual regulations about parents' right of access. If there are welfare concerns that have not reached the threshold for child protection, this may also apply. If a parent puts in a formal request to see their child's records, advice should always be sought in regard to the data protection issues from the County Council Information Governance Unit or the organisation's own legal team.

(d) Professional Development

The Designated Safeguarding Lead is responsible for both their own and their colleagues' professional development and training in regard to Safeguarding Children. Every Designated Safeguarding Lead in a Staffordshire Education Setting should:

- attend the Staffordshire SSCB level 2 foundation course on "Working Together". Details of the courses and locations are available on the [SSCB website](#)
- attend appropriate multi agency training at least every 2 years. It is **not** necessary or appropriate to redo the Level 2 Working Together Course every 2 years. Multi-agency Refresher training or courses in regard to specific child protection and welfare concerns are offered through the SSCB Training team e.g. Designated Safeguarding Person/Lead training
- ensure that all staff (including Designated Safeguarding Leads and Principal) receive 'Level One' child protection training at least every three years that meets the requirements of the SSCB training strategy and has been quality assured
- provide a briefing for all staff at least annually to update them on the importance of child protection and any new issues, and remind them of the school procedures
- ensure that staff are kept up to date by including an agenda item on safeguarding children at regular staff

meetings

- ensure that staff receive relevant continuous professional development training around safeguarding issues e.g. that pastoral staff attend SSCB training around specific issues such as child sexual exploitation, self-harm and intent to commit suicide, neglect or domestic violence (see website for further information: www.staffsscb.org.uk)
- ensure that all newly-appointed staff, volunteers, Advisory Committee, and agency staff, (teaching and non-teaching), are given necessary information about the school's Safeguarding Children policy and procedures, and training in the local procedures by an **induction** into safeguarding. All adults working within the school, including work experience placements, need a robust induction into safeguarding, including safer working practices such as dress and codes of conduct when working with children. Statutory guidance 'Keeping Children Safe in Education' says that the school/college must have a Staff Behaviour Policy/Code of Conduct.

(NB – The Advisory Committee need the knowledge and information to be able to carry out their safeguarding responsibilities. In order to evidence that all Advisory Committee should attend 'Level One' child protection training, irrespective of whether the school has appointed a Nominated Advisory Committee for Child Protection. It is good practice to ensure that all Advisory Committee members are invited to any Level One inset or twilight safeguarding training which is being delivered in the school. If they are unable to attend such a session, they must receive an induction into the school or college's safeguarding processes. It is also recommended that they complete 'The Awareness of Child Abuse & Neglect' SSCB e-learning core or foundation package or attend a Level One safeguarding course for Advisory Committee members (Designated Safeguarding Leads should ensure they keep a record of this training by taking a copy of the certificate).

Contact Details

Staffordshire County Council Learning Net website – includes a template safeguarding policy, information regarding procedures when there are concerns or allegations against staff, safer working practice guidance, record keeping guidance, checklist for best practice, and links to statutory guidance:

Hyperlink: [Staffordshire Education Safeguarding Advice](http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguarding-support/Education-safeguarding-support.aspx)

Full website address: <http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguarding-support/Education-safeguarding-support.aspx>

Education Safeguarding Advice Service (ESAS) 01785 895836 or email: esas@staffordshire.gov.uk

First Response (includes LADO service) **0800 1313 126**

Emergency Duty Team (out of office hours) **0845 604 2886**

SSCB: inter-agency training and procedures www.staffsscb.org.uk

Workforce Development Team (Level one training and for submission of nomination forms for level 2 training):

Miranda Smith: email safeguardingtraining@staffordshire.gov.uk, or telephone: 01785 854577

Annex C: Intimate Care Policy

Introduction

The pastoral care of our children is central to Chase Grammar School's aims, ethos and teaching programmes and we are committed to developing positive and caring attitudes in all our children. Our Intimate Care Policy is part of our collective pastoral care policies. This policy is in line with multi-agency guidance as found in the Area Child Protection Committees' (ACPC) Regional Policy and Procedures (2005). It is our intention to develop independence in each child, however there will be occasions when help is required. The principles and procedures apply to everyone involved in the intimate care of children.

