

**SAFEGUARDING (CHILD PROTECTION) POLICY - WHOLE SCHOOL including EYFS****Amended 30/9/17 – to be presented to the Governing Body on 19/11/17****HOW TO RESPOND TO CONCERNS RELATING TO A SUSPECTED SAFEGUARDING ISSUE  
AN OUTLINE**

All cases of suspected child abuse or neglect should be given the highest priority. The following sequence of events should be adhered to. Where you think there might be reasonable grounds for suspecting abuse:

- **LISTEN** to what the child has to say. Do not discuss the situation; reassure the child but advise that you cannot promise to keep a secret as this may not be in the **best interests** of the child.
- **RECORD** in detail the circumstances (**including the nature and extent of any injuries**) and the action taken. You must not investigate the incident.
- **REPORT** all suspicions immediately to the Designated Safeguarding Lead or Deputy:  
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- **REMEMBER** – speed is essential MORE DETAILED INFORMATION REGARDING PROCEDURE MAY BE FOUND IN THE MAIN BODY OF THIS POLICY
- **ALLEGATIONS INVOLVING THE HEADMASTER** – telephone the Kent Local Authority Designated Officer, (LADO) 03000 410 888 or email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk) and the **Chair of Governors, Kirsty Hillocks**, 01474 822366 [k.hillocks@gadshillschool.org](mailto:k.hillocks@gadshillschool.org)
- **Proprietors**  
 The responsibility for the management of the school rest with the board of Governors of Gad's Hill School Association. The Chair is Mrs Kirsty Hillocks whose appointment is registered with the DfE. The Chair can be contacted via the school office 01474 822366.

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**Other related policies are to be found in the staff handbook on the SIS -**

**S2 Anti-bullying policy**

**S3 Behaviour Management (which includes discipline, sanctions, exclusions and general school rules),**

**S6 E-Safety and Internet Policy,**

**E4 Curriculum policy (which includes reference to PHSEE)**

**E5 SMSC Policy**

**I8 EYFS policy**

## **SAFEGUARDING (CHILD PROTECTION) POLICY - WHOLE SCHOOL including EYFS**

### **INTRODUCTION**

The staff and parents of Gad's Hill School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a safeguarding policy and this school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

### **Legal Status:**

- This policy complies with Part 3, paragraphs 7 (a) and (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard.
- This document has regard to *Keeping Children Safe in Education - Statutory guidance for schools and colleges* (KCSIE) (DfE, 2016), KCSIE incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (Feb 2015) and also refers to the non-statutory advice for practitioners: *What to do if you're worried if a child is being abused* (March 2015); and *Working Together to Safeguard Children* (WTSC) (HM Government, March 2015, **revised Feb 2017**) which refers to the non-statutory advice: *Information Sharing* (March 2015)
- *Prevent Duty Guidance: for England and Wales (March 2015) (Prevent)*. Prevent is supplemented by non-statutory advice and a briefing note: *The Prevent duty: Departmental advice for schools and childminders (June 2015)* and *The use of social media for on-line radicalisation (July 2015)*
- The Children Act 1989 and 2004 and Section 157/175, Education Act (2002) and the Education & Inspections Act 2006
- Teachers' Standards (Guidance for school leaders, school staff and governing bodies)
- This policy on child protection is in accordance with the locally agreed inter-agency procedures Kent Child Protection Procedures.
- The School recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary.
- The policy also complies with guidance from the DfE and the Local Safeguarding Children Board (LSCB).
- The policy is consistent with any other relevant and current regulations and any other guidance concerning Safeguarding Children to which schools are obliged to have regard.

### **Applies to:**

- Whole School, including the Early Years Foundation Stage (EYFS) and all activities provided by the school outside of the normal school hours such as out of school care, the afterschool clubs and all other activities provided by the school, inclusive of those outside of the normal school hours;
- Safeguarding children in our school is the responsibility of all staff (teaching and support), the Governing Body, students on placement and volunteers working in the school who are therefore required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead or Deputies.

## Availability

This policy is made available to parents, staff and pupils via the School website and a copy may be obtained from the Office. Our school prides itself on respect and mutual tolerance.

Parents/carers have an important role in supporting the School and open communications are essential which is why copies of this policy and others relating to issues of child protection are on our website.

## Definitions

- a) A **CHILD** is anyone under the age of 18 and this policy applies to the EYFS setting, Kindergarten, Junior and Senior School.
- b) **SAFEGUARDING** and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSiE 2016)
- c) **ABUSE**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. (KCSiE 2016)

**The signs and forms of abuse are detailed in Appendix A.**

- d) **SIGNIFICANT HARM**: this is the threshold justifying compulsory intervention for the protection of children. We understand that there is no absolute criteria on which to rely when judging what constitutes significant harm. We understand that our local safeguarding board procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. We will refer to North Kent Council Local Safeguarding Children's Board threshold guidance which includes how we access local services and the type of help to be provided. This includes the level of need for when a child should be referred to the local authority Children's Social Care for assessment and for statutory services under: section 17 of the Children Act 1989 (children in need); section 47 of the Children Act 1989 (safeguarding); section 31 of the Children Act 1989 (care proceedings); and section 20 of the Children Act (duty to accommodate a child).

## Aims

- Gad's Hill School staff are committed to acting in the best interests of the child and taking action in order to enable all children to have the best outcomes.
- To provide a happy safe and secure environment in which pupils learn and develop in to fulfilled adults. At Gad's Hill we aim to provide an ethos which encourages children to be open and confident about themselves and through which young people are respected. They



should be confident that they will be listened to and know how to approach adults if they are in difficulties.

- The school and staff form part of the wider safeguarding system for children.
- To establish very good communication about safeguarding among all levels of staff.
- Safeguarding and promoting the welfare of the child is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure that the approach is child-centred i.e. what is in the best interests of the child.
- To make sure all staff are familiar with the steps to take in identifying and reporting possible cases of abuse and empowered to take them.
- To establish a structured procedure within the school which is understood and followed by all members of the community in cases of suspected abuse.
- To outline an efficient system for monitoring children known or thought to be at risk of harm and which contributes to assessments of need and support packages with outside agencies.
- To ensure that all staff who come in contact with children have undergone proper checks as to their suitability including verification of their identity, qualifications and a satisfactory DBS at the correct level.
- To monitor and maintain an up to date central record of staff available for audit.
- To make clear to members of the school community the arrangements for handling allegations of abuse against members of staff, volunteers and the Headmaster.

### **Purpose**

The purpose of this policy along with the support documents is to provide staff and volunteers with the guidance they need, and to inform parents, carers and guardians how we will safeguard their children whilst they are in our care. Our School is committed to the protection and safety of the children. We maintain rigorous procedures for child protection and we expect everyone working within the setting to take responsibility for following these procedures. The health, safety and welfare of all our children are of paramount importance to all the adults who work or volunteer in our school. These include the school's reporting arrangements whereby contact with the appropriate welfare agency is made immediately and never later than 24 hours of a disclosure or suspicion of abuse.

Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. Safeguarding encompasses all aspects of school life where a child's welfare may be compromised. We provide a caring, positive, safe and stimulating environment that promotes the spiritual, moral, social and cultural (SMSC) development of the individual child and protect them from harm. We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children and reviewing the child protection policies and procedures annually. Our Safeguarding (Child Protection) Policy is also dovetailed with the Behaviour Management and Anti-bullying Policies. We have a staff code of conduct. Included in our school documentation are: behaviour and discipline, pupils health and safety, anti-bullying, racist abuse, harassment and discrimination, use of physical intervention, meeting the needs of pupils with medical conditions, providing first aid, drug and substance misuse, educational visits, intimate care, internet safety and school security.

### **Context**

Our children have the right to respect and protection from abuse, regardless of age, gender, religion, race, nationality, sexuality, culture or disability. They have a right to be safe in our

school and so safeguarding encompasses all aspects of school life where a child's welfare may be compromised. The atmosphere within our school is one that encourages all children to do their best and we provide opportunities that enable our children to take and make decisions for themselves. We recognise that abuse and neglect can result in underachievement and we always strive to ensure that all our children make good educational progress. All pupils should care for and support each other. Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests. The school has a very good working relationship with the North Kent Local Children's Safeguarding Board (Helen Windiate) from whom advice on how to deal with a child protection concern is always sought. Any parent or other person/organisation engaged by the School to work in a regular voluntary capacity in the school will be subjected to the vetting procedures of the Disclosure and Barring Service (DBS).

Safeguarding in schools is critically important and the consequences of failing to appropriately safeguard pupils can be very serious for our school and the individuals involved. *Safeguarding Children and Safer Recruitment in Education*, which was in force from 2007 has been replaced by *Keeping Children Safe in Education*. If staff do not know about policies, the policies become worth very little. *Keeping Children Safe in Education* puts the onus on our school to keep up to date. Our school makes the most of the information from our local safeguarding children board, specialist conferences, seminars and publications. In these ways the school keeps its staff at the level they need to be, as well as keeping them up to date in their knowledge and practical experience.

## **PART A - CONCERN ABOUT A CHILD**

### **Signs and Symptoms of Abuse**

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

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

Visible physical injury is the most obvious indication of possible abuse. However, staff should also be vigilant to any sign of unusual or distressed behaviour. The following signs may be indications of abuse.

- Nervousness/watchfulness
- Sudden underachievement/lack of concentration
- Inappropriate relationships with peers and/or adults
- Attention seeking behaviour
- Persistent tiredness
- Running away, stealing/lying

Staff are in a particularly good position to detect child abuse and will need to be especially vigilant for:

- Any injuries not consistent with the explanation given for them

- Any injuries which have not received medical attention
- Instances where an injured child is kept away from school without reasonable information. Attendance patterns may be of use and identified by tutors when looking at monthly attendance information
- Reluctance to change for, or participate in, PE, Games or Swimming
- Any signs of neglect, such as under-nourishment, untreated illness or abrasions, inadequate care
- Any allegations made by a child concerning sexual abuse.
- Age – inappropriate sexual behaviour

Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

### Generic Safeguarding Procedures

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child and take action in order to enable the best outcome for the child.

Staff members will never ignore an allegation of child abuse. It is not the role of adults in our school to investigate or resolve allegations of abuse. All concerns regarding children are always referred to the DSL and within the same day, and if necessary immediately, referred to Children's Social Care for either advice or referral.

If staff members have any **concerns about a child** (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible, there will be a conversation with the designated safeguarding lead to agree a course of action, although if a DSL is not available, any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

Once an adult has clarified that a concern is present, cease questioning the child and pass the information on to the DSL without delay. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

If, a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead will be informed, as soon as possible, that a referral has been made.

**Staff will share anything they know, with one of the DSLs.**

### Disclosure - staff role

If a child 'discloses' to a member of staff, the member of staff is expected to listen encouragingly and without comment or advice or asking leading questions, while making it clear that the matter cannot be kept confidential. Notes may be taken and the child reassured he/she has done

the right thing and will be supported. Information should be passed at once to the DSL or if the member of staff considers it more appropriate, directly to the Childrens' Social Care.

Staff in Gad's Hill Senior, Junior and Kindergarten Schools need to be alert to the risks posed by strangers or others (including the parents or carers of other pupils) who may wish to harm children in School or pupils travelling to and from School and will take all reasonable steps to lessen such risks.

**Where a member of staff suspects abuse or a child/young person makes a disclosure of abuse or neglect we will:**

- Take the child seriously
- Listen carefully and record their concerns
- Tell the child they have done the right thing by telling us
- Clarify if necessary
- Make an accurate record as soon as possible
- Inform the DSL without delay

**We will not:**

- Promise confidentiality
- Investigate
- Ask leading questions
- Repeatedly question/ask the child to repeat the disclosure over and over

In addition to the generic safeguarding procedures for the School, we also have procedures bespoke to their setting. If staff members have the slightest suspicion that a pupil is being physically, emotionally or sexually abused, they should bring this to the immediate attention of the DSL. Suspicious bruising or other injury should be mentioned at once so that information can be gathered and appropriate action taken.

**The Designated Safeguarding Lead persons for the whole school are named on page 1 of this policy.**

**Where there is a safeguarding concern regarding a child (EYFS through to Upper 5) this is referred to the Kent Safeguarding Children Board (KSCB) If you are concerned about a child, please contact the Designated Safeguarding Lead (DSL) or their deputy, first to discuss, however, any member of staff can make a direct referral.**

As of Monday 7th August 2017, all new referrals to the LADO service should be made using a referral form, which can be found on the KSCB website. The form should then be e-mailed securely to [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk) either via a secure egress account or the document should be password protected.

The LADO team will aim to respond within 24 hours and will discuss with the referrer the most appropriate course of action to be taken.

If you are unsure whether the concern constitutes an allegation you are still able to phone the LADO team on 03000 410888 for advice but a referral form will also be required.

You should also contact the child's named social worker if the case is already allocated or the Central Referral Unit if there is an immediate Child Protection concern. A LADO may be able to assist in an emergency situation, but this cannot always be guaranteed.

- During the day and in office hours **call KSCB on 03000 41 24 45** (text relay 18001 03000 41 11 11) or email [social.services@kent.gov.uk](mailto:social.services@kent.gov.uk).
- **Out of Hours** and in an **Emergency** including during the night call **03000 41 91 91**.

### Disclosure - DSL role

Following a report of concerns from a member of staff, the DSL will assess the risks and consider contact with the Kent Safeguarding Board and make a clear statement of:

- the known facts
- any suspicions or allegations
- whether or not there has been any contact with the child's family.

If the DSL feels unsure about what the child has said or what has been said they can phone Children's Social Care to discuss concerns. Doing so does not constitute a child abuse referral and may well help to clarify a situation. The DSL will decide if a referral should be made to the LADO, and will do so within 24 hours of a disclosure.

1. If there is not a risk of significant harm, then the DSL will either actively monitor the situation or instigate the Common Assessment Framework (CAF) process.
2. The DSL must confirm any referrals in writing to Children's Social Care, within 24 hours, including the actions that have been taken. The written referral should be made using the inter-agency referral form which will provide Children's Social Care with the supplementary information required about the child and family's circumstances.
3. If a child is in immediate danger, the police will be informed and can take immediate protective action. If it is believed that the child is in imminent danger urgent advice should be sought from Children's Social Care and/or the police. The child can be kept in school if advised to do so by these agencies. The parent should be informed and a decision should be made with Children's Social Care/police about who should do this.
4. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether, and if so when and by whom, the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL should help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation, as per the Children Act 1989. Where a known social worker is already involved with the family, we will inform them of our concerns and actions accordingly. Parent/carer(s) are obliged to inform us of any external agency involvement in keeping with our school's terms and conditions. Where we have received no reply from children's social care services about the type of response that is required within three days of a referral, we will immediately inform the appropriate line manager in children's social care to establish progress.
5. When a pupil is in need of *urgent* medical attention and there is suspicion of abuse the DSL will arrange for Accident and Emergency Unit at the nearest hospital, having first notified

Children's Social Care and sought advice about what action Children's Social Care and /or the police will take and who and how the parents will be informed, remembering that parents should normally be informed that a child requires urgent hospital attention. If the suspected abuse is sexual then the medical examination should be delayed until Children's Social Care and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. If the decision is made not to inform the parents there must be a responsible adult with the child at all times, whether from the school, Children's Social Care or the police. We understand that there are no absolute criteria on which to rely when judging what constitutes significant harm. We understand that our local safeguarding board procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

To keep children safe, staff at Gad's Hill recognise the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

### **North Kent Local Authority Safeguarding Procedures**

The Gad's Hill School policy on child protection is in accordance with the **Kent Local Children's Safeguarding Board** Inter-Agency Child Protection Procedures and Guidance via a Common Assessment Framework (CAF) form or Early Help Notice. Prior to any written CAF being sent as a referral, there should be a verbal consultation. The referral process is also available if there are concerns about a child who may be at risk of being drawn into terrorism.

Children who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately and those who are in need of additional support from one or more agencies should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)".

### **Links with outside agencies**

The Governing Body will ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working together to safeguard children*'. The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

As part of meeting a child's needs the Governing Body recognises the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of **Working together to safeguard children** and at **Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers**.

Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

- All staff are made aware that they have the right to contact the school's Local Authority Designated Officer (LADO) directly if they have concerns, as set out in Part One of KCSIE.
- However, the DSL is normally the first point of contact for external agencies who are pursuing Child Protection investigations and he/she co-ordinates the School's representation at CP conferences and Core Group meetings (including the submission of written reports for conferences).
- If there are allegations of abuse by an adult the DSL will immediately contact the LADO.
- Where there is any doubt as to the seriousness of this concern, or disagreement between the Designated Person and the member of staff reporting the concern, advice will be sought from the LADO.
- Following any allegation or disclosure of abuse the Designated Person, and other staff involved, will not do anything which may jeopardise a police investigation such as asking the child leading questions or attempting to investigate allegations of abuse.
- The parent/carer will normally be contacted before a referral is made to Children's Social Care (Children's Services). However, if the concern involves alleged or suspected sexual abuse or the Designated Person has reason to believe that informing the parent at this stage might compromise the safety of the child or a staff member, nothing will be said ahead of the referral.
- In circumstances where a child has an unexplained or suspicious injury that requires urgent medical attention, the Child Protection referral process should not delay the administration of first aid or emergency medical assistance.
- If a pupil is thought to be at immediate risk of serious harm because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, or a crime has been committed, the school will inform the Police.
- If a crime has been committed or a child is at risk of serious harm the Police will be informed.
- Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to Children's Social Care will be confirmed in writing, using the on-line Inter-agency Referral Form and copied to the LA's Lead Officer.
- In situations where pupils sustain a serious injury or are otherwise affected by a serious accident or incident whilst they are the responsibility of the School, parents will be notified of this as soon as possible.

