

SAFEGUARDING (CHILD PROTECTION) POLICY

Incorporating

STAFF BEHAVIOUR and CODE of CONDUCT, Whistleblowing Policy, Physical Restraint & Use of Reasonable Force Policy and Searching & Confiscation Policy

INTRODUCTION

At CCCS, we follow the Child Protection procedures published by the Oxfordshire County Council's Children's Services Division of the Learning and Culture Department through the Oxford Safeguarding Children Board (OSCB) whose website oxfordshirecb.proceduresonline.com gives full details of procedures. These inter-agency procedures are used in the process of protecting children up to the age of eighteen years from abuse and neglect by parents, guardians, carers, other adults and by other children and are also available to be used where there are concerns that a child may be drawn into terrorism.

We also pay regard to and 'Keeping Children Safe in Education' Updated September 2018 (KCSIE) Part I of which is given to staff upon appointment (along with KCSIE Annex A) and whenever the document is updated, and to "Working Together to Safeguard Children" August 2018. The policy has also been drawn up having regard to Disqualification under the Childcare Act February 2006 (March 2015)

We believe that the child's welfare is paramount and safeguarding and promoting it is the priority. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school. At all times we must consider first what is in the best interests of the child.

Safeguarding arrangements at CCCS will draw upon the expertise of staff which will be taken into consideration when shaping practice and policies.

First, and most importantly, we respect our children. This is explicit in the Code of Conduct and in the daily practice of individual teachers. The atmosphere within our school is one that encourages all children to do their best, providing opportunities that enable them to take and make decisions for themselves.

Our teaching of PSHE and Citizenship helps to develop appropriate attitudes amongst the pupils and make them aware of the impact of their decisions on others. We also teach them how to stay safe, including on – line and how to recognise different risks in different situations, and how to behave in response to them.

Our Staff Behaviour and Code of Conduct including Advice Upon Appropriate Physical Contact and Intimate Care are designed to ensure that staff behave appropriately towards children at all times and to engender an atmosphere in the school where children feel and indeed are safe.

AIMS AND OBJECTIVES

This policy ensures that all staff in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- to raise the awareness of all staff and identify responsibility in reporting possible cases of abuse;
- to ensure effective communication between all staff when dealing with child protection issues;

- to lay down the correct procedures for those who encounter an issue of child protection.

However, procedures are not a substitute for good professional practice. Unless procedures are provided within a framework of good practice, they run the risk of becoming abusive to families.

We listen and work in partnership with children, parents and any other adults who have parental responsibility.

Anti-discriminatory practice is followed to ensure that individuals and families from ethnic and cultural minorities receive an appropriate, sensitive and effective response. Account is always taken of the particular needs of the child, such as race, culture, religion, class, disability, age, health or sexual orientation.

PROCEDURES AND DEFINITIONS

The Headmaster, Richard Murray (Designated Safeguarding Lead) has ultimate lead responsibility for safeguarding in the school. The Deputy DSL is the Head of Pre-Prep, Rebecca Farmer (also responsible for EYFS). The DSL and Deputy DSL are the designated members of staff for co-ordinating action within the school and liaising with other agencies according to Oxfordshire's procedures. Both DSLs receive OSCB training every two years. The training will include local interagency working protocols, participating in child protection conferences, supporting children in need, record keeping, and promoting a culture of listening to children. It will also include training in OSCB's approach to the Prevent duties and the identification of those children at risk of radicalisation. The DSL's role is consistent with the description found in Annex B of KCSIE September 2018 upon which the DSL's job description is based. Both the Headmaster and the Bursar receive Safer recruitment training to ensure that recruitment is undertaken safely and in line with appropriate procedures. No appointments will be made without either the Headmaster or the Bursar being involved.

The Governor particularly responsible for Safeguarding matters is Edmund Newey (edmund.newey@chch.ox.ac.uk) though the Governing Body collectively is ultimately responsible. The Governors will be sent all new safeguarding legislation when necessary and alerted to their responsibilities by the Headmaster.

The Governing Body fully recognises its responsibilities towards safeguarding.