'Intimate care may be defined as an activity required to meet the personal care needs of each individual child in partnership with the parent, carer and the child.' (9.26, ACPC Regional Policy and Procedures). In school this may occur on a regular basis or during a one-off incident. Chase Grammar School is committed to ensuring that all staff responsible for the intimate care of children will undertake their duties in a professional manner at all times. We recognise that there is a need to treat all our children with respect when intimate care is given. No child should be attended to in a way that causes distress or pain and adults and staff must be sensitive to each child's individual needs. Intimate care is any care which involves one of the following:

1. Assisting a child to **change his/her clothes**
2. **Changing or washing a child** who has soiled him / herself
3. Assisting with **toileting** issues
4. Supervising a child involved in **intimate self-care**
5. Providing **first aid** assistance
6. **Providing comfort** to an upset or distressed child
7. **Feeding** a child
8. Providing **oral care** to a child
9. Assisting a child who requires a specific **medical procedure** and who is not able to carry this out unaided*

* In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure, parents have the responsibility to advise the school of any known intimate care needs relating to their child.

Principles of Intimate Care

The following are the fundamental principles of intimate care upon which our policy guidelines are based:

- Every child has a right to be safe;
- Every child has the right to personal privacy;
- Every child has the right to be valued as an individual;
- Every child has the right to be treated with dignity and respect;
- All children have the right to be involved and consulted in their own intimate care to the best of their abilities;
- All children have the right to express their views on their own intimate care and to have their views taken into account; and
- Every child has the right to have levels of intimate care that are appropriate and consistent.

Assisting a child to change his / her clothes

This is more common in our Foundation Stage. On occasions an individual child may require some assistance with changing if, for example, he / she has an accident at the toilet, gets wet outside, or has vomit on his / her clothes etc. Staff will always encourage children to attempt undressing and dressing unaided. However, if assistance is required this will be given. Staff will always ensure that they have a colleague in attendance when supporting dressing/undressing and will always give the child the opportunity to change in private, unless the child is in such distress that it is not possible to do so. If staff are concerned in any way parents will be sent for and asked to assist their child and informed if the child becomes distressed.

Changing a child who has soiled him/herself (EYFS and KS1)

Children in the EYFS are the most likely to have accidents, which may initially go unreported. On discovering a child has soiled him/herself it is paramount that the child's needs are considered and he/she should be comforted and reassured throughout. The following guidelines outline our procedures but we will also seek to make age-appropriate responses.

- The Head of Prep is to be consulted and the decision taken on the basis of loco-parentis and our duty of care to meet the needs of the child.
- Children should be supervised and assisted in their changing. This should be with a member of staff and should be in an area where other children are not present.
- School will have a supply of wipes, clean underwear and spare uniform for this purpose. (A supply of clean underwear and spare uniforms are available in the Prep Dept.).
- The child's Parents should be contacted and informed that he/she has soiled him/herself, explaining what may have been the trigger for this. Should this be a regular occurrence suitable discussions will need to take place with the Parents and the school in order to best meet the individual needs of the child.
- The member of Staff who has assisted a pupil with intimate care will complete the intimate care record.

Changing a child who has soiled him/herself (KS2 and above)

If a child soils him/herself in school a professional judgement has to be made whether it is appropriate to change the child in school, or request the parent/carer to collect the child for changing. In either circumstance the child's needs are paramount and he/she should be comforted and reassured throughout. The following guidelines outline our procedures but we will also seek to make age-appropriate responses.

- The child will be given the opportunity to change his / her underwear in private and carry out this process themselves.
- School will have a supply of wipes, clean underwear and spare uniform for this purpose. (A supply of clean underwear and spare uniforms are available outside the Medical Room).
- If a child is not able to complete this task unaided, school staff will attempt to contact the emergency contact to inform them of the situation.
- If the emergency contact is able to come to school within an appropriate time frame, the child will be accompanied and supported by a staff member until they arrive. This avoids any further distress and preserves dignity.
- If the emergency contact cannot attend, school will seek verbal permission for staff to change the child. If none of the contacts can be reached the Principal is to be consulted and the decision taken on the basis of loco-parentis and our duty of care to meet the needs of the child.
- The member of Staff who has assisted a pupil with intimate care will complete the intimate care record.

General Guidance: CARE – CONCERN – COMMUNICATE

Pastoral Care Procedures

- Ensure the child is happy with who is changing him/her.
- Be responsive to any distress shown.

Basic hygiene routines

- Always wear protective disposable gloves.
- Seal any soiled clothing in a plastic bag for return to parents.

Providing comfort or support to a child:

There are situations and circumstances where children seek physical comfort from staff (particularly children in Early Years). Where this happens staff need to be aware that any physical contact must be kept to a minimum.

When comforting a child or giving reassurance, staff must ensure that at no time can the act be considered intimate.

If physical contact is deemed to be appropriate, staff must provide care which is professionally appropriate to the age and context.