## **Early Help**

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

## **Record keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

## **Vulnerable pupils**

- Vulnerable pupils and those with parental/family concerns will be identified on the watch list for easy access by staff, so that they can provide support.
- When dealing with a pupil in school who is already receiving support coordinated by several agencies, or who is vulnerable as a result of being adopted, looked after, or acting as a carer, the DSL will work with staff and the appropriate agencies as part of an ongoing inter – agency assessment and support framework for the child. This involves continuous monitoring and reporting.
- Particular vigilance will be exercised in respect of pupils who are the subject of Child Protection Plans; any incidents or concerns involving these children will be reported to the DSL who will log the incident and consider referral to the allocated Social Worker and Central Duty Team.
- The school appreciates that children with mental or emotional health issues e.g. those with eating disorders or those who self-harm, may require specialist support. To that end the school will provide welfare support and advice to the pupil on a case by case basis (recognising that each case will be individual).
- If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue.
- The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, effects of



substance abuse within the family, those who are young carers, mid-year admissions and pupils who are excluded from school.

- The school acknowledges that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context.
- Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Social Care. In the case of a young person between the ages of 13 and 16, an individual risk assessment will be conducted in accordance with the Kent County Council Child Protection Procedures. This will determine how and when information will be shared with parents and the investigating agencies.
- Abuse by other pupils. The school aims to take action against any form of intimidation or bullying, including cyberbullying, by other pupils as set out in the **Anti-Bullying Policy**. The Headmaster, Head of Kindergarten and Junior School, or Head of Senior School is to be informed at once and firm steps taken to end such behaviour and restore confidence among pupils. Parents can be informed and punishments imposed. If a pupil is suffering significant harm advice will be sought from the Children's Social Care.

### **Child Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect. The school will report children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school invokes safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

All pupils are placed on the school admissions and attendance registers. A pupil is placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, we will consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

We will monitor attendance and address it when it is poor or irregular. We will inform the local authority of any pupil who fails to attend school regularly, or has for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies the school that a pupil will live at another address, **we will** record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The school will notify the local authority **within five days** when a pupil's name is added to the admission register. The school will provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

The school will also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where the school notifies a local authority that a pupil's name is to be deleted from the admission register, we will provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. Independent schools can be given access to school2school by the department. The school2school website also contains a searchable area, commonly referred to as the ‘Lost Pupil Database’, where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

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

Female genital mutilation (FGM) is defined as ‘all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons.’ (World Health Organisation). Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. It is a form of child abuse with long-lasting harmful consequences. We follow our local safeguarding board procedures since any such child is at risk of significant harm through physical and emotional abuse. It may also be considered as sexual abuse. We are alert to indicators such as a known community who practices FGM, talk of a long holiday, excused swimming and PE on return for no apparent reason, the child may confide about a special ceremony, mother may have been known to have undergone FGM, sister may have been known to have undergone the same procedure. **Any disclosure will be notified to the designated person without delay so that the appropriate referrals can be made and protective measures put into place.**

**If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.**

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships and refers to incidences where those aged under 18 receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of them performing, and or others performing on them, sexual activities. Guidance from the DfE was issued in 2012 regarding child sexual exploitation.

Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Some situations are clearly exploitative, whereas others have the appearance of consensual relationships. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. We are aware that sexual exploitation can happen through the use of technology without children realising. The perpetrator may befriend the student who becomes groomed into believing there is a relationship between them, or there may be an imbalance of power between the student and the perpetrator, often with a significant age gap. Given the nature of this abuse, vulnerable children are more at risk, including children with SEN and pupils at special schools. Sometimes young people are passed through networks, crossing towns and cities, forced to have sexual activities with many men (sex parties).

As a school we work closely with parents and other agencies and we are alert to the potential signs of exploitation. For example, any young person missing for periods of time or regularly returning home late, developing into a pattern, disengagement from education, unexplained gifts, risks of sexual health issues, etc. We listen to young people and take any disclosure seriously, sharing information with other agencies. Given its increasing prominence and the significant damage that can result to victims, it is important for schools to train staff on spotting the signs of child sexual exploitation and update their policies as necessary.

### **Preventing Radicalisation (Counter-Terrorism and Security Act 2015) Sections 26 and 29**

Gad’s Hill School, in the exercise of its functions has due regard to the need to prevent people from being drawn into terrorism – “the Prevent duty”. Support and advice about extremism can be obtained from the LA *Prevent* lead in *Prevent* priority areas, the local police force, 101 (the non-emergency police number); EYPS Education Safeguarding Advisor for North Kent, Lorrissa Webber 03000 412445 or 07740 183798; the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

For pupils who are identified as being at risk of radicalisation, the school will need to consider the level of risk, to identify the most appropriate referral, which could include Channel or Children’s Social Care.

Although decisions to seek support for a child about whom there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

### **The Prevent Strategy**

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard” to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Working together to divert vulnerable individuals from being radicalised and providing them with advice and support to guide them away from terrorism.

***What factors can put people at risk?***

There is no single way of identifying who is likely to be vulnerable. Risk factors may include:

- Peer pressure
- Influence from other internet users
- Bullying, crime and anti-social behaviour
- Family tensions
- Race/hate crime
- Lack of self-esteem or identity
- Personal or political grievances

The Statutory Revised Prevent duty guidance: for England and Wales (for schools) summarises the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate, a website designed to equip school leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in

young people. The website provides information on training resources for teachers, staff and school leaders, such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

School staff understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include Kent. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires the school to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

If you have a concern that someone is either moving towards support for terrorism, or an attraction to terrorism or a vulnerability to radicalisation, please inform the DSL who will assess the situation and if necessary refer the matter to: Kent Channel Coordinator at [channel@kent.pnn.police.uk](mailto:channel@kent.pnn.police.uk). Staff may also contact 101 (the non-emergency police number) or Kent Police via 01622 690690 or the dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk).

## **One to one staff/pupil arrangements**

Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct. To avoid misunderstandings the following should be adhered to carefully:

- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- When in a private meeting with a child or one-to-one session as occurs with the medical carer, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured, unless this is detrimental to the privacy of the pupil;
- One to one tuition for example in music, performing arts or sports coaching should be carried out in view ie via a door with a glass panel and essential body contact when instructing fine position of play must be strictly professional.

## **Working in partnership with parents/carers**

- It is our policy to work in partnership with parents or carers to secure the best outcomes for our children.
- We will therefore communicate as clearly as possible about the aims of this School.
- We will try to use clear statements in our brochures and correspondence.

- We will involve pupils in the development of Codes of Conduct and Behaviour policies and communicate these to parents.
- We will liaise with agencies in the statutory, voluntary and community sectors and locality teams that are active in supporting families.
- We will keep parents informed as and when appropriate.

### **Responding to Parents/Carers**

- The Headmaster/DSL must be notified of a concern before involving parents/carers in conversations about abuse.
- Parents/carers should be informed as soon as possible about any concerns regarding their children.
- Parents/carers will usually be told the source of a referral if it comes from a professional agency e.g. a school. However, members of the public can ask to remain anonymous. In cases of alleged abuse, especially in cases of sexual abuse, Children's Social Care will be informed first, in case the alleged abuser is part of the household and they might put pressure on the child to deny or withdraw the allegation.
- Staff must be careful neither to blame parents/carers nor to dismiss allegations because they believe the parents/carers are considered to be not the sort of people who would abuse their children.
- The parents/carers will normally be contacted before a referral is made to Children's Social Care. However, if the concern involves alleged or suspected sexual abuse, honour based violence, fabricated or induced illness (or the Designated Safeguarding Lead has reason to believe that informing the parent/carer at this stage might compromise the safety of the child, or a staff member,) there will be no contact by the school prior to the referral (although the reasons for this course of action will be documented on the referral).
- Where a child sustains a physical injury or is distressed as a result of reported chastisement, or alleges that they have been chastised by the use of an implement or substance, this will immediately be reported for investigation. Referrals to the local authority will be confirmed in writing.
- The School recognises the need to be alert to the risks posed by strangers or others (including the parents, guardians or carers of any pupils) who may wish to harm children both in and out of school.
- Parents/carers are reminded that in matters of parental contact or residency, the school will not act as a mediator for them. The school will seek to protect the interests of the child, first and foremost. Any parent/carer asking the school to get involved in contact disputes must refer such matters to the appropriate authorities, such as the court and CAFCASS/NSPCC. Parents/carers who expect the school to actively take sides outside the best interests of the child will find that their child is referred to the appropriate relevant agency to protect the child from being at risk of emotional harm.
- Contact orders (child access) must be given to the school by the parents/carers so that these can be meticulously followed, including any timely revisions, in accordance with our school's terms and conditions.

### **Attendance**

Schools must inform the local authority (where the child is resident) where a pupil's name is going to be deleted from the admission register on certain grounds. In summary, these are, when the child has been taken out of school to be home educated, when the family has apparently moved away, when the child has been certified as medically unfit to attend, when the

child is in custody for more than four months, or has been permanently excluded. The duty arises as soon as the grounds for deletion are met and in any event before deleting the child's name. See Regulation 8(1)(d),(e),(g),(i) and (m) and 12(3) of [The Education \(Pupil Registration\) \(England\) Regulations 2006](#), and see also KCSIE 2015.

There is no longer a requirement for independent schools to return absence data to the DfE and inspectors can no longer check a school's overall statistics, unless it has kept them for its own purposes. Independent schools continue to have a legal duty to report certain attendance issues to their LA: ten days of unauthorised absence (other than for reasons of sickness or leave of absence), failure to attend regularly, and deletion from the school register when the next school is not known. In this last case, independent schools are required to report the circumstances as soon as possible to the LA in which the pupil lives. Failure to report children missing education, when this is a requirement, would be non-compliance with paragraphs 7(a) and (b) of the standards.

### **Concerns about safeguarding practices within the school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

### **PART B – ALLEGATIONS OF ABUSE AGAINST TEACHERS, OTHER STAFF (including volunteers) AND PEER ON PEER - for procedures see Appendix C**

The Governing Body should ensure there are procedures in place to handle allegations against teachers, the headmaster, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four of KCSiE.

### **Allegations of peer on peer abuse**

The Governing Body ensures the safeguarding policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. **The threshold for dealing with an issue of pupil behaviour or bullying is when there is reasonable cause to suspect that a child is suffering or likely to suffer, significant harm. Any such abuse will be referred to local agencies. Both the perpetrator and victim will be treated as being 'at risk'.**

Peer on peer abuse can manifest itself in many ways. The school approach is reflected in the anti-bullying and behaviour management policies. A case will be dealt with following the appropriate policy and procedures. Further guidance can be obtained via Child Exploitation Online Protection Centre (CEOP) and the NSPCC.

Governors ensure that this policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

All staff will recognise and take account that children are capable of abusing their peers. Abuse is abuse and will not be tolerated. Examples of abuse may include sexting, **passing off abusive comments or interactions as mere banter**, sexual assaults or gender based issues. Victims of peer on peer abuse (and that includes the potential perpetrators) will be supported according to their needs as assessed by staff depending on the nature of the incident, the impact on the child(ren) and on a case-by-case basis. Examples of support may include counselling, practical



advice, additional education and access to support from external agencies. **Advice on sexting in schools is available from the UK Council for Child Internet Safety (UKCCS): Sexting in Schools and Colleges.**

### **Allegations of abuse against staff and volunteers**

This guidance refers to members of staff who are currently working in any school regardless of whether the school is where the alleged abuse took place.

If it is alleged that a teacher or member of staff including a volunteer 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 which indicates he/she poses a risk of harm if they work regularly with children

**If an allegation is made against anyone working with children in the school, all unnecessary delays should be eradicated. In the case of a safeguarding allegation regarding member of staff, the Headmaster should be informed straight away, if not available, the Chair of Governors. Either person will refer the allegation to the Local Authority Designated Officer (LADO) within one working day.**

- During the day and in office hours Call the Duty Team (No individuals are named or allocated by the local authority) **03000 410 888**
- **If a child is in immediate danger and call cannot get through to the Duty Officer – contact Central Referral Unit 03000 41 11 11 or police.**
- Out of Hours and in an Emergency including during the night call **03000 41 91 91**.

The Headmaster will take advice from appropriate agencies after discussion with and the agreement with the LADO. The school will keep all parties involved as required. The school will aim to provide effective support for all involved:

- It will remain confidential until any point at which an accused person is charged with an offence.
- As an employer, Gad's Hill has the responsibility to show common sense and good judgement and to support any employee facing an allegation and to provide them with a named contact if suspended.
- It is very possible that the allegation is not proven and upon investigation may not justify police investigation or notification of local agencies.
- However if a member of staff leaves the school as a result of these allegations, the school will inform the DBS straight away.

Allegations of abuse against a member of staff who is no longer working at the school should be referred to the police. Historical allegations of abuse should also be referred to the police.

In case of serious concern, including physical harm, the police are informed from the outset. It should be noted that any member of staff can make a direct referral to the appropriate external agency.

If the school was given information that suggested that a **member of staff was abusing a child who is not a pupil at the school**, we would immediately pass such information to the LADO. We would then formally advise the employee of the allegation and advised of the possible consequences, making it clear that the school would not play any part in the investigatory

process. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming their career.

### **Allegations of abuse against the Headmaster**

If the allegation concerns the Headmaster, the person receiving the allegation should immediately inform the LADO (whose contact details are: telephone: 03000 410888 or email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk) ) and the Chair of Governors, Kirsty Hillocks; Tel: 01474 822366, email [k.hillocks@gadshillschool.org](mailto:k.hillocks@gadshillschool.org) , without informing the Headmaster.

### **Malicious Allegations**

Allegations that are found to have been malicious should be removed from personnel records and should not be referred to in employer references. Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). If an allegation is made against a teacher, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

### **Dismissal or resignation after misconduct**

The School has a legal duty to immediately report to the Disclosure and Barring Service (DBS) whose contact details for referrals is: PO Box 181, Darlington, DL1 9FA (telephone: 01325 953 795), any person (whether employed, contracted, a volunteer or student) whose services are no longer used in the school because the person is considered unsuitable to work with children. In the above context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching; contract working; a course of initial teacher training; or volunteering.

As an independent school, where a dismissal does not meet the threshold for a DBS referral, separate consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL). Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies.

Referrals will be made as soon as possible after the resignation or removal of the individual and reports will include as much evidence about the circumstances of the case as possible. We also ensure that 'Compromise Agreements' never apply in such circumstances and appreciate that failure to make a report constitutes an offence; the school may be removed from the DfE register of independent schools. If there has been a substantiated allegation against a member of staff, the school works with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. The full procedures about dealing with allegations of abuse made against teachers and other staff can be found in Part 4 of the DfE guidance "Keeping Children Safe in Education".

### **PART C – STAFF CODE OF CONDUCT - Power, Positions of Trust and Staff Behaviour (see Appendix C)**

All staff are aware that *Teacher Standards 2012* states that teachers should safeguard children's well-being and maintain public trust in the teaching profession. These standards also apply to trainees, inductees, Newly Qualified Teachers. We fully adhere to this commitment with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. Children will be treated with respect and dignity. No punishment, detention, restraint, sanctions or rewards are administered outside of those detailed in the schools Behaviour Policy.

Staff are reminded of the need to exercise professional judgement in order that they do not leave themselves exposed to the risk of vexatious allegations particularly in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. If the designated person believes suspension is the correct way to minimise risk to pupils then it is the correct course of action.

All staff follow our code of conduct with regard to Safeguarding and Child Protection which is on the staff handbook. It has been updated following the latest KCSIE guidelines and the main principles are as follows:

- Staff are made aware that they have a responsibility to recognise when a child is in need of support and to offer appropriate pastoral care themselves and report any concerns.
- It makes clear the responsibility of all staff to be proactive in identifying and reporting any concerns about a child to the DSL first, however, if necessary, any member of staff may make a direct referral to the Children's Social Care
- It makes clear that staff have the responsibility to challenge when support for a child as part of a child protection cross agency programme is not making progress.
- It makes clear that staff are responsible for being up to date in child protection training and to be aware of the nature of Child Sexual Exploitation (CSE), radicalism and Female Genital Mutilation (FGM) along with other forms of neglect and abuse including bullying.
- From October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.
- It requires staff to indicate that they have read and understood Part One of the KCSIE guidelines each year.
- It informs staff that they should report any concern about abuse by a member of staff to the DSL and the Headmaster.
- It explains that a concern about abuse by the Headmaster should be reported directly to the Chair of Governors and the LADO.
- It gives step by step guidelines for the correct approach to a situation in which a child 'discloses' that he/she is the victim of abuse
- The risks associated with going missing from education are now given more prominence in KCSIE. The school has procedures in place to identify and respond to children who go missing, particularly on repeat occasions. Pupils whose absence gives cause for concern will be referred to the Kent or Medway Missing Children's Board.
- It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

## **Physical Contact**

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary to physically restrain a pupil for their own protection or others' safety, this will be appropriately recorded through a Physical Intervention Register reported to the Headmaster and parents. Any physical restraint used will comply with DfE and LA guidance. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to themselves or another person. Such events should be recorded in the Physical Intervention Register. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. All staff will be given 'Safe Practice' guidance and physical intervention training to ensure they are clear about their professional boundary. (Refer to our Physical Restraint section in the Staff Code of Conduct).

### **Social Contact Register – located on the SIS**

School staff should also be alert to the possible risks that might arise from social contact with pupils outside of the School. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headmaster, via the social contact register. Any unplanned contact of this nature or suspected infatuations or “crushes” will be reported to the Headmaster. Staff will not disclose their personal telephone numbers and home email addresses to pupils or parents, unless there is a justifiable reason to do so in which case it will be recorded in the Social Contact Register.

### **Staff taking medication or other substances**

Staff members may not be under the influence of alcohol or any other substance which may affect their ability to care for children. If any member of staff is taking medication which may affect their ability to care for children they should seek medical advice and should inform the Headmaster who will review the medical advice, in consultation with the member of staff. The school will only allow practitioners to work directly with children if the medical advice confirms that the staff member's ability to look after children properly is unlikely to be impaired. Should a member of staff need to bring their medication to school with them, it must be securely stored and out of the reach of children at all times.