It will:

- nominate a governor for safeguarding and child protection who will monitor the school's compliance with statutory requirements and practice and champion child protection issues
- ensure that the Designated Safeguarding Lead has a job description.
- ensure that the Designated Safeguarding Lead has sufficient time, funding, supervision and support to carry out the role.
- consider how children should be taught about staying safe, paying attention particularly to practices which help the pupils to reduce risks including the safe use of the internet and electronic equipment.
- ensure an annual report is made to the full governing body, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay
- ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that the Oxfordshire County Council "School's Annual Safeguarding Report" is completed and sent to the LADO after the Michaelmas Governor's meeting
- Ensure that the Oxfordshire County Council "Safeguarding Audit" is completed at the beginning of the Michaelmas term

As we are in regular and frequent contact with children, school staff are particularly well-placed to observe signs of abuse or unexplained changes in behaviour or performance which may indicate abuse. Bruises, lacerations and burns may be apparent, particularly when children change their clothes for physical education activities. Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparent deficient nutrition, and of emotional neglect such as excessive dependence or attention seeking may be noticeable, including homes where there are concerns of domestic abuse. Sexual abuse may exhibit physical signs, or lead to a significant behavioural change.

FORMS OF CHILD ABUSE

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one label. In most cases multiple issues will overlap with one another.

Child abuse comes in many forms, as advised by the NSPCC. Online abuse, sexual abuse, physical abuse, neglect, emotional abuse, child sexual exploitation, Female genital mutilation, bullying and cyber bullying, Domestic abuse, grooming and harmful sexual behaviour. **Abuse can occur wholly on-line or on-line abuse may be used to facilitate off-line abuse.**

In KCSIE, important definitions are provided:

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 setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a

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

RECOGNISING THE SIGNS OF ABUSE

The NSPCC lists signs which might suggest that abuse is occurring.

Online abuse

A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Sexual abuse

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal soreness
- an unusual discharge
- sexually transmitted infection (STI)

Physical abuse

Bruises

Burns / Scalds

Bite marks

Fractures / Broken bones

Injuries or health problems

Neglect

- be smelly or dirty
- have unwashed clothes
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants.
- untreated injuries, medical and dental issues

- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.
- living in an unsuitable home environment for example dog mess being left or not having any heating
- left alone for a long time
- taking on the role of carer for other family members.

Emotional Abuse

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Child Sexual Exploitation

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education

FGM

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

“Honour Based” violence (HBV)

- This form of abuse encompasses crimes which have been committed to protect or defend the honour of a family or community, including FGM, forced marriage and practices such as breast ironing. Given the make up of our pupil body, the only relevant concern is FGM (see above)

Radicalisation

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ ideology; or
- communications with others that suggest identification with a group/cause/ideology

Bullying and cyber bullying

- belongings getting “lost” or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others.

Domestic Abuse

Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school - due to difficulties at home or disruption of moving to and from refuges.

Grooming

Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.

Harmful Sexual Behaviour

Harmful sexual behaviour includes:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full sex with other children or adults.

Children Missing Education

All staff should be aware that children going missing from education, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities, including abuse and neglect or may indicate mental health problems or a risk of many of the abuses listed in this policy. Early intervention is necessary. Staff are made aware of our unauthorised absence and children missing from education procedures.

Child Criminal Exploitation

Criminal exploitation of children is a geographically widespread form of harm, often associated with County lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas. Signs are missing episodes and frequent use of mobile phones. Referral to the National crime agency for human trafficking should be considered.

Though some of these forms of abuse are very much less likely than others in the context of a Middle – Class, fee paying school with pupils only up to the age of 13 who are predominantly boys, **Staff should never have the attitude that ‘it could not happen here’.**

As a choir school, we are particularly aware of the lengthy time that some of our pupils spend with people who are not directly members of school staff, including the Organist, the Organ Scholars and Gentlemen of the choir. Because of the amount of time that the boys spend with them, they have all had DBS checks. The boys are often too in the public domain. All staff who look after them are aware of these circumstances. The school is also situated in the centre of a busy City and, as such, our focus upon the security of our pupils is particularly important. Both our choirs are also expected to walk, accompanied, across town, journeys which require particular vigilance.