If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently but firmly discouraged in a way which communicates that the touch, rather than the child, is unacceptable. If a child touches a member of staff, as noted above, this should be discussed, in confidence with the Designated Safeguarding Lead or Deputy safeguarding Lead with responsibility for Prep.

Assisting a child who requires a specific medical procedure and who is not able to carry this out unaided

Our Administration of Medications Policy outlines arrangements for the management of the majority of medications in school. **Parental permission must be given before any medication is dispensed in school – a letter with parental instructions and signature must be handed to the Principal and kept on the student's file with the medication.**

A small number of children will have significant medical needs and in addition to the arrangements included in our First Aid Policy will have an Individual 'Care Plan'. This Care Plan will be formulated by the relevant medical body. If required, school staff will receive appropriate training.

Swimming

Our Prep school classes participate in a swimming programme at Chase Leisure Centre. Children are entitled to respect and privacy when changing their clothes however, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying, teasing or other unacceptable behaviour does not occur.

Chase Leisure Centre is organised on a village style changing basis. This supports effective and discrete supervision and privacy for our children when changing. Where a child needs additional support for changing parental permission will be sought and a personal care plan will be drawn up so as to maintain dignity but increase independence.

Residential Trips

Residential educational visits are an important part of our Year 7 and Year 8 school experience. We offer many cultural trips abroad for KS3, KS4 and KS5. Particular care is required when supervising pupils in this less formal setting. As with Extra-Curricular Activities, although more informal relationships in such circumstances tend to be usual, staff are still guided by our Safeguarding procedures, Pastoral Care and Code of Conduct Policies. Some specific Intimate Care issues may arise in a Residential context.

Showering

Children are entitled to respect and privacy when changing their clothes or taking a shower. However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations, and to ensure that bullying, teasing or other unacceptable behaviour does not occur. This means that staff should announce their intention of entering changing rooms, avoid remaining in changing rooms unless pupil needs require it, avoid any physical contact when children are in a state of undress and avoid any visually intrusive behaviour.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this may not always be possible and therefore Staff need to be vigilant about their own conduct, e.g. adults must not change in the same place as children or shower with children.

It is best practice in our school that when an incident has taken place that has necessitated a member of staff to be present when children are changing that an incident report is made.

Night Time Routines

It is established practice that the children's bedrooms are private spaces and anyone else wanting to enter the room should knock and announce their intention to enter.

At bedtime, children are given a set amount of time to change and prepare for bed and will be told when the supervising teachers will visit the rooms to check all is okay and switch off the lights. A reciprocal arrangement is in place in the mornings.

There are occasions when incidents take place during the night and the need arises to:

- Assist a child to **change his / her clothes**
- **Change a child** who has soiled him / herself
- **Provide comfort** to an upset or distressed child
- Assist a child who requires a specific **medical procedure** and who is not able to carry this out unaided
- Guidance as above will be followed with the support of an additional member of staff in attendance

School Responsibilities

All members of staff working with children are vetted by the Education Authority (formerly NEELB). This includes students on work placement and volunteers who may be left alone with children. Vetting includes criminal record checks and two references.

Only those members of staff who are familiar with the intimate care policy and other Pastoral Care Policies of the school are involved in the intimate care of children.

Where anticipated, intimate care arrangements are agreed between the school and parents and, when appropriate and possible, by the child. Consent forms are signed by the parent and stored in the child's file.

Only in emergency would staff undertake any aspect of intimate care that has not been agreed by parents and school. Parents would then be contacted immediately.

The views of all relevant parties should be sought and considered to inform future arrangements.

If a staff member has concerns about a colleague's intimate care practice he or she must report this to the Designated Safeguarding Lead.

Guidelines for Good Practice

All children have the right to be safe and to be treated with dignity and respect. These guidelines are designed to safeguard children and staff. They apply to every member of staff involved with the intimate care of children.

Young children and children with special educational needs can be especially vulnerable. Staff involved with their intimate care need to be particularly sensitive to their individual needs.

Members of staff also need to be aware that some adults may use intimate care, as an opportunity to abuse children. It is important to bear in mind that some forms of assistance can be open to misinterpretation. Adhering to the following guidelines of good practice should safeguard both children and staff.