## **PART D – WHISTLE BLOWING PROCEDURES**

The school has a culture of safety and of raising concerns. It has a culture of valuing staff and of reflective practice. The **whistle-blowing policy (Appendix D)** outlines the procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for support, mediation and dispute resolution where necessary. At induction, staff members have training to inform them of our whistle-blowing policy. This is revisited every three years when child protection update training is conducted. Concerns will be received and handled with transparency and accountability.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **PART E - SAFER RECRUITMENT**

Gad's Hill School aims to appoint its staff with great care so that they are vetted to ensure they are safe to work with the children in our care. The school's **Safer Recruitment Policy is shown at Appendix E.**

### **Regulated activity**

This includes teaching, training, instructing, caring for or supervising children if the person is unsupervised, or driving a vehicle only for children. It also includes work in schools (specified places) with the opportunity for contact with children, but not including work done by supervised volunteers. However, it is noted that any of this activity is only regulated if it is done regularly, with the exception of personal or healthcare which is always regulated. The definition of regular is that it is carried out once a week or more by the same person *or* it is carried out more than three days in any period of 30 days (or between 2am and 6pm) and it gives the person the opportunity to have face to face contact with children.

### **Obtaining a DBS barred list check**

In addition to complying with the Disclosure and Barring Service requirements our school is also registered to access checks (including past checks) on the DBS Barred list (not only for teachers). The school computer has a direct link, which is password protected, to the DBS barred list. Therefore, any visitor being in school and providing the office with a form of identification with their name and date of birth, an online check can be made. We carry out a barred list check for all new employees, volunteers and contractors irrespective of whether they possess an enhanced DBS Certificate. For teaching staff we also check whether they are subject to Prohibition Order. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL website. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an NCTL referral.

**Disclosing and Barring Service (DBS)** Referrals telephone number – 01325 953 795

### **DBS Update Service**

We anticipate that the update service will be popular with visiting staff including music teachers, sports coaches and invigilators. Instead of applying for a new check, we may choose to complete a free online update which covers both the disclosure certificate and barred list check. The date when the update was completed, and the initials/name of the checker should be recorded on the single central register. Where the update result indicates that the certificate is no longer current, a new certificate must be applied for and appropriate safeguards put in place until the new result is available.

### **Applicant-only certificates**

The DBS Code of Practice states that we should make our recruitment decision only after having seen a physical copy of the applicant's certificate. Therefore, until such time we have seen the original certificate, appropriate measures to safeguard children must be put in place as described in the *ISI Regulatory Handbook*. The regulatory requirement for the single central register is that the 'date on which the certificate was obtained is recorded. This should therefore be the date that we saw the original certificate and not the issue date.

### **Disqualification**

In accordance with regulations made under Section 75 of the Childcare Act 2006, in the event of the disqualification of a registered provider, a person living in the same household as the registered provider, or a person employed in that household, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision. Where an employer becomes aware of relevant information which may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children. In the event of disqualification of a person employed in early years provision, the provider must not continue to employ that person in that setting. Ofsted must be given the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed and
- a certified copy of the relevant order (in relation to an order or conviction).

Employees who teach or manage any aspect of EYFS provision, including afterhours provision for children up to the age of 8 years are not allowed to work in this capacity at Gad's Hill if they or others in their household are 'disqualified' by association. They are asked to sign a declaration stating whether they or any other members of their household have been disqualified. This self – declaration form is incorporated in to the appointments process for all staff. Current staff completed a self-declaration in January 2015. The school will carry out an annual check of staff.

### **Agency Staff, Supply Staff and Specialist Staff from Third Party Organisations**

We are responsible for ensuring that individuals are suitable. We require the agency or organisation to provide us with evidence that the relevant checks on the individual have been carried out. This will include identity, enhanced disclosure, check of employment history, right to work in the UK, barred list/list99 check, prohibition check, qualifications, medical fitness, overseas checks, plus in line with KCSIE 2 references. This will include obtaining written confirmation from the agency (or other third-party organisation) so that the school has confirmation that the checks have been completed. The school will insist upon an agreement with the agency/organisation that where convictions or soft information exists on a DBS certificate, the school has the right to see that information (and the individual's DBS) and decide whether the individual is suitable for the school. The school will conduct its own identity checks. The school must see each disclosure certificate whether or not it discloses any information.

The school will record information about agency staff on the SCR on a separate tab as follows:

- Name of the agency who supplied the person
- Has written confirmation of checks been received? Yes/No

- Date the confirmation was received: dd/mm/yyyy
- Has a DBS certificate has been provided? Yes/No
- Date the DBS certificate was obtained? dd/mm/yyyy

The school will record that they have checked that the agency worker arriving at the school, is the same person that the agency has completed the vetting checks on.

### **Overseas Staff**

In addition to the recruitment checks above for candidates from overseas, the school will also check whether individuals from countries in the European Economic Area (EEA) who will be carrying out “teaching work” are subject to a sanction or restriction imposed by another EEA professional regulating authority for teachers. This check is carried out using the NCTL Teacher Services system. A restriction is not legally binding in the England, but the school will make their employment decision with the knowledge of the existence of any such sanctions.

### **Visiting Speakers**

The person responsible for the speaker, is the member of staff in charge of the event. The content of the talk will be agreed prior to the event to ensure that fundamental British values are upheld. Speakers will sign in on arrival, they will be given a safeguarding briefing, escorted whilst on site and will sign out on departure.

### **Contractors in school**

- At Gad’s Hill a system of checks is in place to make sure that the contractor of employee or the contractor working at the school has been subject to the correct level of DBS check.
- Any contractor or employee of a contractor for whom an appropriate DBS has not been undertaken will be supervised.
- If the contractor working at the school is self-employed the School will obtain a DBS check as the self-employed person cannot do so. The identity of contractors and their staff will be checked when they arrive at the school.
- Building contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this safeguarding policy and the reasons for it.
- Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken.
- During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school’s code of conduct for staff. Individuals and organisations that are contracted by the School to work with, or provide services to, pupils will be expected to adhere to this policy and their compliance will be monitored

## **PART F – MANAGEMENT OF SAFEGUARDING – see also Appendix G ‘The role of the DSL’**

### **Governance**

The Governing body at Gad’s Hill takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children and will work together with appropriate agencies to ensure proper arrangements in our school work well to identify,

assess and support children who are suffering harm. The school recognises that all adults, including temporary staff, volunteers and governors, have a full part to play in protecting our pupils from harm and that a child's welfare is a paramount concern.

Kirsty Hillocks, Chair of Governing Body and Chair of the Safeguarding Committee is the link Governor to the DSLs who reports regularly to governors, (with these reports being minuted) and undertakes the monitoring of Safeguarding provision at Gad's Hill.

All members of the Governing body, led by the Chair of Governors, Kirsty Hillocks, are aware that they need to fulfil their responsibilities to ensure that:

- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Where there is any concern regarding child protection with regard to children, these must be reported to the Children's Social Care either for advice or referral.
- If a child is in danger of significant harm there must be an immediate referral to the Children's Social Care. If the child is in immediate actual harm the police must be contacted.
- It is the duty of every staff member to contact the Children's Social Care if they have a concern that is immediate or one that they consider has not been properly addressed.
- If a child is at risk then there must be an automatic referral to the Children's Social Care, even if this risk is not actually immediate.
- There is an up to date Safeguarding and Child Protection Policy together with a staff code of conduct policy which should amongst other things include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media which complies with the e-safety policy. These policies, along with Part one of (Keeping children safe in education) and information regarding the role of the designated safeguarding lead, are provided to all staff on induction. The Governing Body takes a proportional risk based approach to the level of information that is provided to temporary staff and volunteers.
- The Safeguarding and Child Protection Policy is reviewed annually at a board meeting in the Summer Term.
- Parents are aware of the Child Protection procedures and policy at Gad's Hill and have immediate access to it via the school's website.
- The school operates safer recruitment procedures by making sure that there is at least one person on every interview panel who has undergone Safer Recruitment training. (See Staff Recruitment Policy)
- A referral is made immediately to the DSO if a member of staff, temporary or otherwise, has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned.
- Should a teacher be dismissed due to safeguarding concerns or resign before dismissal, the Headmaster and Chair of Governors will refer the teacher concerned for investigation to the National College for Teaching and Leadership.
- The school has procedures to deal with allegations of abuse against staff and volunteers including against the Headmaster and these will be referred to the Local Authority Designated Officer (LADO).
- There is a DSL for the EYFS, Kindergarten, Junior and Senior Schools. These staff undergo updating training every two years.
- All staff have safeguarding training as appropriate.
- Any weaknesses in Child Protection are identified and remedied immediately.



- At least one member of the governing body will be trained in Safer Recruitment and the training will be renewed every five years.
- All newly appointed staff, volunteers and governors receive induction training and know how to respond to disclosures
- Any allegations or concerns about adults who work in the school will be referred to the Local Authority Designated Officer (LADO) within 24 hours.

The government's missing children and adults strategy and the department's children missing education guidance provides useful information, when considering children who go missing from education.

### **Procedures and guidelines for the DSL role:**

- Staff, pupils and parents at Gad's Hill School are made aware through signs and documents that David Craggs, Fiona Fisher, Paul Savage and Christie Godding are the DSL's at Gad's Hill School and that all matters of concern with regard to child protection should be immediately passed to them.
- The DSLs keep careful confidential records of pupil information and contact with parents and other agencies.
- The DSLs will attend the LA's dedicated induction course and then refresher training at least every two years. Designated staff will attend appropriate network meetings and participate in the multi-agency training programme organised by the Kent Safeguarding Children Board.
- The DSLs ensure that regular training is in accordance with the LCSB and KCSIE.
- The DSLs ensure that the whole school Behaviour and Anti Bullying Policies are up to date and displayed on the Staff Handbook and on the website. These documents are put before governors and discussed and reviewed by them in the Summer Term each year and comments and revisions minuted.
- The DSLs ensure that all new staff are trained on Child Protection and understand how to deal with disclosure correctly. They receive a Child Protection induction pack before starting at school and new staff sign a Code of Conduct (Child Protection) for staff before they start work. They also sign to show they have read Part One of the Keeping Children Safe in Education document.
- The DSLs will ensure that all staff receive child protection training every two years in accordance with KCC guidance.

## **PART G – TRAINING**

The Governing Body and SMT ensure that all staff members undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training is in accordance with Kent Local Authority procedures and also as required in KCSiE.

### **Induction Training**

All staff, including temporary and peripatetic staff and governors are provided with induction training that includes:

- safeguarding training appropriate to their role;
- the safeguarding policy, including whistleblowing procedures;
- the staff code of conduct and the anti-bullying policy;
- the identity and role of the DSLs;

- a copy of Part 1 of Keeping Children Safe in Education (KCSIE) and Annex A which is to be read and the induction schedule signed as confirmation of this.

### Volunteers

Induction training for volunteers will be provided at a level that is proportionate with their role and the level of risk posed during their contact with pupils. Staff who arrange for volunteers to assist at the school must carry out a risk assessment based on the role and level of contact with children.

*For example a parent who is asked several times per year to accompany staff with a reception class for a visit to a local museum (or similar) and who will be working alongside school staff would be considered low risk and would need only basic safeguarding awareness. A volunteer who is a retired teacher and who helps individual children with reading once per week at school may be deemed a higher risk and may need a higher level of safeguarding training.*

As a minimum all volunteers should have a named member of staff who are responsible for them and from whom they can ask advice. Volunteers should read and be provided with Pt 1 of KCSIE and annex A. They should also receive a safeguarding briefing based on the Safeguarding Procedures Outline (P1 of Safeguarding policy). Volunteers who are deemed a higher risk because of the frequency and level of contact should receive training to a greater depth in line with the risk assessment relating to their role.

### On-going Training

All staff (including temporary staff and volunteers) must read at Part One of KCSIE and Annex A. Each time Part One of KCSIE is updated by the DfE, existing staff must be updated. The new version of KSCIE will be distributed by email to all staff, who will then sign and date a staff list to confirm that they have read and understood the document.

**All staff must be trained in child protection every 3 years**, in line with advice from the KSCB. This includes being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL. Prevent awareness training will be part of this.

All staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children effectively.

The Governor leading on Child Protection will have Child Protection training and will be updated by the DSL and advised of the need for further training.

The Headmaster, SMT and Chair of Governors will undertake **safer recruitment training** which will be updated **every 5 years**.

### DSL training

The required training content for the designated person is set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children.

The **designated persons** will receive **updated child protection** training at least **every two years**. This will include local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the LSCB's approach to Prevent duties the designated persons.

As the lead safeguarding professional in school, in the near future as the LA develops their services to support the Prevent strategy, the DSL will have higher level training in the LSCB's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. This will be based on an understanding shared with local partners of the potential risk in the local area. In the short term, the school will demonstrate their commitment to the Prevent strategy by ensuring that the DSL has accessed Prevent awareness training, such as the on-line general awareness training module on Channel promoted in the non-statutory advice, and is able to provide advice and support to other members of staff on protecting children from radicalisation.

The Prevent strategy requires that schools ensure that all staff have training that gives them knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. Staff are encouraged to complete the Channel on-line general awareness training.

## **PART H – REVIEWING POLICIES AND PROCEDURES**

### **Complaints and Monitoring**

- All complaints arising from the operation of this policy will be considered under the School's complaints procedure, with reference to the LA's Lead Officer as necessary.
- We will ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay once identified.
- The Governing Body of the School will consider safeguarding issues as part of every Board meeting agenda and their implications for this policy on an annual basis in the Summer Term. For this item, the Headmaster will report upon levels of child protection referrals made by the School during the past year, training undertaken by School staff and Governors and any changes in legislation or national/local guidance

### **Monitoring and Review**

- This policy will be subject to continuous monitoring, refinement and audit by the four Designated Safeguarding Leads, which includes the Headmaster.
- The Board of Governors will undertake **an annual review** of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require. The Board should also ensure that the school contributes to interagency working in line with WT through effective communication and good cooperation with local agencies.
- The Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity should therefore

be provided for staff to contribute to and shape safeguarding arrangements and child protection policy via the safeguarding committee.

- All staff and volunteers are given the opportunity to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the SMT.
- If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice.

## **PART I - ARRANGEMENTS FOR OTHER SAFEGUARDING RESPONSIBILITIES**

### **i. TEACHING CHILDREN HOW TO KEEP SAFE**

The Governing Body and DSLs ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), assemblies, form time and SMSC lessons.

Gad's Hill School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum group leaders will consider the opportunities that exist in their area of responsibility for addressing the "Help children achieve more" outcomes framework. As appropriate, the curriculum will be used to build resilience, including to radicalisation, help pupils to keep safe and to know how to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils will be taught, for example;

- to recognise and manage risks in different situations and then decide how to behave responsibly;
- to judge what kinds of physical contact are acceptable and unacceptable;
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help;
- to use assertiveness techniques to resist unhelpful pressure
- emotional literacy.

### **ii. ONLINE SAFETY**

As schools increasingly work online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such the Governing Body ensures appropriate filters and appropriate monitoring systems are in place. Whilst it is essential that appropriate filters and monitoring systems are in place; the Governing Body should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (see the e-safety policy for further information).

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules. Students are given regular information and advice about electronic safety with parents of lower school pupils offered advice bi-annually. Children should understand the risks posed by adults or young people who use the Internet and social media to bully, groom or abuse other people especially children, young people and vulnerable adults.

Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.

The IT department will monitor and filter the use the Internet via a variety of tools utilising both traffic filtering and key word detection. Any violation will be logged and reports sent to appropriate staff. Where possible, these practices should be age appropriate and delivered through a planned component of the curriculum.

Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety is integral to the school's ICT curriculum and can also be embedded in SMSC.

The latest resources promoted by DfE can be found at:

The use of social media for on-line radicalisation

The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))

CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

### **iii. HEALTHY SCHOOL**

Gad's Hill School will work to promote a healthy school environment through the curriculum with the aim of;

- Developing a school ethos and environment which encourages a healthy lifestyle for pupils
- Using the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- Ensuring that food and drink available across the school day, reinforces the healthy lifestyle message;
- Providing high quality Physical Education and sport to promote physical activity;
- Promoting an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

### **iv. LOOKED AFTER CHILDREN**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing Body ensures that staff have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, they ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child, if this is provided by the LA.

Schools with looked after children on roll, will want to be aware of the statutory guidance to local authorities; about how they should support schools with the care and education of these pupils: Promoting the education of looked after children.

A designated teacher (Paul Savage, Head of Senior School or Fiona Fisher, Head of Kindergarten and Junior Schools) will promote the educational achievement of children who are looked after, the governing body will ensure that this person has appropriate training.

**v. SPECIALIST SETTINGS – EYFS SPECIFIC ARRANGEMENTS see also Appendix H**

The safeguarding policy which applies to the rest of the school also applies to the EYFS. Appendix C details our procedures for safeguarding in the EYFS. We will inform Kent Children's Social Care of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), soon as is reasonably practicable, but certainly within 14 days. This could include any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

**vi. PHOTOGRAPHIC IMAGES**

- Parents, carers or relatives may only take still or video photographic images of pupils in school or on school – organised activities with the prior consent of the school and then only in designated areas.
- If parents do not wish their children to be photographed or filmed and express this view in writing, their rights will be respected.
- The Early Years Foundation Setting at Gad's Hill has a clear policy concerning photographic images.

**vii. INTIMATE CARE**

In order to maintain the child's privacy, the majority of intimate care incidences will take place on a one-to-one basis and wherever possible will be supported by the child's key person. The first aid treatment that will be conducted by a Paediatric qualified First Aider or Medical Carer. However for the safeguarding of all Foundation staff individual intimate care will not be undertaken without a Foundation Stage colleagues/Form Tutor being aware of its occurrence.

**viii. USE OF MOBILE PHONES, CAMERAS AND OTHER PERSONAL DEVICES**

Gad's Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential. All members of staff are responsible to be vigilant and report concerns regarding the use of mobile phones and personal devices.