1. **Involve the child in the intimate care.** Try to encourage a child's independence as far as possible in his or her intimate care. Where a situation renders a child fully dependent, talk about what is going to be done and, where possible, give choices. Check your practice by asking the child or parent about any preferences while carrying out the intimate care.
2. **Treat every child with dignity and respect and ensure privacy appropriate to the child's age and situation.** Care should not be carried out by a member of staff working alone with a child.
3. **Make sure practice in intimate care is consistent.** As a child may have multiple carers a consistent approach to care is essential. Effective communication between all parties ensures that practice is consistent.
4. **Be aware of your own limitations.** Only carry out activities you understand and feel competent with. If in doubt, ask. Some procedures must only be carried out by members of staff who have been formally trained and assessed.
5. **Promote positive self-esteem and body image.** Confident, self-assured children who feel their bodies belong to them are less vulnerable to sexual abuse. The approach you take to intimate care can convey lots of messages to a child about their body worth. Your attitude to a child's intimate care is important. Keeping in mind the child's age, routine care can be both efficient and relaxed.
6. **If you have any concerns you must report them.** If you observe any unusual markings, discolouration or swelling report it immediately to the Designated Teacher for Child Protection.

If a child is accidentally hurt during intimate care or misunderstands or misinterprets something, reassure the child, ensure their safety and report the incident immediately to the designated teacher. Report and record any unusual emotional or behavioural response by the child. A written record of concerns must be made available to parents and kept in the child's personal file.

Working with Children of the Opposite Sex

There is positive value in both male and female staff being involved with children. Ideally, every child should have the choice for intimate care but the current ratio of female to male staff means that assistance will more often be given by a woman. The intimate care of boys and girls can be carried out by a member of staff of the opposite sex with the following provisions:

- When intimate care is being carried out, all children have the right to dignity and privacy, i.e. they should be appropriately covered, the door closed or screens/curtains put in place;
- If the child appears distressed or uncomfortable when personal tasks are being carried out, the care should stop immediately. Try to ascertain why the child is distressed and provide reassurance;

Report any concerns to the Designated Teacher for Child Protection and make a written record; Parents must be informed about any concerns.

Communication with Children

It is the responsibility of all staff caring for a child to ensure that they are aware of the child's method and level of communication. Depending on their maturity and levels of stress children may communicate using different methods - words, signs, symbols, body movements, eye pointing, etc. To ensure effective communication:

- Make eye contact at the child's level;
- Use simple language and repeat if necessary;
- Wait for response;
- Continue to explain to the child what is happening even if there is no response; and
- Treat the child as an individual with dignity and respect.

Intimate Care – Permission

Should it be necessary, I give permission for the child named below to receive intimate care. This may involve a trained member of school staff assisting with one of the following:

- Assisting a child to **change his/her clothes**
- **Changing or washing a child** who has soiled him / herself
- Assisting with **toileting** issues
- Supervising a child involved in **intimate self-care**
- Providing **first aid** assistance
- **Providing comfort** to an upset or distressed child
- **Feeding** a child
- Providing **oral care** to a child
- Assisting a child who requires a specific **medical procedure** and who is not able to carry this out unaided*

* In the case of a specific procedure only a person suitably trained and assessed as competent should undertake the procedure, parents have the responsibility to advise the school of any known intimate care needs relating to their child.

I understand that staff will endeavour to encourage my child to be independent and I understand that I will be informed discretely should intimate care need to be given.

I am fully aware of the school's responsibilities and of the school's Safeguarding (Child Protection) Policy.

Name of Child: _____

Signature of Parent/Guardian: _____

Print Name: _____

Date: _____

Record of Intimate Care

Name of Child	Date	Time	Comments	Staff Involved	Signature

Annex D: First Aid Policy (including Health records and Monitoring)

Introduction

The health of children is the responsibility of the school and parents. The school must take every step to ensure that first aid is appropriate and suitably administered. Chase Grammar School recognises the importance of maintaining full records of Health issues relating to members of the school.

Day Students

Day students who require First Aid or Medication attend the School Office, where there are trained First Aiders. Any first aid, treatment or medication given is recorded, with reasons, in the Accident Book. The member of staff administering treatment will sign the entry. The Accident Book is monitored by Principal, and signed by him at least every Term.

Medication is only given with parental permission, which is kept on file. For students without parental permission on file, Staff will attempt to contact parents by telephone for permission to administer medication. Significant illness, accident or injury will be reported to the Principal immediately, who will investigate as appropriate and assess the management of risk.

Boarding Students

Boarding students can attend the School Office in the same way as Day Students.

Boarding Students can also attend Surgery in the Boarding House; Surgery takes place each weekday at 8.40am, and at any other time between 8.30am and 4.00pm. Boarders can also attend Reception for First Aid during the school day. Surgery can also be given by appropriately trained members of the Boarding Staff at any time during evenings and weekends.