- Each EYFS classroom has the use of an iPad which should be easily accessible to capture spontaneous moments to support the observation requirements of Early Years Foundation Stage and to share/communicate the children's learning and development with parents. The KN Manager/ Form Tutor are responsible in overseeing this.
- Images of children must only be taken when they are in full and suitable dress in a classroom, Early Years orchard, school grounds, hall or on a school trip.
- Images will only be used for the EYFS Profiles, EYFS notice boards; EYFS display boards, School Newsletters, publicity or the School website – with the written permission of the parents.
- Photographs are not permitted to be taken or used for any other purpose.

- Children's use of digital cameras/iPads in the Early Years department only takes place with direct supervision by staff.
- The photographs on camera memory cards or other storage devices should be deleted at the end of each academic year. Photographs may be put on the Gallery area of the School Information System.
- Use of mobile phones and personal devices must be restricted to staff breaks in child free areas unless agreed by the Designated Safeguarding Lead in the EYFS (Mrs Fiona Fisher).
- All staff must ensure, when using a mobile phone or other personal device, that no children are present in the room or outside whilst the phone or personal device is being used.
- Any authorised use of mobile phones or device whilst children are present must be monitored and recorded in the Social Contact Log on the School Information System.
- EYFS staff mobile telephones will be stored appropriately. In KN they will be stored in a locked filing cabinet in the KN office. In KR they will be stored in the staff room.
- Staff must not use their own personal mobile phones for contacting parents or carers. All phone calls/text messages /emails must go via the School Communication System.
- The camera/video recording or audio recording functions on mobile phones are also prohibited.
- Parents are not permitted to use any photographic or recording device in the Foundation Stage setting without the prior consent of the Headmaster/Head of Kindergarten and Junior.
- KN Manager and Head of Kindergarten and Junior will stipulate and monitor the use of mobile phones on trips.

#### **ix. FIRST AID AND MEDICAL PLANS**

Except in cases of emergency, first aid will only be administered by qualified First Aiders. All first aid treatment will be recorded and where significant will be shared with parents/carers at the earliest opportunity. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with the parents. Parents of EYFS pupils will be informed on the same day, or as soon as practically possible, of any first aid treatment given to their child.

#### **x. SAFETY IN SCHOOL**

No internal doors to classrooms will be locked whilst pupils are present in these areas. Pupils remaining for after school activities must adhere to the After School Procedures. Any student remaining in school after the school day for clubs or detention will be supervised until collected by a parent or authorised adult.

#### **xi. SCHOOL SECURITY**

Authorised visitors to the School will be logged into and out of the premises and will be asked to wear their identity badges or be issued with School visitor badges. Unidentified visitors will be challenged by staff or reported to the Headmaster or School Office.

Staff will be vigilant of unauthorised adults acting suspiciously around the school.

**xii. ANTI-BULLYING**

Bullying, harassment, victimisation and discrimination will not be tolerated. A bullying incident, including cyber-bullying or bullying off school premises should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school should report its concerns to the local authority social care department. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable. Any incident of bullying raised is recorded on the Bullying Incident Record and the procedures for dealing with this are outlined in the **Anti - Bullying Policy**.

**xiii. CHILD'S DEATH**

In the event of a death of a child/young person the Headmaster must notify both the Kent County Council Child Death Administrator and the Social Care Department Duty Team.

**xiv. EQUAL TREATMENT**

We are committed to equal treatment for all, regardless of race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. (Please refer to our **E6 Equal Opportunities Policy**).

**xv. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The Governing Body ensures that this policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

**Independent Schools Inspectorate**

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**Staff Responsible: David Craggs**

**Policy Update and reviewed: Sept 2016**

**Policy Review by the Governing Body: Sept 16**

**Interim update: March 2017**

**Next Policy Review: Oct 2017**

**Responsible governor - Chair of Governors, Kirsty Hillocks**



## APPENDIX A TYPES OF ABUSE AND NEGLECT

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

### Abuse and Neglect

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

### Abuse

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

### Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, 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) and
- ensure access to appropriate medical care or treatment.

This may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### Significant Harm

This is the threshold justifying compulsory intervention for the protection of children. We understand that there is no absolute criteria on which to rely when judging what constitutes significant harm. We understand that our local safeguarding board procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development.

We will refer to KENT safeguarding children's board threshold guidance which includes how we access local services and the type of help to be provided. This includes the level of need for when a child should be referred to the local authority children's social care for assessment and for statutory services under: section 17 of the Children Act 1989 (children in need); section 47

of the Children Act 1989 (safeguarding); section 31 of the Children Act 1989 (care proceedings); and section 20 of the Children Act (duty to accommodate a child).

### **Physical abuse**

Physical abuse 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.

### **Domestic Violence**

We recognise that children who grow up in families where there is domestic violence are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances. Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival. Any abusive relationship at home will have a significant impact on their children. We will be alert to the possibility of domestic violence and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services where the child is at risk of significant harm and/or neglect.

### **Drug/alcohol abuse**

If a parent or carer appears to be under the influence of alcohol or drugs or to be totally distressed and unable to provide appropriate supervision for their child when they collect them from school, the Designated Person for child protection will be notified immediately. In her absence the deputy DMS will be informed. Any known agency already involved with the child or family will be informed. Students affected by their own or others drug and/or alcohol abuse, including tobacco, all illegal drugs, medicines, 'legal highs' and volatile substances, should have access to appropriate support from local services. Our nominated person in school is the Kacey and she will contact parents the same day. They will also be the key person in liaison with local services such as the police.

Sanctions will be applied in keeping with the school's behaviour policy and parent-school contract. We reserve the right to search students safely if we have reason to believe that they are in possession of any such substance which may cause harm to themselves or to others. This school is a smoke-free site. We expect any parent in this situation to make full use of external local support agencies to provide early support for their child.

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the 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 the 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 cyber bullying), causing children frequently to feel

frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Abuse of Trust**

It is an offence under the 'Sexual Offences Act 2003' for a member of staff to have a sexual relationship with a child under 18, where that person is in a position of trust, even if the relationship is consensual. This applies where the young person is in full time education and the staff member works in the same establishment, even if the adult does not teach them. If the young person is over 18 it may result in 'gross misconduct' by the member of staff.

### **Sexual abuse**

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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images and pornography, 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.

### **Children who sexually abuse**

It is difficult to define this group of young people but it is clear that some adolescents engage in sexualised behaviour which can be abusive to others. Young people demonstrating sexually abusive behaviour often have educational needs, post-traumatic stress disorder and conduct disorders. We work in partnership with local agencies to safeguard and promote the welfare of all our children, including those who exhibit sexualised behaviour. We are also mindful that the majority of young people who have sexually abused others, are likely to have been victims of sexual abuse themselves. We will work in partnership with police and children's social care to ensure that any children who sexually abuse will get the treatment and support they require to prevent abuse of other children and carry out appropriate risk assessments to manage any such situation. Sexual abuse by young people is a serious matter but the majority do not go on to abuse others into adulthood.

### **Child exploitation and E-safety**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young ensure that we have in place appropriate measures such as security filtering. We will ensure that staff are aware of how not to compromise their position of trust in or outside the setting and are aware of the dangers associated with social networking sites. In accordance with legislative requirements we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session or mail shot for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT- Based Forms of Abuse (including Cyber-Bullying) Policy. In accordance with legislative requirements we have a whole school approach to e-safety, which includes the DMS for the whole school having completed CEOP Ambassador training. This includes annual update training for staff regarding e-safety. The school also organises annual awareness sessions for

parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our E-safety Policy.

### **Child Sexual Exploitation**

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. Some situations are clearly exploitative, whereas others have the appearance of consensual relationships. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. We are aware that sexual exploitation can happen through the use of technology without children realising. The perpetrator may befriend the student who becomes groomed into believing there is a relationship between them, or there may be an imbalance of power between the student and the perpetrator, often with a significant age gap. Given the nature of this abuse, vulnerable children are more at risk, including children with SEN and pupils at special schools. Sometimes young people are passed through networks, crossing towns and cities, forced to have sexual activities with many men (sex parties).

As a school we work closely with parents and other agencies and we are alert to the potential signs of exploitation. For example, any young person missing for periods of time or regularly returning home late, developing into a pattern, disengagement from education, unexplained gifts, risks of sexual health issues, etc. We listen to young people and take any disclosure seriously, sharing information with other agencies. Given its increasing prominence and the significant damage that can result to victims, it is important for schools to train staff on spotting the signs of child sexual exploitation and update their policies as necessary.

## **Child Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. The school will report children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The school invokes safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

**The school will inform the local authority of any pupil who is going to be removed from the admission register where the pupil:**

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

The local authority will be notified when a school is to remove a pupil from its register for any of the five grounds above. This should be done as soon as these grounds for removal from the register are met, and in any event no later than removing the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**The school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.**

### **‘Honour based’ violence**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

If staff have a concern regarding a child that might be at risk of HBV they should activate our safeguarding procedures, using local protocols for multi-agency liaison with police and children’s social care.

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

Female genital mutilation (FGM) is defined as ‘all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons.’ (World Health Organisation). It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM. It is a form of child abuse with long-lasting harmful consequences. We follow our local safeguarding board procedures since any such child is at risk of significant harm through physical and emotional abuse. It may also be considered as sexual abuse. We are alert to indicators such as a known community who practices FGM, talk of a long holiday, excused swimming and PE on return for no apparent reason, the child may confide about a special ceremony, mother may have been known to have undergone FGM, sister may have been known to have undergone the same procedure. Any disclosure will be notified to the designated person without delay so that the appropriate referrals can be made and protective measures put into place.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either

through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at- [Mandatory reporting of female genital mutilation procedural information](#)

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#)

### **Forced Marriages**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. The school can play an important role in safeguarding children from forced marriage.

Forced marriage is an abuse of human rights and a form of domestic child abuse. In keeping with the Forced Marriages Unit (FMU) advice, we will consult local agencies (police and children’s social care) and the FMU if we believe that a young person is being coerced and forced into marriage. We are alert to the potential signs such as: extended absence from school, truancy, drop in academic performance, history of siblings leaving education early to marry, excessive parental restriction, low motivation, evidence of self-harm or depression, eating disorders or depression, domestic violence or running away from home. We will contact the FMU for advice where necessary on 020 7008 0151 or email: [fm@fco.gov.uk](mailto:fm@fco.gov.uk) and follow our local safeguarding board’s child protection procedures; following notification to our designated person for child protection.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools.

### **Vulnerable Groups**

Children who may be more vulnerable to being harmed may include: babies and younger children, disabled children, children who are isolated, children who are already thought of as a problem (e.g. children in care, secure accommodation and children with emotional/behavioural difficulties)

### **Children in Need**

Children who are unlikely to reach or maintain a satisfactory level of health or development will be significantly impaired, without provision of services.

## **Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children. Disabled children do however require additional action. This is because they experience greater risks and created vulnerability as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and or communication impairment (Safeguarding Children). In order to do this we will ensure that our staff receive relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

### **Disability and Vulnerability**

Some disabled children may:

- have fewer outside contacts than other children;
- receive intimate, personal care;
- have an impaired capacity to resist or avoid abuse;
- have communication difficulties;
- fear losing services;
- be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation).

### **Vulnerable Pupils**

Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. The School acknowledges the additional needs for support and protection of children who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, the effects of substance abuse within the family, those who are young carers, those who are looked after or adopted, those with eating disorders or those who self-harm, mid-year admissions and pupils who are excluded from school. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or other children. The School has a strong commitment to an anti-bullying policy and will consider all coercive acts and inappropriate child on child behaviour and sexual activity within a Child Protection context. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services. This will determine how and when information will be shared with parents and the investigating agencies.

### **Preventing Radicalisation**

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such



as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation; in the first instance they will refer the incident to the DSL or if necessary make a referral directly to the Channel programme.

### **Specific safeguarding issues**

**All** staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

**All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

adopted child

bullying including cyberbullying

children in care

children missing education

child missing from home or care

child sexual exploitation (CSE) –

domestic violence

drugs

fabricated or induced illness

faith abuse

female genital mutilation (FGM)

forced marriage-

gangs and youth violence

gender-based violence/violence against women and girls (VAWG)

hate

mental health

missing children and adults strategy

private fostering

preventing radicalisation –

role as carer

relationship abuse

sexting

teenage relationship abuse

trafficking

## APPENDIX B

### PROCEDURES FOR ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF/VOLUNTEERS/HEADMASTER

#### Introduction

The Governing Body will ensure there are procedures in place to handle allegations against teachers, the headmaster, volunteers and other staff. Such allegations should be referred to the designated officer(s) at the local authority by the appropriate person as set out in Part four of KCSiE.

It is essential that any allegation of abuse against a member of staff, or a volunteer, is dealt with quickly and consistently, in a way that provides effective protection for the child and also supports the person against whom the allegation has been made. The quick resolution of that allegation must be a clear priority to the benefit of all concerned. Schools must not undertake their own investigations of allegations without prior consultation with the Local Authority Designated Officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. Should an allegation be made against a member of staff/volunteer, the procedure described below will be followed and the Head (Senior DSL) will report it to the LADO and Chair of Governors, should the incident meet the criteria for such a report, within 24 hours.

#### Allegations of abuse against members of staff/volunteers

**Where there is a safeguarding accusation regarding member of staff, this is referred to the Kent Local Authority Designated Officer (LADO) within 24 hours.**

- During the day and in office hours Call the Duty Team (No individuals are named or allocated by the local authority) **03000 410 888** or email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
- **If a child is in immediate danger and call cannot get through to the Duty Officer – contact Central Referral Unit 03000 41 11 11 or police.**
- Out of Hours and in an Emergency including during the night call **03000 41 91 91**.

#### Allegations of abuse against the Headmaster

**If the allegation concerns the Headmaster, the person receiving the allegation should immediately inform the LADO (telephone: 03000 410888 or email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)) and the Chair of Governors, Kirsty Hillocks; Tel: 01474 822366, email [k.hillocks@gadshillschool.org](mailto:k.hillocks@gadshillschool.org) , without informing the Headmaster.**

**The Designated Safeguarding Lead persons for the whole school are as follows;**  
**David Craggs (Senior)**, Headmaster, Tel: 01474 822366; [d.craggs@gadshillschool.org](mailto:d.craggs@gadshillschool.org)  
**Fiona Fisher (Deputy)**, Head of the Kindergarten and Junior School, (DSL for the Early Years Foundation Stage) Tel: 01474 822366; [f.fisher@gadshillschool.org](mailto:f.fisher@gadshillschool.org)  
**Paul Savage (Deputy)**, Head of Senior School, Tel: 01474 822366; [p.savage@gadshillschool.org](mailto:p.savage@gadshillschool.org)  
**Christie Godding (Deputy)**, Medical and Welfare Manager, Tel: 01474 822366 or 07884 125059; [c.godding@gadshillschool.org](mailto:c.godding@gadshillschool.org)  
**Debbie Mills, (Deputy)** Manager of EYFS, 01474 822366, [d.mills@gadshillschool.org](mailto:d.mills@gadshillschool.org)

The threshold test for a referral to the LADO is that the allegation that the teacher/staff member/volunteer has:

- Behaved in a way that has caused harm to a child, or may have harmed a child.
- Possibly committed a criminal offence against or relating to a child.

- Behaved towards a child or children in a way that indicates that he/she would pose a risk of harm if they worked regularly or closely with children.

Should an allegation be made against a person who would normally be a part of the Safeguarding procedures (ie: one of the DSLs– David Craggs, Fiona Fisher, Paul Savage, Christie Godding or Chair of Governors – Kirsty Hillocks) then that person will not be a part of any investigation and will be suspended from any safeguarding role until the matter is investigated and resolved. In such circumstances, the Vice Chair of Governors (Tony Hughes) will be informed and will oversee any investigation involving the Headmaster, Head of KG & Juniors, Head of Senior School, Medical Carer or Chair of Governors. In the case of serious harm, the police should be informed from the outset.

All allegations will be examined objectively, investigated quickly and resolution will be a priority. Both pupils and staff should be given support throughout the process. Employers have a duty of care to their employees. They should provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

### **Initial consideration**

1. The LADO will discuss the matter with the Headmaster to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing and communication with both the individual and the parents of the child/children agreed N.B: The Headmaster should not investigate the allegation at this stage. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unfounded. Schools should give due weight to the views of the LADO and the policy when making a decision about suspension.
2. If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the LADO will immediately refer to children's social care and ask for a strategy discussion in accordance with "Working Together" to be convened straight away. In those circumstances the strategy discussion should include the LADO and the Headmaster.
3. If there is not cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the LADO should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion should also involve the school and any other agencies involved with the child.
4. If the member of staff resigns, this will not prevent an allegation being followed up.

A member of staff may not automatically be suspended from work for the duration of any investigation merely because of an allegation, however consideration should be given to such a possibility. The Head (or Chair of Governors) will take this decision based upon the nature of the allegation and the risk to children should the member of staff concerned remain at work.

### **Action following initial consideration**

The matter will be investigated and staff will have the usual rights and courtesies extended to him/her during any interview or hearing in respect of advance notice and the right to be accompanied.

1. Parents or carers of the child/children involved will be told about the allegation as soon as possible and kept informed of developments and outcomes including the outcome of any disciplinary hearing. However, details of the deliberations of a disciplinary hearing will not be disclosed;
2. Where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the employer to deal with, although if there are concerns about child protection, the Headmaster should discuss with the LADO. In such cases, if the nature of the allegation does **not** require formal disciplinary action, the Headmaster should institute appropriate action within 3 working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.
3. In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the Headmaster and Governor representative should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.
4. If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with *Working Together to Safeguard Children*. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.
5. The accused member of staff will be informed as soon as possible after the LADO has been consulted and then be kept informed of the progress of the case. If the person has been suspended they will be kept informed of developments at school. In a potentially serious case where a strategy meeting is needed, the member of staff cannot be informed until the other agencies have been consulted and agree what information can be given.
6. The LADO should continue to liaise with the school to monitor progress of the case and provide advice/support when required/requested.