Any first aid, treatment or medication given is recorded, with reasons, in the Boarding Medication Book. The member of staff giving treatment will sign the entry, and a list of specimen signatures is kept in the Sick Room. This is monitored by the Principal, and signed by him at least every Term.

Significant illness, accident or injury will be reported to the Principal immediately, who will investigate as appropriate and assess the management of risk. The results of such investigation will be detailed in the relevant book, along with any action taken. Records for Boarding Students will be kept separately from any NHS records held by the school.

Welfare Plans

Individual welfare plans should be maintained for students with special welfare needs or significant behavioural or emotional difficulties, or for students who do not see their parents/guardians at least 3 times each year. Welfare Plans should be maintained by Matron; they should be written and agreed with parents where possible. Plans should identify welfare issues and the support offered, including adaptation to activities, accommodation, access to outside services etc.

The student records folders available in the staffroom, the Prep office and the main office each contain a list of medical issues of students. Staff are made aware of any serious medical concerns at meetings. This is also kept in the medical cupboard along with a reduced list giving information about emergency procedures.

Staff Training

All staff are trained in Emergency First Aid every three years. A list of trained first aiders is kept in the main school office. Key staff are trained in First Aid at Work, and Prep staff are trained in Paediatric First Aid, a list of which is also in Reception.

Storage of Medicines

Medicines for first aid are kept in Reception, and in Sick Bay. They are to be administered by staff who have received training to do so.

Day students may have individual medicines in their files as sent by parents. The use of paracetamol etc must be checked with parents unless previously authorised.

Children Requiring First Aid

Day students should report or be taken to Reception, Boarders to Sick Bay. After First Aid is administered, Matron (for boarders) or Office Staff (for day pupils) should decide a course of action, which may include:

- immediate return to class
- rest, followed by return to class
- rest and observation, followed by further assessment, and return to class
- rest as above, followed by collection by parents or guardians
- hospital, following the 'escorting students to hospital policy'
- If a member of staff considers there is an emergency situation that requires more than first aid they should make a judgement about whether to call for an ambulance (then immediately inform the main office) or whether to call the office to request an ambulance.

Record Keeping and Monitoring

Both Office and Sick Bay keep records of First Aid administered, which are checked by the Principal on a regular basis (termly), to consider possible patterns, both of students and incidents.

First Aiders in the School Office and Matron in Boarding should monitor any patterns of illness, medication required, or accidents. This should be done with an eye to:

- Looking for patterns of illness & accident
- Looking for patterns concerning individual students

Any emerging patterns should be dealt with by reference to parents or GP as appropriate, and should be noted for Principal.

The school complies with RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 1995). We will report certain injuries and illnesses to the Health and Safety Executive (T: 0845 300 99 23).

The list of reportable injuries is available on the website at <http://www.hse.gov.uk/riddor/>

This policy works in conjunction with:

- CGS Policy: Infectious Diseases
- CGS Policy: Medication for Boarders
- CGS Policy: Health and Safety

Equipment

Contents of First Aid Kits / Containers	Number
Leaflet giving general guidance on First Aid	1
Individually wrapped sterile adhesive dressings (Assorted Sizes)	20
Sterile eye pads	2
Individually wrapped triangular bandages (Preferably Sterile)	4
Medium sized Individually wrapped sterile un-medicated wound dressing approx. 12 cm x 12 cm	6
Large sterile Individually wrapped un-medicated wound dressing approx. 18 cm x 18 cm	2
One pair of disposable latex gloves	1
Safety Pins	6
Individually wrapped 'medi-wipes'	10

First aid boxes are inspected monthly and the results recorded on the appropriate form. All deficiencies must be reported to a responsible person so that replacement items can be arranged.

Contents of Travelling First Aid Kits / Containers	Number
Leaflet giving general guidance on First Aid IND (G) 215L 1997	1
Individually wrapped sterile adhesive dressings	6
Large sterile un-medicated dressing (Approx. 18 cm x 18 cm)	1
Triangular bandages	2
One pair of disposable latex gloves	1
Safety pins	2
Individually wrapped 'medi-wipes'	5

Location of First Aid Kits

First Aid kits can be found in:

- School Office (reception)
- Prep School (central corridor)
- Boarding (Lyncroft House Medical Room)
- Maintenance (Garage)
- Science (preparation room)
- Design Technology (classroom/workshop)
- Kitchen (central dining room)

First Aid kits are available on all school buses and the Physical Education Department have two portable kits that may be borrowed for trips not using school transport.

This policy applies to all aspects of the school including EYFS, Prep and Seniors. For information regarding EYFS and Prep please contact the Head of Prep and for Seniors the Principal.

2016.09.13 MH