### **Confidentiality**

1. When an allegation is made, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school or college (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

2. The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).
3. In accordance with the Association of Chief Police Officers’ (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted).
4. The case manager should take advice from the LADO, police and children’s social care services to agree the following:
  - who needs to know and, importantly, exactly what information can be shared;
  - how to manage speculation, leaks and gossip;
  - what, if any information can be reasonably given to the wider community to reduce speculation; and
  - how to manage press interest if and when it should arise.

### Case subject to police investigation

1. If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible consistent with a fair and thorough investigation and will keep the progress of the case under review. At the outset, they should set a target date for reviewing progress of the investigation and consulting the CPS about whether to proceed with the investigation, charge the individual with an offence, or close the case. Wherever possible that review should take place **no later than 4 weeks** after the initial action meeting and, if the decision is to continue to investigate the allegation, dates for subsequent review should be set at that point. (It is open to the police to consult the CPS about the evidence that will need to be obtained in order to charge a person with an offence at any stage.)
2. If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the employer within 3 working days of the decision. In those circumstances, the employer and the LA designated officer should proceed as described above. N.B. In any case in which children’s social care has undertaken enquiries to determine whether the child or children are in need of protection, any information obtained in the course of those enquiries which is relevant to a disciplinary case should also be passed to the school.
3. If the person is convicted of an offence the police should also inform the employer straight away so that appropriate action can be taken.

## Referral to DBS and National College for Teaching and Leadership (NCTL)

If, on conclusion of the case, the school ceases to use the person's services, or the person ceases to provide his/her services because he or she is considered to be unsuitable to work with children, a referral will be made to the DBS, ISA at PO Box 181, Darlington DL1 9FA, within one month of them leaving. In the EYFS setting, a referral will also be made to OFSTED.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. **Failure to make a report constitutes an offence.** 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

Independent schools are also under a duty to consider making a referral to the NCTL, where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, and should make reference to this in their policies. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL website. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.

## Timescales

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

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

## Suspension

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at

the school or college or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. The school will give due weight to the views of the LADO, KCSiE and WT when making a decision about suspension. In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

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

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

## Records

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

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

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

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checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time

Clear and comprehensible records will be kept of all allegations made including details of the allegation, how it was followed up and resolved and a note of any action taken and decisions reached with justifications. The record will be kept on the person's confidential personnel file with a copy to the person concerned. It will be kept until the person reaches normal retirement age or for 10 years, whichever is longer.

However allegations that are found to be malicious should be removed from personnel records. Records of all others must be kept, but any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

The school will make every effort to maintain confidentiality and guard against unwanted publicity. This will apply up to the point where the accused is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

### **Action in Respect of Unfounded or Malicious Allegations**

The LADO should refer the matter to the LA children's social services. If the allegation has been deliberately invented or malicious, the Headmaster should consider whether any disciplinary action is appropriate against the pupil who made it, or referral to the police if a criminal offence may have been committed.

**Staff responsible: DGC**

**Reviewed: Sept 2016**

**Review date: Sept 2017**

**Governor responsible: Kirsty Hillocks**

## **APPENDIX C**

### **CODE OF CONDUCT FOR STAFF**

#### **Legal Status:**

- Contract of Employment
- This policy complies with Regulation 3 paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance concerning safeguarding children to which schools are obliged to have regard.
- This document has regard to *Keeping Children Safe in Education Statutory guidance for schools and colleges* (KCSIE) (DfE, 2015) and *Working Together to Safeguard Children* (WTSC) (HM Government, 2015).
- The Children Act 1989 and 2004 along with Section 157/175, Education Act (2002)

#### **Purpose, scope and principles**

A Code of Conduct is designed to give clear guidance on the standards of behaviour all school staff are expected to observe. School staff, are role models and are in a unique position of influence and must adhere to behaviour that sets a good example to all the pupils within the school. As a member of a school community, each employee has an individual responsibility to maintain their reputation and the reputation of the school, whether inside or outside working hours.

#### **Applies to:**

- Whole School, including the Early Years Foundation Stage (EYFS), along with all activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching and support staff), pupils on placement, the Governors and volunteers working in the school.

#### **Related Policies:**

- Anti-Bullying
- Behaviour Management
- Disciplinary and capability
- E-safety
- Safeguarding
- Safer Recruitment
- Social Contact
- Whistle-blowing

#### **Availability**

This policy is provided to staff at induction and on the SIS and website

## **Personal and Professional Conduct**

In Gad's Hill School it is incumbent on all staff, including volunteers, to comply with the following Professional Code of Conduct inclusive of implementing the anti-bullying, supervision of children and behavioural policies inclusive of their associated documents. All staff members are required to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout their time at collaborative Gad's Hill School. We have a duty to uphold public trust in us as professionals and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality. Also they must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities and hence comply with school policies and procedures. Staff must co-operate and collaborate with colleagues and with external agencies where necessary. Staff must follow reasonable instructions.

All staff working at Gad's Hill School set examples of behaviour and conduct which can be copied by pupils. Staff must therefore avoid using inappropriate or offensive language at all times. All staff must, therefore, demonstrate high standards of conduct in order to encourage our pupils to do the same.

All staff must also avoid putting themselves at risk of allegations of abusive or unprofessional conduct.

Colleagues must conduct themselves in a manner which will elicit respect from pupils and their parents.

## **Staff Appearance**

### **1. Standard of Dress**

- a. All colleagues have a responsibility to set a high standard for our pupils and must dress and conduct themselves in a manner which is reflective of their profession and will elicit respect from pupils and their parents.
- b. Our dress code is designed to:
  - promote a positive and professional image;
  - respect the needs of men and women from all cultures and religions;

- make any adjustments that may be needed because of disability;
  - take account of health and safety requirements;
  - and help staff and managers decide what clothing it is appropriate to wear to work.
- c. Line Managers are responsible for ensuring that this dress code is observed and that a common sense approach is taken to any issues that may arise. Any enquiries regarding the operation of our dress code (including whether an article of clothing is suitable to wear to work) should be made to your line manager or Headmaster
  - d. Failure to comply with the dress code may result in action under our Disciplinary Procedure.
  - e. We will review the dress code periodically to ensure that it reflects appropriate standards and continues to meet the school's needs.

## **2. Clothing**

- a. Teachers, Teaching Assistants and office based staff should dress professionally and should not wear gym or beach wear to work. This includes track suits, sweat-shirts, t-shirts or shorts, combat trousers, jogging bottoms, denim. Clothing should not be dirty, frayed or torn. Tops should not carry wording or pictures that might be offensive or cause damage to the school's reputation. It is inappropriate to wear cut-off shorts, crop tops, see-through material or clothing that exposes areas of the body normally covered at work.
- b. To protect staff and pupil modesty, skirts, when worn without or with sheer tights, should be not shorter than 2" above the knee (as for pupils). Skirts or dresses that are worn in addition to opaque leggings may be any length. Ties, when worn, should be the full length to the belt buckle and shirt buttons fastened (as for pupils).
- c. Footwear must be safe and clean and take account of health and safety considerations. Trainers, and flip-flops are not acceptable.
- d. Where the school provides safety clothing and equipment, including protective footwear, it should be worn or used as appropriate and directed.
- e. Staff are supplied with an identity badge that must be worn and visible at all times when you are at school and off site with pupils when appropriate.

## **3. Religious & Cultural Dress**

- a. Staff may wear appropriate religious and cultural dress (including clerical collars, head scarves, skullcaps and turbans) unless it creates a health and safety risk to you or any other person during a specific lesson or activity. Or if it otherwise breaches this policy.
- b. Priority is at all times given to health and safety requirements. Where necessary, advice will be taken from the Health and Safety Officer / Bursar.
- c. It is important that children are able to see the face of the person teaching them as this aids effective education. Face coverings are therefore not permitted when teaching or supervising children.

#### 4. Tattoos & Piercings

- a. Staff whose role predominantly involves working with pupils and meeting with parents (teachers, teaching assistants, and reception staff) should not have tattoos that are excessively on display. Tattoos that are on small in size (less than 50mm in diameter), discreetly located and inoffensive are permitted. Larger tattoos must be covered over by clothing, a patch or a “tubigrip” dressing (or similar).
- b. Staff who do not work in a front line role may have tattoos visible providing that they do not display images that are offensive or sexualised.
- c. Piercings are permitted to the ear lobes. Piercings that are designed to excessively stretch the ear-lobe are not permitted.
- d. Piercings to the nose are permitted if they are small, discreet (5mm diameter or less) plain studs. Not permitted (of any size) are Hooped rings or fashion jewellery
- e. Other body piercings should not be visible or on display. Staff who have body-piercings must have these covered over by clothing. Piercings are not permitted anywhere on the face.

#### 5. Hair Styles / Colour

Staff should not have their hair coloured other than a natural hair colour (shades of black, brown, blonde for example). Un-natural, colours (blue, green, red, purple, for example) are not permitted.

#### 6. Arbitration and decision making or disputes regarding appearance

The above regulations are intended to cover most situations however, there may be occasion when staff challenge the interpretation or intention of these rules. In such cases the final decision as to what is or isn't acceptable appearance in relation to dress, tattoos, piercings or hair colour will be that of the Headmaster.

#### General Duty-of-Care

Staff have a primary duty of care towards our pupils at all times. They must ensure their safety and welfare and provide support as necessary, not solely when they are allocated duties or timetabled lessons.

#### Safeguarding pupils

Staff have a duty to safeguard pupils from:

- physical abuse
- sexual abuse
- emotional abuse
- neglect
- bullying

The duty to safeguard pupils includes the duty to report concerns about a pupil to the school's **Designated Safeguarding Lead (DSL)**. The school's DSLs are **David Craggs (Senior), Fiona Fisher, Paul Savage and Christie Godding**.

Staff must not seriously demean or undermine pupils, their parents or carers, or colleagues and must take reasonable care of pupils under their supervision with the aim of ensuring their safety and welfare.

### **Appropriate Staff / Pupil Relationship**

All staff need to be aware of what is acceptable behaviour/conduct when working with children. These are set out more fully in the document "*Social Contact Policy*"

- **Do** set clear boundaries and expectations regarding behaviour
- **Do** investigate complaints in a timely manner
- **Do** set a personal example for pupils to follow
- **Do** treat pupils as responsible individuals
- **Do** insist that pupils and staff show mutual respect for each other
- **Do** report any action which may compromise you
- **Do** enable pupils to point out behaviour or attitudes they do not like
- **Do** respect and be sensitive to individual beliefs, faiths and religions
- **Do not** engage in inappropriate physical contact with students
- **Do not** take pupils in personal transport without the consent of their parents
- **Do not** impose group punishments
- **Do not** allow abusive, degrading behaviour to go unchecked
- **Do not** permit active or passive sexual, racial, homophobic, disability or religious discrimination to take place
- **Do not** allow pupils to engage in forms of inappropriate physical contact

These guidelines are designed to encourage an atmosphere of trust in which all colleagues can conduct their professional lives with confidence. The school recognises the need for, and the desirability of, friendly and respectful, social and professional rapport between staff and children. Happy relations in the school are essential. Staff must conduct themselves professionally in their relationships with pupils, parents and staff and must not behave in a way that could bring the school into disrepute. Members of staff and volunteers need to be aware that unwary actions can be misconstrued as unprofessional conduct, with potentially damaging effect on careers.

To avoid misunderstandings the following should be adhered to carefully:

- One-to-one meetings should, wherever possible, take place in public or semi-public places such as classrooms or offices. If in classrooms, ensure you are seated so that you and the child can be seen through the visibility panel in the door;
- When in a private meeting with a child or one-to-one session as occurs with the medical carer, ensure furniture is positioned to allow easy access into or out of the room and that the glass panel in the door is not obscured, unless this is detrimental to the privacy of the pupil;

- Staff will not travel outside the school with pupils unless express parental permission is gained;
- Members of staff should exercise particular caution and sensitivity before visiting lavatories or changing areas. Male members of staff should never be in girls' changing areas unless accompanied by a female member of the staff;
- No member of staff should ever be behind a locked door with a child;
- Outward displays of affection are only appropriate in the case of comforting a distressed child, and should never occur unless there is another adult present;
- Staff should take great care that relationships with individual children are kept on a professional level. It is important that all children are treated the same and that discipline is friendly, fair, consistent and impartial. Staff should take care that "joking comments" cannot be misconstrued to give offence;
- Staff must not be party to gossip about colleagues or children;
- The highest level of confidentiality should be maintained at all times in relationships with both adults and children. Staff, however, should make it clear that there are certain circumstances (e.g. where a child is suffering or is likely to suffer harm) when other people will need to be told so that the community or the child can be protected. If a child asks to tell a member of staff something in confidence, they should always be told that this will depend upon the circumstances and absolute confidence cannot be guaranteed;
- Where staff have access to confidential information about pupils or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the pupil/student.
- All staff are likely at some point to witness actions which need to be confidential. For example, where a pupil is bullied by another pupil (or by a member of staff), this needs to be reported and dealt with in accordance with the appropriate school procedure. It must not be discussed outside the school, including with the pupil's parent or carer, nor with colleagues in the school except with a senior member of staff with the appropriate role and authority to deal with the matter.
- If a child behaves inappropriately or makes an inappropriate advance to a member of staff, it is essential that the child is immediately informed that the language or behaviour is unacceptable. The incident, and what has been done and said, should be recorded, and reported to the Headmaster immediately;
- One to one tuition for example in music, performing arts or sports coaching should be carried out in view ie via a door with a glass panel and essential body contact when instructing fine position of play must be strictly professional.
- Inappropriate electronic communication with a pupil – staff must not divulge personal phone numbers, email addresses, or social media account details to pupils. School or departmental accounts may be used.
- It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.

## Physical Contact

Physical contact with pupils should be avoided within the school setting. However it is recognised that there are some situations where it is the correct and appropriate behaviour e.g.:

- PE staff make contact with pupils when demonstrating correct and safe techniques in contact sports;
- Music tutors will correct the stance of a pupil and will demonstrate the correct technique to play an instrument;
- Staff may need to guide pupils away from danger or to ensure free flow of people by providing a guiding hand to the shoulder or upper arm;
- Distressed pupils may require an arm around the shoulder to comfort them;
- Intimate care of EYFS pupils.

## Corporal Punishment

Please note that ***Corporal Punishment is not allowed*** or deemed to be acceptable at any time in Gad's Hill School. However, teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances including disruptive behaviour when safety is paramount. Further guidance is available.

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited for all pupils in independent and maintained schools. The prohibition includes the administration of corporal punishment to a pupil during any activity whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain. The school policy is that under no circumstances will corporal punishment ever be used. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable.

## Sanctions

**The following sanctions / punishments will *never* be used:-**

- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Withholding of any aids or equipment needed by a child.

## Physical Restraint

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in Gad's Hill School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child,



or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.

- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) should be brought to the attention of the Headmaster and recorded in the SIS Physical Restraint register/ child's ISAMs record. The child's parents are informed on the same day.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism or misinterpretation.

### **Trust and Ethical Conduct**

As a result of our knowledge, position, and/or the authority invested in their role, all our staff are in positions of trust. A member of staff can be described as in a position of power or influence because of their role. It is vital for all staff to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Staff are expected to ensure that while there is an unequal balance of power, staff have a responsibility to ensure that this is not used for personal advantage or gratification. Staff will always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. We expect all staff to report and record any incident with this potential.

It is an offence for a member of staff in a position of trust with a child under 18 to engage in sexual activity with, or in the presence of that child, to cause or incite that child to engage in or watch sexual activity. Any sexual activity between a member of staff and a child or young person with whom they work may be regarded as a criminal offence and will always be a matter for disciplinary action. Staff must clearly understand the need to maintain appropriate boundaries in their contact with children. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is unacceptable conduct. *Working Together to Safeguard Children* defines sexual abuse as forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening.

Discussion of the procedures set out in that document forms a vital part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training. The Headmaster should always be informed if a member of staff has any concerns in order to ensure the activation of appropriate procedures. For their own safety and protection, staff should exercise caution in situations where they are alone with pupils. These may include: musical instrument tuition, 1:1 coaching, pupil counselling, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on. In a 1:1 situation, the door should be left open or the viewing panel not obstructed. Where incidents occur which might otherwise be misconstrued, or in the exceptional circumstances where it becomes necessary physically to restrain a pupil for their own protection or others' safety, this will be appropriately recorded in the Physical Intervention register and reported to the Headmaster and parents on the same day.

Grooming embodies the sole purpose of gaining the trust of a child or young person and manipulating that relationship so that sexual abuse can take place. Staff are aware that constantly conferring inappropriate special attention and favour upon a child can be construed

as being part of grooming behaviour; to which the disciplinary procedure will be considered accordingly.

The School staff should also be alert to the possible risks that might arise from social contact with pupils outside of Gad's Hill School. Home visits to pupils or private tuition of pupils should only take place with the knowledge and approval of the Headmaster. Visits/telephone calls, texts or emails by pupils to the homes of staff members should only occur in exceptional circumstances and with the prior knowledge and approval of the Headmaster.

### **Personal Living Space**

No child will be invited into the home of an adult, unless the reason has been firmly established and agreed with parent/carer(s) and senior managers. It is not appropriate for other organisations to expect or request that private living space is used for work with children, including for counselling. Under no circumstances will children or young people help with chores of tasks in the home of staff. Nor will they be asked to do so by the friends of family of the staff member.

### **Honesty and integrity**

Staff must maintain high standards of honesty and integrity in their work. This includes the handling and claiming of money and the use of school property and facilities.

All staff must comply with the Bribery Act 2010. A person may be guilty of an offence of bribery under this act if they offer, promise or give financial advantage or other advantage to someone; or if they request, agree or accept, or receive a bribe from another person. If you believe that a person has failed to comply with the Bribery Act, you should refer to the Whistleblowing procedure for schools.

### **Gifts, Rewards or Favouritism**

All giving of gifts or rewards are part of our behaviour policy for supporting positive behaviour or recognising particular achievements. There may be specific occasions when staff may wish to give a child a personal gift. This is only acceptable practice where, in line with the agreed policy, senior manager and parent/carer(s) have discussed the reasons for it and the action is recorded. Any gift should be openly given and not based on favouritism. Staff must remain alert at all times to the fact that the giving of gifts can be misconstrued as a gesture to bribe or groom a child. Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favouritism or unfairness

Staff will take care in selecting children for specific activities or privileges to avoid perceptions of favouritism or unfairness. Methods and criteria for selection will always be transparent and subject to scrutiny. Care is taken to ensure that no member of staff accepts any gifts that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are always occasions in school when children or parents wish to pass on a small token of appreciation such as a thank you. However, it is unacceptable to receive gifts on a regular basis, or of any significant value.

### **Infatuations**

Any unplanned contact of this nature or suspected infatuations or "crushes" will be reported to the Headmaster. Staff are actively discouraged from disclosing their personal telephone numbers, email address and so on to pupils. Occasionally a child or young person may develop

an infatuation with a member of staff who works with them. Staff are required to deal sensitively with these situations and to maintain the dignity and safety of all concerned. Such situations carry a high risk of words or actions being misinterpreted and they must ensure that their own behaviour is beyond reproach. A member of staff who becomes aware that a child or young person is developing an infatuation must discuss this with their senior manager and alert the Headmaster at the earliest opportunity so that appropriate action can be taken to avoid any hurt, distress or embarrassment from the child, family or staff's perspective.

### **Intimate Care – EYFS**

Helping young children with toileting, or care of children with disabilities may involve intimate physical contact. Such activities must be part of a formally agreed care plan. Any emotional response to intimate care are recorded and carefully and sensitively observed, including the escalation to senior managers and/or parent/carer(s). All our children have the right to privacy, safety and dignity when contact of a physical nature is required. Children should be expected to act as independently as possible, depending on their age, abilities and maturity. The views of the child will always be sought, wherever possible, when drawing up procedural arrangements with parent/carer(s) and fully recorded.

### **Conduct outside work**

Staff must not engage in conduct outside work which could seriously damage the reputation and standing of the school or the employee's own reputation or the reputation of other members of the school community.

In particular, criminal offences that involve violence or possession or use of illegal drugs or sexual misconduct are to be regarded as unacceptable. If charged with, or found guilty of an offence involving drugs, violence or sexual misconduct the Headmaster must be informed.

Staff may undertake work outside school, either paid or voluntary, provided that it does not conflict with the interests of the school nor be to a level which may contravene the working time regulations or affect an individual's work performance.

### **Use of Social Media**

Staff must exercise caution when using information technology and be aware of the risks to themselves and others.

Staff must not engage in inappropriate use of social network sites which may bring themselves, the school, school community or employer into disrepute.

E-safety: Dos & Don'ts for staff - in addition refer to the Staff, Governor and Visitor Acceptable User Agreement:

- **Do not** use personal mobile phones or cameras to take photos of children
- **Do not** store photos of children on personal PCs, lap-tops or devices.
- **Do not** post comments on social network sites or via other electronic media that undermines respect, authority, or damages the reputation of individuals or the school
- **Do not** communicate with pupils via personal e-mail or social network accounts.
- **Do not** use personal social network accounts for homework, departmental sites
- **Do not** issue personal mobile telephone numbers to pupils
- **Do** use school e-mail to communicate with pupils or parents

- **Do** use a departmental social network site
- **Do** consider data protection and safeguarding issues before using electronic media
- **Do** report any potential “social contact” (within an electronic context) in the school social contact register.

### **Staff / Governors who are also parents of pupils**

It is understood and accepted that staff/Governors who are also parents of pupils at school, may, as typical of most parents, wish to store photos / video images of their child and their school friends on their phone/PC/ Social Media, may wish to share contact details with other parents and also to attend social occasions where they may meet with other pupils or parents outside of school (birthday parties etc). Such events are a normal party of family life and the school does not wish to prevent staff and Governors rights to a family life. Staff and Governors who are also parents of pupils must, however, be mindful of their professional safeguarding responsibilities in such situations and ensure that any images stored, behaviour or social contact is reasonable, cannot be misconstrued and when appropriate reported via the social contact register.

### **Whistle-blowing**

The school has a culture of safety and of raising concerns. It has a culture of valuing staff and of reflective practice. The whistle-blowing policy (Appendix G) outlines the procedures for reporting and handling concerns, provision for mediation and dispute resolution where necessary. At induction, staff have training to inform them of our whistle-blowing policy. This is revisited every three years when child protection update training is conducted.  
*Concerns about the welfare of colleagues or children should be communicated to the Headmaster immediately.*

Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times.

### **Disciplinary action**

All staff need to recognise that failure to meet these standards of behaviour and conduct may result in disciplinary action, including dismissal.

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.
- The Governors undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Staff responsible: DGC

Policy amended: Sept 2016

Review date: Sept 2017

Governor responsible: Kirsty Hillocks

## APPENDIX D

### WHISTLE-BLOWING POLICY

'Working Together to Safeguard Children' 2015 requires schools to have clear whistleblowing procedures suitably referenced in staff training and codes of conduct.

Gad's Hill School has a culture of safety and of raising concerns, of valuing staff and of reflective practice. This policy provides procedures for reporting and handling concerns, including about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff. There is transparency and accountability in relation to how concerns are received and handled.

#### **Rationale**

The governing body aims to be a good employer and is committed to high standards of probity and good practice in employer/employee relations.

The *Public Interest Disclosure Act 1998* protects employees from any victimisation by employers if they reveal any wrong-doing in the workplace, and fear that they might be victimised in so doing. This policy is designed to ensure that employees can follow simple procedures, and to reassure everyone in the school that their concerns will be taken seriously.

All school staff are covered, including part-time and temporary staff, supply teachers, peripatetic workers and visitors to the school, such as health workers.

#### **Aims and Scope of Policy**

The governing body is committed to high standards in all aspects of the school and will treat whistle-blowing as a serious matter. In line with the governing body's commitment to openness, probity and accountability, members of staff are encouraged to report concerns which will be taken seriously, investigated and appropriate action taken in response.

This policy aims to:

- give confidence to members of staff about raising concerns about conduct or practice which is potentially illegal, corrupt, improper, unsafe or unethical or which amounts to malpractice or is inconsistent with school standards and policies so that s/he is encouraged to act on those concerns;
- provide members of staff with avenues to raise concerns;
- ensure that members of staff receive a response to the concerns they have raised and feedback on any action taken;
- offer assurance that members of staff are protected from reprisals or victimisation for whistle-blowing action undertaken in good faith and within the meaning of the Public Interest Disclosure Act (PIDA).

This policy covers whistle-blowing relating to alleged:

- unlawful conduct
- miscarriages of justice in the conduct of statutory or other processes;
- failure to comply with a statutory or legal obligation;
- potential maladministration, misconduct or malpractice;
- health and safety issues including risks to the public as well as risks to pupils and members of staff;

- action that has caused or is likely to cause danger to the environment;
- abuse of authority;
- unauthorised use of public or other funds;
- fraud or corruption;
- breaches of financial regulations or policies;
- mistreatment of any person;
- action that has caused or is likely to cause physical danger to any person or risk serious damage to school property;
- sexual, physical or emotional abuse of members of staff or pupils;
- unfair discrimination or favouritism;
- racist incidents or acts, or racial harassment and
- any attempt to prevent disclosure of any of the issues listed.

### **Responsibilities**

The head has overall responsibility for the procedures and for ensuring that:

- appropriate procedures are in place;
- they are implemented;
- any concerns and any action taken, are reported to the governing body; and
- all staff are aware of their rights and duties under the Act.

### **Rights**

Any worker at the school is entitled, without any fear of reprisal, to disclose any action which he/she reasonably considers:

- potentially or actually unlawful, or
- involves a miscarriage of justice, or
- compromises an individual's health and safety;
- might cause environmental damage, or
- contravenes any school policy, or
- might be considered improper, or
- falls below the normal standards of conduct in the school, or
- any concealment of such action.

This right is guaranteed by the governing body, so long as the individual has acted in good faith.

### **Duties**

The member of staff must:

- act in good faith when making such a disclosure; and
- must not commit a criminal offence in so doing; or
- disclose such confidential information to any person outside the school; and
- not expect any personal gain from making the revelation

### **Allegations Concerning Child Protection Issues**

If a member of staff raises a concern related to a child protection issue, the Headmaster or vice chair of governors (if the concern is about the Headmaster), should consult the LADO. However, in relation to child protection issues, it is open to the member of staff to make a direct referral to the LADO either before raising their concern with the governing body or where the Headmaster or vice chair of governors fails to do so after raising their concern and the member of staff remains concerned about the situation.

## Staff concerns about malpractice

For staff concerned about malpractice, the organisation Public Concern at Work has issued the following tips and guidelines:

- Find out your options. Is there a trusted co-worker or manager you can speak to? Are there other workers who also wish to raise the concern?
- Be a witness not a complainant. As a whistle-blower you are a witness, communicating a risk about the interests of others to those who can address it - either within the organisation or to the appropriate authority. It should not be a grievance. If, however, you are aggrieved about your personal position, use the grievance procedure and keep this separate to a whistleblowing concern.
- Let the facts speak for themselves. Communicate the concern in a professional, calm and factual manner. Think about the 'who, what, how where and when'. If you know how to resolve the problem, suggest a solution.
- Taking a careful contemporary note of any conversations or key documents is advisable, though keeping documentation, or removing it from the workplace, can be problematic. Though this is frustrating, you need to be very careful not to cross the line and take matters into your own hands. The law may not protect you and taking documentation allows the employer to attack your conduct. As a witness you should not have to prove your concern and it is important you do not delay by acting as a private detective.
- Going outside. If you have raised your concern and believe the risk has not been addressed, or the matter is serious and you are unable to raise it internally you can contact an appropriate regulator such as Ofsted or the Health and Safety Executive. A good whistleblowing policy will suggest appropriate external options.
- Get advice. If you are in any doubt about what to do at any stage, seek confidential advice from either your professional body, union or for free from Public Concern at Work (0207 404 6609 or [www.pcaw.org.uk](http://www.pcaw.org.uk)).
- Legal protection. If you raise a genuine concern in an honest and reasonable way and you suffer reprisals, you are likely to be protected by the whistle-blowers' legislation, the *Public Interest Disclosure Act 1998*. The law most readily protects you for raising a concern with your employer, and it is also relatively easy to be protected for going to a regulator, such as Ofsted. It may also protect you if you raise a concern wider to the media or an MP. PCaW would suggest seeking advice if you are considering this last step.

## Complaints procedures

Members of staff should consider whether the school's grievance or complaints procedure should be followed in the first instance.

Any disclosure of a lack of probity during these procedures is protected by the whistle-blowing legislation, and the governing body's guarantee.

## Confidential reporting

In addition, any member of staff who has a reasonable concern about the probity of any action taken in the school can also choose to follow the 'confidential reporting route'.

In the first instance, he/she should take the matter up in confidence with the head, or, if the concern is about any action taken by the head, with the chair of the governing body, or, if the concern is about any action taken by the governing body, with the ISA.

The head, or vice chair of the governing body, must attempt to resolve the matter with the member of staff within a reasonable time, and in any case must report progress to the member of staff within ten days of the making of the complaint.

If the member of staff is not satisfied with the head's or governing body's response to the complaint, or the time being taken to resolve it, the member of staff may take the matter up formally and promptly with the governing body, and /or the ISA.

The governing body must appoint no fewer than three of its members to consider the formal complaint, and to attempt a resolution within ten working days of receiving the complaint. *(Some schools might prefer to have one non-governor member of this panel).*

If the member of staff is still not satisfied he/she can formally take the matter to the full governing body and/or the ISA.

### **Timescale for Response**

You will receive a written response to a formal complaint within 5 working days:

- acknowledging that the concern has been received
- indicating how it is proposed to deal with the matter
- giving an estimate of how long it will take to provide a final response
- advising whether any enquiries have been made
- advising whether further enquiries will take place
- informing you of support available whilst matters are looked into, and
- maintaining confidentiality wherever possible, but also explaining that it may not be possible that you can remain anonymous

### **The Inquiry Process**

If the investigating officer needs to talk to you, you are permitted to be accompanied by a trade union or professional association representative or a fellow member of staff not involved in the area of work to which the concern relates.

The target is to complete the inquiry within 15 working days from the date of the initial written response, although the enquiry may extend beyond this timescale.

### **The Inquiry Report**

Following completion of the inquiry process the investigating officer will make a written report and if necessary action will be taken. This may result in a trigger for the grievance and/or disciplinary procedure to be implemented against the person reported. The whistle-blower will also be notified of the outcome. The report will not contain the whistle-blower's name unless you have expressly stated that you wish to be named.

If the investigation was carried out by a person other than the Headmaster or Chair of Governors (or Vice Chairman in the case of a CP issue) the written report must be submitted to the Headmaster and Chair of Governors to determine what further action (if any) is required. When considering further actions, the Headmaster and Chair of Governors **must** act on any recommendations made in the report. If the Headmaster and Chair of Governors cannot agree on further actions, a panel of three governors (excluding the Headmaster, Chair of Governors and any governors employed at the school) will be convened to consider the report and agreed further actions. Following completion of the investigation, and any actions arising from the investigation, a copy of the report (anonymised) will be made available to all governors.



**Taking the matter further**

If no action is to be taken and/or you are not satisfied with the way the matter has been dealt with, you can make a complaint under the governing body's complaints procedure or raise your concerns with other organisations as listed below:

- the local authority
- a solicitor
- the Police - for concerns of criminal behaviour
- a trade union or professional association
- Public Concern at Work (an independent charity that provides free advice for persons who wish to express concern about fraud and other serious malpractice).

**Victimisation**

At all times the governing body guarantees the member of staff will be protected from any reprisals or victimisation.

However, any member of staff taking such a course must not make malicious or vexatious allegations which are shown to be untrue. In such circumstances the member of staff's conduct could lead to disciplinary action.

**Untrue and Malicious/Vexatious Allegations**

If a member of staff makes an allegation in good faith but it is not confirmed by further inquiry the matter will be closed and no further action taken. If, however, the inquiry shows that untrue allegations were malicious and/or vexatious or made for personal gain then the governing body will consider taking disciplinary action against the member of staff.

**Monitoring and review**

The Headmaster will report all complaints of this nature to the next governing body meeting, without revealing the name of the complainant or any unnecessary details. The Headmaster will report on the nature of any complaint and the action taken, and the resolution of it. The governing body will review the working of the procedures on an annual basis.

**Staff responsible: DGC**

**Reviewed: Sept 16**

**Review Date: Sept 17**

**Governor responsible: K Hillocks**

## **APPENDIX E**

### **SAFER RECRUITMENT POLICY**

This policy has been prepared according to the guidelines in the DfE Statutory Guidance 'Keeping Children Safe In Education' Part Three (2016). It complies with the school's Equal Opportunities Policy.

#### **General**

Gad's Hill School ['the School'] is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority. The School aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010. All queries on the School's Application Form and recruitment process must be directed to the Headmaster's PA.

#### **Scope of this Policy**

The Recruitment, Selection and Disclosures Policy and Procedure herewith refers and applies to staff directly recruited and employed by the School. In the Education (Independent Schools Standards) (England) Regulations 2010, staff are defined as:

*Any person working at the School whether under a contract of employment, under a contract for services or otherwise than under a contract (ie self-employed people who are paid direct by parents), but does not include supply staff or a volunteer.*

In the case of agency or contract workers, the School shall obtain written confirmation from the agency or company that it has carried out the appropriate checks. Any staff who TUPE transfer into the School's staff, will be required to undertake the statutory requirements with regard to safer recruitment checks.

#### **Aims**

- To have a transparent and consistent process for appointing staff of the best quality to Gad's Hill School
- To meet all legal and regulatory requirements in appointing staff
- To have a culture of safe recruitment
- To ensure that proper checks are in place so that children are not placed at risk through the appointment of staff

#### **Advertising**

Vacancies are advertised on the school website and using the TES and local newspapers and other employment websites. Every advertisement states clearly the safeguarding priorities of the school.

#### **Application Form**

The School will only accept applications from candidates completing the relevant Application Form including details of their full employment history. CVs will not be accepted in substitution for completed Application Forms. The School will make candidates aware that all posts in the School involve some degree of responsibility for safeguarding children, although the extent of

that responsibility will vary according to the nature of the post. Candidates for employed posts will receive a Job Description for the role applied for.

As the position for which candidates are applying involves substantial opportunity for access to children, it is important that applicants provide the School with legally accurate answers. Upfront disclosure of a criminal record may not debar a candidate from appointment as the School shall consider the nature of the offence, how long ago and at what age it was committed and any other relevant factors. Information must be disclosed with the application form. If candidates would like to discuss this beforehand, they are asked to please telephone in confidence to the Head/Bursar for advice.

Any unspent convictions, cautions, reprimands or warnings must be disclosed to the School.. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

### **Selection for interview**

Candidates are selected for interview based on their ability to match the requirements of the job description.

### **Selection for interview – short listed candidates**

The selection panel always bears in mind the importance of chronology and of contradiction and gaps in an applicant's CV, which can indicate a gap in employment which is unaccounted for. A question will be asked about this at interview and any reservations as to the answer will seriously affect the appointment.

The School will short list applicants according to the relevance and applicability of their professional attributes and personal qualities to the role. Short-listed applicants will then be invited to attend a formal interview at which his/her relevant skills and experience will be discussed in more detail.

At least one person on the appointment panel will have undertaken safer recruitment training. The Chair of Governors should chair the panel for the Bursar's/Head's appointment. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should withdraw from the panel. Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted in person and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by the candidate from the awarding body. The School requests that all candidates invited to interview also bring with them:

- A current driving licence including a photograph or a passport or a full birth certificate;
- A utility bill or financial statement issued within the last three months showing the candidate's current name and address;
- Where appropriate any documentation evidencing a change of name;

- Where the candidate is not a citizen of a country within the European Economic Area or Switzerland, proof of entitlement to work and reside in the UK. Staff need to be aware that there are specific rules relating to the employment of migrant workers (Feb 2008) and the potential fine of up to £10,000 for engaging an illegal worker.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Candidates with a disability who are invited to interview should inform the School of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

### References

Candidate will be asked to supply the contact details of three referees. References are requested as soon as the candidates have been shortlisted ie before interview and will make a specific request as to whether there is any reason why the candidate may not work with children. References not received in good time before appointment will be chased by phone and alternative references sought if necessary. Detailed notes will be made of any references taken by telephone, whether questions have been answered satisfactorily and will be signed and dated. References are checked on receipt and all specific questions must be answered satisfactorily and contain a positive confirmation with regard to safeguarding. References will be used to confirm the candidate's employment history and any discrepancies will be investigated. **Suitability references should be sought for internal candidates. Internal references are permissible where appropriate.**

### The interview process

All candidates are given a tour of the school and will have an interview of at least 30 minutes; if the post is for a teaching appointment, they will also teach a lesson. At least one question will be asked to find out about the candidate's understanding of safeguarding. The panel keeps in mind indications of risk with regard to a candidate. After the process, the successful candidate is contacted and unsuccessful candidates are informed as soon as possible.

### Confirming the appointment

An offer of an appointment to new teaching staff in regulated activity is made in writing and the offer is conditional upon satisfactory completion of the following pre-employment checks. This is made clear in the offer letter. They are:

- Photographic ID check will be made against an official document (such as passport, driving licence, birth certificate) along with a proof of address (for example utility bill) except where for exceptional reasons, none is available
- An enhanced DBS check with a barred list information where the person will be engaging in regulated activity. If not engaging in regulated activity, an enhanced DBS check without a barred list check is acceptable.
- A separate barred check list and a signed close supervision agreement is required if the teacher will start work in regulated activity before the DBS search is available.
- All staff must declare whether they or anyone residing with them in their home has been 'disqualified' and banned from working with children.

- Check using the Teacher Services' System whether the candidate is subject to a prohibition order by the Secretary of State.
- The school will check that a person taking up a management position (for example; Head of Department and SMT) is not subject to a section 128 direction made by the Secretary of State.
- A member of SMT will make a check of medical and physical fitness to teach or carry out their role will be carried out via a medical questionnaire. Staff whose medical history raises concerns may be referred for a medical examination organised by the school medical officer. The school will make reasonable adjustments to enable disabled staff to carry out their duties effectively.
- Original academic qualifications will be checked.
- Any gaps in employment history will be checked against references received and any discrepancies taken up with the candidate.
- References which are checked to be authentic. A specific question is asked about disciplinary record and the candidate is asked to confirm that they know of no reason why they should be considered as unfit to work with children.
- If there is uncertainty about the candidate's right to work in the UK, advice on the GOV.UK website will be sought.
- All appropriate information will be entered on the central register.

### **Individuals who have lived or worked outside the UK**

Individuals who have lived or worked outside the UK for more than 3 months or more in the last 5 years, must undergo the same checks as all other staff in school. In addition, the school will make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These further checks should include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, the school will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

The Home Office has published guidance on criminal record checks for overseas applicants. The Department for Education has also issued guidance on the employment of overseas-trained teachers. This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England, and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

### **Barred list/List 99 check**

Barring information is usually obtained as part of an enhanced criminal record check via the DBS. To do this, the school must indicate on the application form that barring information is requested. A barred list check can be obtained separately from an enhanced disclosure through the Teachers' Pensions online service (search for the application form or call the telephone number given on the website). There is an annual charge for registration.

A separate barred list check **must** be undertaken in the event that:

- a new enhanced disclosure with barring information is required but is not received in advance of a member of staff starting work in regulated activity; or
- a pre-existing enhanced DBS check is accepted under the three-month rule (for which see below) for a member of staff starting work in regulated activity; or
- a pre-existing enhanced DBS check without barring information is accepted from a candidate who has subscribed to the DBS update service.

### Enhanced Criminal Record Check

Criminal record checks are carried out via the Disclosure and Barring Service (DBS). A DBS certificate is a document containing details of a person's criminal record, including convictions, cautions, reprimands and warnings held on the Police National Computer. An enhanced disclosure may also contain details of information held on local police records which the police consider to be relevant to the workforce in which the person is applying to work. **For those working in schools with access to children, criminal record checks must be at the enhanced level, usually with barring information (for those in regulated activity). From January 2018, people who live or work in England will be able to apply online for a basic criminal record check through DBS. Such people could be workmen who will not have contact with children.**

The school is not required to retain copies of DBS certificates. If, for reasons connected with the Data Protection Act the school chooses to do so, they should not be kept for longer than 6 months. The Police Act 1997 makes unauthorised disclosure of any information in a DBS certificate a criminal offence.

**The three-month rule** – Members of staff in schools must be subject to an enhanced criminal record check on entry to the schools workforce and, thereafter, may move between schools without requirement on subsequent employer schools to carry out further DBS checks unless they leave the school's workforce for three months or more. **The criminal record check must be no more than three months old, unless the three month rule applies.** However, if a new school accepts a pre-existing check under this rule, **the date of the check will be noted on the SCR, not the date on the certificate.** They must also carry out a separate barred list check, subject to the note below concerning use of the DBS Update Service. **This enables the school to check online that there have not been changes since the issue of the DBS certificate. If a change is indicated on the update a new full check must be carried out to access more information about the nature of the change.**

**Obtaining criminal record checks** - The table below indicates the various ways in which the requirements for an enhanced criminal records check can be met for a person 'P'.

Situation	Actions for the school
Within three months of an appointment, P has been working in a school or college and meets the requirements of 18(4) above.	The school may apply for a criminal record certificate but is not required to do so. A new, separate barred list check must be obtained.

Situation	Actions for the school
P has a criminal record certificate from a previous employer at the enhanced level (including children's barred list) and has subscribed to the Update service (see note 247 below) and gives permission to the school to check the status.  Cont.	The school should examine the original certificate, check it matches the individual's identity and run an online Update check, which will provide information about any changes since the certificate was issued. If the check indicates that there has been a change then the individual must apply for a new certificate.  If the original check did not include barring information for the children's workforce, a separate barred list check must be obtained.
P has a criminal record certificate from a previous employer at the standard level and has subscribed to the Update service.	The school should apply for a new disclosure, including a new barred list check, because the previous disclosure is not at the correct level.

Until the school has had sight of the original disclosure certificate, the applicant should be treated as unchecked and subject to the safeguards set out below. This requirement arises from both the DBS Employer Guidance and *KCSIE*. The applicant may subscribe to the DBS Update service. This enables other employers to check instantly on-line that there have not been changes since the issue of a DBS certificate.

### What does the school need to do if a disclosure is delayed?

A short period of work is allowed under controlled conditions, at the head's discretion. However, if an 'enhanced disclosure' is delayed, a head may allow the member of staff to commence work without confirming the appointment if the following checks have been completed and procedures followed;

- Barred list/List 99 check;
- Disqualification from teaching check;
- DBS application **has been made** in advance;
- Appropriate safeguards taken (for example, loose supervision);
- Safeguards reviewed at least every two weeks;
- The person in question is informed what these safeguards are;
- A note is added to the single central register and evidence kept of the measures put in place.

### Disqualification by Association Declaration

In addition, successful applicants will complete a disqualification by association declaration and will be informed that they are required to notify the school immediately if they are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/384712/DBS\\_referrals\\_guide\\_-\\_relevant\\_offences\\_v2.4.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf)).

The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.

The grounds for disqualification include, in summary:

- being on the DBS barred list;
- being cautioned for, convicted of or charged with the certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;
- living in the same household where another person who is disqualified lives or works.

Disqualification occurs as soon as the above criteria are met.

The school takes its responsibility to safeguard children very seriously and any staff member and/or, successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the school immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. He/she must also notify the school immediately if he/she is living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare.

Staff and/or successful candidates who are disqualified from childcare or registration, including 'by association', will be removed from their work. There is no requirement automatically to suspend or dismiss all individuals found to be disqualified. Such staff members may be redeployed to work within other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO. The school will inform Ofsted where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Staff who are disqualified may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the headmaster for more details.

Failure to declare any convictions (that are not subject to DBS filtering) may disqualify a candidate for appointment or result in summary dismissal if the discrepancy comes to light subsequently.

If the candidate is currently working with children, on either a paid or voluntary basis, the school will ask their current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If the candidate is not currently working with children but has done so in the past, the school will ask the previous employer about those issues. Where neither the current nor previous employment has involved working with children, the school will still ask the current employer about the candidate's suitability to work with children. Where the candidate has no previous employment history, the school may request character references which may include references from the candidate's school or university.



All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal by the school if they have been appointed, and a possible referral to the police and/or DBS.

The school will refer to the Department for Education ("DfE") document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks. The school complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request [or accessed here: <https://www.gov.uk/government/publications/dbs-code-of-practice>].

### **Retention and Security of Records**

The school will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy. Copies of DBS certificates will not be retained for longer than 6 months unless agreed by the individual.

### **Prohibition from teaching orders**

Teacher prohibition orders prevent a person from carrying out teaching work in schools. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition will be carried out using the Teacher Services' system. Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication, Teacher misconduct: the prohibition of teachers.

Qualified Teacher Status is not a requirement for teachers in the independent sector, but schools must now check that anyone employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State. The check is completed using the free Employer Online service, and can be undertaken on individuals who do not have QTS by searching by name. This applies to those appointed to teach on or after 1 April 2012.

Teaching work is defined in The Teachers' Disciplinary (England) Regulations 2012 to encompass:

- Planning and preparing lessons and courses for pupils
- Delivering and preparing lessons to pupils
- Assessing the development, progress and attainment of pupils
- Reporting on the development, progress and attainment of pupils.

"Delivering" includes delivering lessons through distance learning or computer aided techniques. However, none of these activities is "teaching work" if the person carrying out the activity does so (other than for the purposes of induction") subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher.

### **Prohibition from Management - Section 128 direction**

A section 128 direction prohibits or restricts a person from taking part in the management of an independent school. A person who is prohibited, is unable to participate in any management of an independent school for an independent school; or a governor on any governing body in an independent school, that retains or has been delegated any management responsibilities. A check for a section 128 direction will be carried out using the Teacher Services' system. Where the person will be engaging in regulated activity, a DBS barred list check will also identify any section 128 direction.

The school will check whether staff appointed to management positions are subject to a s.128 direction. For staff in regulated activity, the check is done via the DBS; a s.128 direction would show on a DBS barred list check. The school will include on the DBS application form, within box 61, Position Applied for, "Child Workforce Independent School". This allows the DBS to confirm if a s.128 direction has been made.

The following staff are considered to be in management positions for the purpose of this check:

- Headteachers
- All staff on the senior leadership team (including non-teaching staff)
- Teaching positions with departmental headship

Where staff have been recruited for management positions and subject to vetting checks before 12th August 2015, to commence work in September 2015, the school is not required to run the checks again as it is known that no s.128 directions have yet been made.

The prohibited list can be accessed via the NCTL using Secure Access. This can be done whether or not the person is a teacher and without a teacher reference number.

### Appointment of the Chair of the Governing Body

Prior to appointment an **individual who is the chair** of the school Governing Body must undergo the following checks:

- the individual is not **barred** from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity.
- the individual does not carry out work, or intend to carry out work, at the school in contravention of a **prohibition order**,
- a prohibition from management order under **section 128** of the 2008 Act
- an **enhanced criminal record check, countersigned by the Secretary of State** where an application for such a check is made under section 113B(1) of the 1997 Act;
- checks confirming the individual's **identity**
- their **right to work** in the United Kingdom; and
- in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, **such further checks** as the Secretary of State considers appropriate.

### Appointment of a Governor

The School Governors are the body registered with the DfE as being responsible for the management of the school. Prior to appointment all Governors must undergo the following checks:

- the individual is not **barred** from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity.
- the individual does not carry out work, or intend to carry out work, at the school in contravention of a **prohibition order**,
- a prohibition from management order under **section 128** of the 2008 Act
- an **enhanced criminal record check**;
- checks confirming the individual's **identity**
- their **right to work** in the United Kingdom; and
- in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, **such further checks**

as the Chair of Governors considers appropriate having regard to the guidance issued by the secretary for state.

All checks will be made in advance of the appointment or as soon as practicable after the appointment.

### **Appointment of Supply Staff**

Supply staff are those who are offered for supply by an employment business or temping agency.

The school will check with the relevant supply agency that the required checks have been carried out (identity, enhanced disclosure, right to work in the UK, barred list/List 99, prohibition orders, qualifications, overseas checks plus in line with KCSiE, 2 references, declaration of medical fitness, check of previous employment history and, if applicable, check whether a person is disqualified from childcare under the Childcare Act 2006, including by association.) The school will obtain written evidence from the supply agency that these checks have been completed. It will be recorded that these checks have been carried out in the single central register.

The school will carry out its own identity check when the supply staff arrive in school.

### **Induction of new staff**

Staff are invited to spend at least one day in school before joining to allow a smooth handover. They set up their email address contact well before joining the school. All new staff and volunteers receive an induction pack to inform them of Gad's Hill's expectations to do with Safeguarding and to make them aware of the current guidelines. They receive:

- The school's Safeguarding Policy and code of conduct, which has to be signed for once read and understood.
- The names of the DSLs.
- Part one of the *Keeping Children Safe in Schools with Annex A*, which they all sign to agree that they have read and will keep it for reference
- A document called 'Acceptable Use Agreement of ICT at Gad's Hill School which all staff are expected to read and sign.

To support them in getting to know the school as well and as quickly as possible they will also receive:

- Some useful information about the day to day running of the school
- Their timetables
- Their contract
- The list of staff
- Information as to how to access the handbook
- He/She will be allocated a 'mentor' for the first year in school

### **Policy on the Recruitment of Ex-Offenders**

The School will not unfairly discriminate against any candidate for employment on the basis of conviction or other details revealed. The School makes appointment decisions on the basis of merit and ability. If an individual has a criminal record this will not automatically bar him/her from employment within the School. Instead, each case will be decided on its merits in accordance with the objective assessment criteria set out below.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if they have been appointed, and a possible referral to the police and/or DBS.

Under the relevant legislation, it is unlawful for the School to employ anyone who is included on the lists maintained by the DBS of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the School to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence. It is also unlawful for the School to knowingly employ someone who works in the relevant settings and is disqualified from providing childcare under the Childcare (Disqualification) Regulations 2009, whether by association, or otherwise.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the School. The School will report the matter to the Police and/or the DBS if:

- The School receives an application from a disqualified person;
- Is provided with false information in, or in support of an applicant's application; or
- The School has serious concerns about an applicant's suitability to work with children. In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check.

The School will consider the following factors before reaching a recruitment decision:

- Whether the conviction or other matter revealed is relevant to the position in question;
- The seriousness of any offence or other matter revealed;
- The length of time since the offence or other matter occurred;
- Whether the applicant has a pattern of offending behaviour or other relevant matters;
- Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters;
- In the case of disqualification from providing childcare, whether the applicant has or is able to obtain an Ofsted waiver from disqualification; and
- The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of any of the following offences: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence, serious class A drug related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves substantial driving involving the carriage of pupils, it is the School's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving, careless or dangerous driving.

### **Single Central Register**

An entry will be made for all current members of staff at the school including the governors, all individuals who work in regular contact with children including volunteers, supply staff and those employed as third parties.

The date and confirmation that the following checks have been conducted: an identity check, barred list/list 99, professional qualifications, enhanced DBS check, right to work in the UK, prohibition from teaching, prohibition from management (section 128 check), disqualification by association and further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions.

### **TUPE Transfers**

Should any staff be transferred to (or accepted from) an employer via TUPE regulations their information will be passed (or received) to the new employer and a note made on the SCR that details have been transferred under TUPE.

### **Host Families**

Host families may be used to accommodate pupils on sports or language exchanges. When arrangements are made direct between two families which accept responsibility, this is regarded as a personal arrangement and outside the scope of regulated activity. However where the family is paid, the arrangement to accommodate a child is not made by the pupil's family, or the school has the power to terminate the arrangement and could constitute regulated activity. In this case a DBS check including a barred list check should be obtained and suitable records kept.

In the case of pupils being accommodated with host families overseas, the school will work with partner agencies, such as a school or travel operator to ensure that appropriate assurances are obtained before a visit.

### **Visiting Speakers**

The person responsible for the speaker, is the member of staff in charge of the event. The content of the talk will be agreed prior to the event to ensure that fundamental British values are upheld.

The visiting speaker will be asked to bring proof of ID (driving licence for example) with him/her. The Prevent statutory guidance requires that any visiting speakers who might fall within the scope of the Prevent duty, whether invited by staff or pupils, are suitable and appropriately supervised. The school will risk-assess each case on its own merit and conduct checks that are proportionate to the perceived risk. This could mean that even in cases where specific vetting checks are not prescribed, for example, if speakers will not be left alone with pupils, the school may conduct an internet search on the visitor's background and profile or conduct a barred list check.

As with all other visitors the speaker will sign in on arrival, reception staff will check their ID and will draw their attention to the safeguarding information at the reception and on their visitor's badge. Visiting speakers will be escorted whilst on site and will sign out on departure. A record will be kept by the Headmaster's PA of all visiting speakers (i.e. name, introduced by, subject, checks carried out).

### **Prospective Parents**

Whenever prospective parents visit the school they are typically given a tour of the School by a pupil.

When invited to arrange a tour of the school by the admissions secretary; prospective parents must be asked to bring their driving licence (or other ID that confirms their identity and address). On arrival their ID must be checked at the school reception when they sign-in. The visitors' sign-in sheet must annotated to that effect and a visitors badge issued. As with all other

visitors, the reception staff should draw their attention to the safeguarding information on display at the reception and on their visitor's badge. Once the prospective parents have signed in they should be directed to the Headmaster's PA or to the admissions secretary. All visitors must sign out at the conclusion of their visit.

### **Adults who supervise children on work experience**

When organising work experience placements the school will ensure that procedures are in place to protect children from harm.

Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school will consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/ training/ instruction/ supervision to the child will be:

- unsupervised; and
- providing the teaching/training/instruction frequently (more than three days in a 30 day period, or overnight).

If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

The School is not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

### **Young people on work experience**

Young people on work experience do not usually require vetting themselves. If they are to work unpaid in another school or in the early years' sector, they may be treated as volunteers. As supervised volunteers, formal vetting checks are not required unless the volunteer engages in regulated activity (such as personal care – eg toileting young children).

### **Contractors**

Contractors will sign in on arrival, provide proof of identity, will be given a safeguarding briefing, and will sign out on departure.

Contractors who do not have a DBS will be escorted and supervised at all times whilst on site.

Contractors may only work at Gad's Hill School unsupervised if they are on site during school holidays when children are not on site or if their company has provided written confirmation of:

- a barred list check for those in regulated activity

- an appropriate level of DBS check for their role
- any other role specific check such as a disqualification from childcare.

Contractors who regularly undertake work for the school will be placed on the SCR.

### **Monitoring and review**

The governing body will review the working of the procedures on an annual basis.

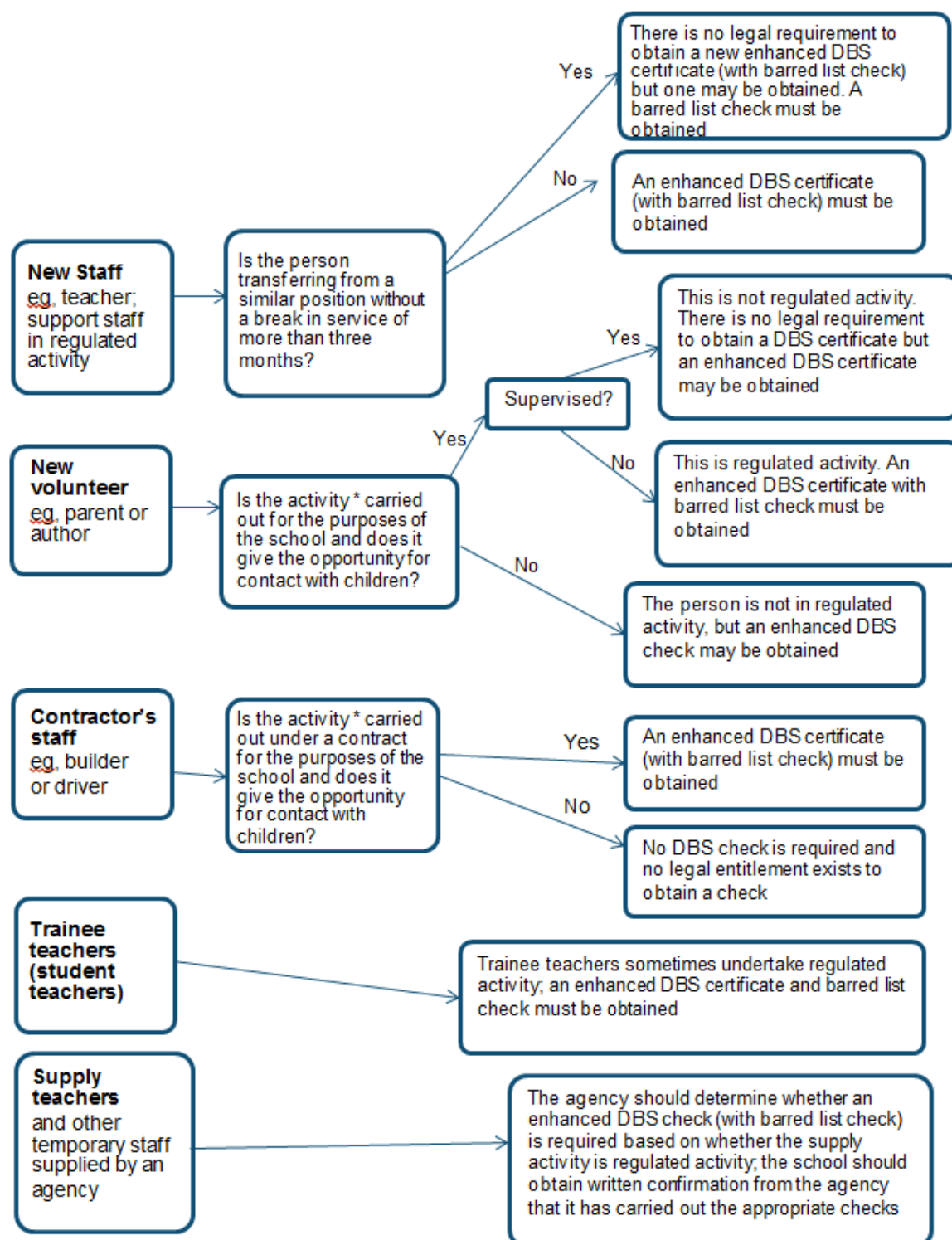
Staff responsible: DGC

Policy amended: Mar 17

Review date: Mar 2018

Governor Responsible: Kirsty Hillocks

## Annex H - Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'



## APPENDIX G

### ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

#### Responsibilities

The Designated Person must have the status and authority within the School management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The Governing Body will appoint an appropriate **senior member** of staff, from the school **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. The Lead DSL at Gad's Hill is the Headmaster Mr David Craggs. Deputy DSLs should be trained to the same standard as the designated safeguarding lead.

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

During term time the designated safeguarding lead and or a deputy should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. The designated safeguarding lead should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

It is the responsibility of the school to ensure that there is a DSL who will:

- ensure that the Governors understand their responsibilities under s.175 of the Education Act 2002 and the Independent Schools Standards Regulations
- notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk having sought advice from the local authority;
- act as a source of support, advice and expertise for all staff and volunteers and families within the school;
- ensure all staff have a minimum of level one child protection and where appropriate, level two;
- attend refresher training every two years including inter-agency training and provide refresher training every three years so that staff can fulfil their child protection responsibilities effectively and to comply with the requirements set out in KCSIE guidance along with any subsequent directives and guidance, local inter-agency working protocols and training in the LSCB's approach to Prevent duties.
- In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.
- ensure that all staff and volunteers be given a statement (either written or electronically) on the school's policy and procedures and that they understand their responsibilities in being alert to the signs of abuse and responsibility for referring any

concerns first verbally, and then in writing, to the designated senior person responsible for child safeguarding;

- ensure that referrals, where appropriate, are made to the Local Authority Designated Officer (LADO) within 24 hours of receiving an allegation;
- ensure that copies of child protection records and or records of concern are transferred accordingly (separate from pupil files) when a child leaves the school;
- ensure that, where a pupil on a child protection plan, or is a child looked after, leaves the school, their information is transferred to the new school immediately and that the child's Social Worker is informed.;
- ensure that, where there are deficiencies or weaknesses recognised in arrangements or procedures, these are remedied immediately and without delay;
- Liaise with other agencies and professionals;
- Ensure that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents;
- Ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
- Organise child protection induction, and update training every 3 years, for all school staff;
- Provide an annual report for the Governors, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children on the child protection register (anonymised).

## **Managing Referrals**

The designated DSLs are responsible for:

- Refer all cases of suspected child abuse (i.e. a child in need and/or in danger of significant harm) to the local authority children's social care; and:-
- The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed);
- Liaise with the Headmaster to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;

- Referrals should be made in writing, following a telephone call using the Inter agency Referral and Assessment Form;
- Keeping written records of concerns about a child even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25th birthday, and are copied on to the child's next school or college.

## Training

### **The designated safeguarding lead, and deputies, should receive appropriate training carried out every two years in order to:**

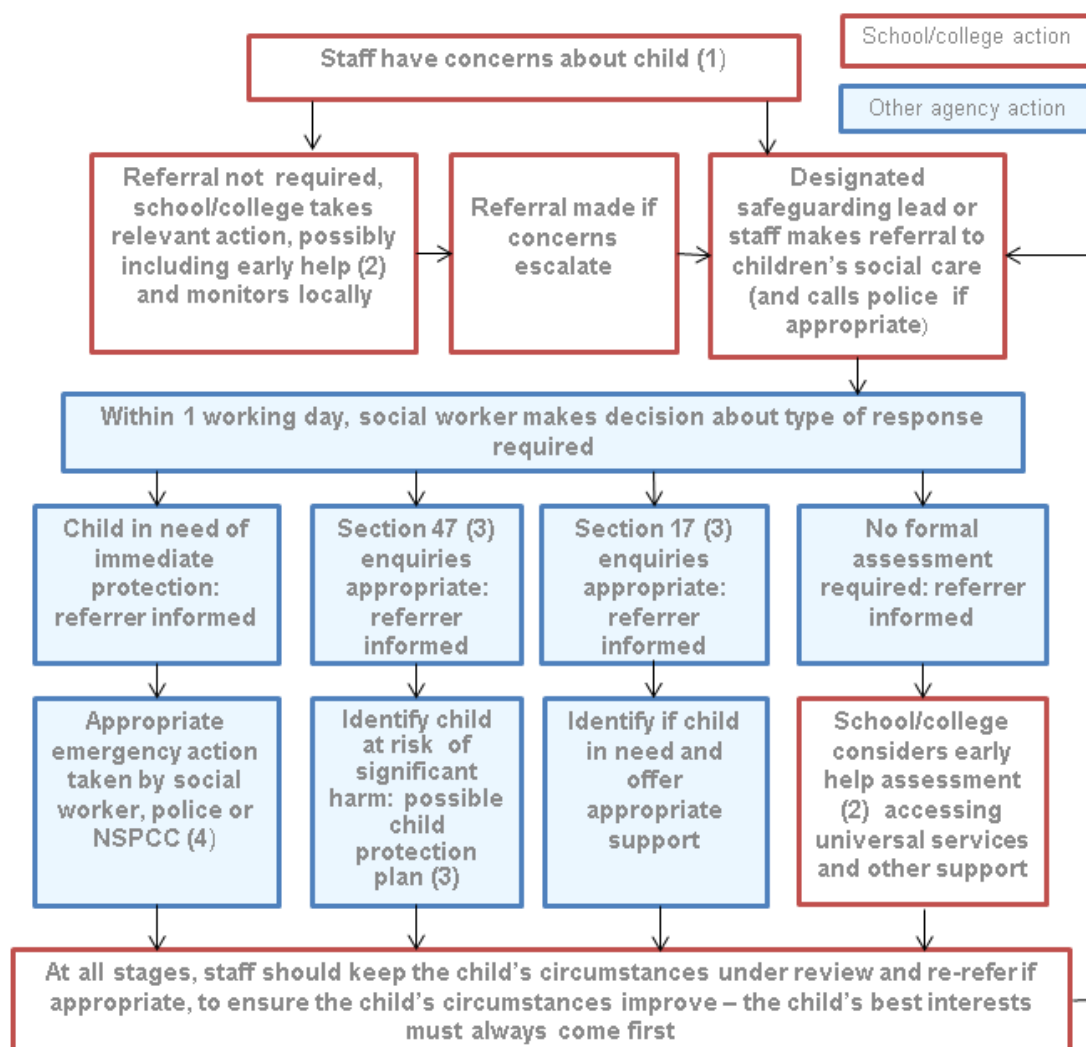
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Support children in need, identify children at risk of radicalisation, record keeping and promoting a culture of listening to children.
- As the lead safeguarding professional in school, the DSL will have higher level training in the LSCB's Prevent strategy to be able to assess the risk of children being drawn into terrorism, including being drawn into support for the extremist ideas that are part of terrorist ideology. This will be based on an understanding shared with local partners of the potential risk in the local area. In the short term, the school will demonstrate their commitment to the Prevent strategy by ensuring that the DSL has accessed Prevent awareness training, such as the on-line general awareness training module on Channel promoted in the non-statutory advice, and is able to provide advice and support to other members of staff on protecting children from radicalisation.
- Ensure each member of staff has access to and understands the Gad's Hill School child protection policy and procedures, especially new or part time staff
- Be alert to the specific needs of children in need (section 17(10) Children Act 1989), those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the we may put in place to protect them

## Raising Awareness

The designated safeguarding lead should ensure our policies are known and used appropriately:

- Ensure our child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this.

- Ensure the child protection policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of Gad's Hill School in this.
- Link with the local LSCB to make sure that staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave Gad's Hill School, we ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

**APPENDIX G ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD****Actions where there are concerns about a child**

1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.

2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children provides detailed guidance on the early help process.

3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children.

4. This could include applying for an Emergency Protection Order (EPO).

## APPENDIX H

### ADDITIONAL EARLY YEARS FOUNDATION STAGE (EYFS) REQUIREMENTS

#### Specific additional EYFS requirements

The School EYFS Department ensures that the safeguarding policy which applies to the rest of the school also applies to the EYFS. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

In our Early Years Department our school we ensure that we have:

- a designated practitioner to take lead responsibility for safeguarding children, including liaison with **North Kent Local Authority** children's services as appropriate. Our lead professional for EYFS (**Fiona Fisher**) has also completed child protection training, which is refreshed at least every two years.
- We take all the necessary steps to keep children safe and well, as detailed in the following procedures.
- We ensure the suitability of adults who have contact with children, we promote good health, manage behaviour well, maintain very good records, policies and procedures accordingly.
- We report all allegations of serious abuse or harm by any person living, working or looking after children to our local child protection agency, within 14 days of the allegations being made, as well as serious accidents, illnesses and injuries sustained by any child in our care. We are fully aware that not to do so would be committing an offence. Refer to the allegations procedures in the body of the safeguarding policy.
- We allocate a key person to each child to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with our setting and to offer a settled relationship for the child and parent.
- In order to maintain the child's privacy, the majority of intimate care incidences will take place on a one-to-one basis and wherever possible will be supported by the child's key person. The first aid treatment that will be conducted by a Paediatric qualified First Aider or Medical Carer. However for the safeguarding of all Foundation staff individual intimate care will not be undertaken without a Foundation Stage colleagues/Form Tutor being aware of its occurrence.
- We fully comply with the ratio and qualification requirements applicable to each age range of children in keeping with the Statutory Framework for EYFS September 2014
- We meet our responsibility under the current legislation which includes a duty to make a referral to the DBS where a member of staff is dismissed (or would have been, had the person not left the setting first) because they have harmed a child or put a child at risk of harm.

- We ensure that we support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- All our paediatric first aid training is relevant for workers caring for young children.
- We comply with requirements of health and safety legislation including fire safety and hygiene.
- We ensure that our premises, including floor space and outdoor spaces, are fit for purpose and suitable for the age of our children cared for, and the activities provided on the premises.
- We do **not** allow smoking in or on our premises.
- We ensure that we take all reasonable steps to ensure staff and children in our care are not exposed to risk and we are able to demonstrate how we are managing risks.

### **Disqualification**

In accordance with regulations made under Section 75 of the Childcare Act 2006, in the event of the disqualification of a registered provider, a person living in the same household as the registered provider, or a person employed in that household, the provider must not continue as an early years provider – nor be directly concerned in the management of such provision. Where an employer becomes aware of relevant information which may lead to disqualification of an employee, the provider must take appropriate action to ensure the safety of children.

In the event of disqualification of a person employed in early years provision, the provider must not continue to employ that person. Ofsted must be given the following information when relevant:

- details of any order, determination, conviction, or other ground for disqualification from registration under regulations made under section 75 of the Childcare Act 2006;
- the date of the order, determination or conviction, or the date when the other ground for disqualification arose;
- the body or court which made the order, determination or conviction, and the sentence (if any) imposed; and
- a certified copy of the relevant order (in relation to an order or conviction).
- The school must request a signed disclaimer declaration from all staff (which is updated regularly)

## APPENDIX I

### Guidance for work experience placement

Welcome to Gad's Hill School. Thank you for choosing to come to us to broaden your experience of working in a school environment. There are a number of matters of which it is essential you are aware; we have set them out below on this guidance sheet. You may already be aware of some of these through training or experience elsewhere, but they are of such importance to us that we felt we must set them out clearly for you from the moment you arrive.

You will work with a member of staff who will act as your mentor, whilst at Gad's Hill School.

The procedures that govern everything Gad's Hill Foundation Stage does are set out in our Handbook, which will be shown to you. These are always readily available for your reference. You must comply with the policy and procedures at all times. If working in the Junior or Senior school, or with the support staff, our policies and procedures can be found in the Staff Handbook on the SIS. Please ask your mentor for assistance to find the information you require.

There are set staff/child ratios laid down under the Childcare Act 2006, to which we must comply. As you are not a member of staff, it would be wrong for any child to be left entirely in your care, so you **must** work with the appropriate qualified staff at all times.

Should you at any time see any practice, which you believe to be detrimental to the welfare of a child, you are responsible for taking it up immediately with the Form Tutor, Head of Kindergarten and Junior School, Head of Senior School or the department manager of the support staff. It is the school's responsibility to investigate your comments and take appropriate action and keep you informed.

Everyone has good ideas at times. As an outsider you may see a way of improving the childcare we provide or have an idea, which could benefit the children. Such comments and ideas are always welcome, so please don't hesitate to discuss them with us.

The Senior Management Team has responsibility under the Health & Safety at work Act 1974 to care for those people who are assisting in looking after the children. We ask that people working in the school consider the appropriate dress and jewelry for working in such an environment and we do reserve the right to restrict your access to the children, if we believe that you arrive inappropriately attired.

Please ensure that your mentor is aware of any forms, college work or other records that need to be completed in respect of your attendance here and any course work with which we can assist you.

We hope you enjoy your visit.

**Staff responsible: FF**

**Reviewed: Sept 16**

**Review date: Sept 18**

**Governor responsible: Kirsty Hillocks**