As a music school, pupils are often alone in the company of teachers. All music staff have received a DBS enhanced check and teaching is always done in rooms which have a glass panel in the door. All staff have a responsibility to bear these facts in mind and all these matters have been carefully thought through and their risks assessed.

They should also be alert to the fact that children can sometimes be the victims of Child Sexual Exploitation and of the possibility of Female Genital Mutilation. Young people who go missing or who run away can be at increased risk of sexual exploitation or other forms of abuse. Procedures are in place to ensure appropriate response to children and young people who run away or go missing, particularly on repeat occasions. These are serious risks and staff training will pay particular emphasis to them as well as to the risk of radicalisation mentioned below. These signs can do no more than give rise to suspicion - they are not in themselves proof that abuse has occurred, but as part of their pastoral responsibilities, staff should be alert to all signs and should report to the DSL anything which they hear or see which might relate to any of these issues.

The designation of Designated Safeguarding Leads should not be seen as diminishing the role of all staff in being alert to signs of abuse. With this in mind, all staff, governors, temporary staff and volunteers are given a copy of Part 1 of “Keeping Children Safe in Education” (updated September

2018) instructed by the Headmaster to read it, taken through the most important parts of it, directed to recent updates and changes and reminded of their consequent responsibilities. The Headmaster will ensure that KCSIE is understood and acted upon by all staff. Staff, including volunteers in regulated activities, also receive safeguarding training every 3 years or as otherwise advised by OSCB. As part of their induction, New Staff, temporary staff and volunteers are given the school's safeguarding policy, the staff behaviour policy, the whistle – blowing policy, the identity and function of the DSLs and a copy of Part 1 of KCSIE. [Further details of the Induction policy are to be found in the safer recruitment policy]

PREVENTION OF RADICALISATION

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation. Staff should be highly vigilant for pupils who express intolerant views of others, particularly of those of different religious faiths or for whom the Western World is evil.

The current threat from terrorism

in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. CCCS is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Counter-terrorism and Security Act, 2015 places a duty on authorities (including schools) 'to have due regard to the need to prevent people from being drawn into terrorism'. The School must also have regard to the document "Prevent Duty Guidance: for England and Wales (March 2015)" and its supplementary documents "The Prevent duty (June 2015) and "The use of social media for on – line radicalisation" (July 2015)

Staff in schools should be made aware of this duty and staff child protection training will include Prevent awareness training in line with advice from OSCB.

IT staff should be made aware of this duty in order to enable them to ensure the correct filters are in place to ensure that pupils are safe from terrorist and extremist material when accessing the internet at school. Pupils will also be taught in IT lessons and in PSHE of the dangers of radicalisation through the Internet.

Pupils should be made aware that school, and in particular PSHE lessons are a safe space in which they can understand and debate controversial issues and develop effective ways of resisting pressures by developing positive character traits such as resilience, determination, self-esteem and confidence.

Although decisions about seeking support for children in danger of radicalisation would normally involve both pupils and parents, their consent is not required for a referral to be made when there is reasonable grounds to believe that they are at risk of significant harm.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Designated Safeguarding Lead. The DSL will consider the level of risk to identify the appropriate referral, whether it be to Channel or Children's Social Care. The Oxfordshire MASH (0845 050 7666) are the **first port of call as recommended by OSCB and will advise on the approach to be taken if in doubt.**

Oxfordshire is a Prevent low risk area. Staff or those concerned that someone is in danger of radicalisation can contact the Police on 101, the DfE dedicated helpline 0207 3407264 and counter-extremism@education.gsi.gov.uk

PEER ON PEER ABUSE

Children may be harmed by other children or young people. The School will take action to minimise the risk of peer on peer abuse. Pupils will be given advice about the harm and danger caused by peer on peer abuse both in assemblies, PSHE lessons and in Form periods. The school will make it clear that such behaviour cannot be tolerated and robust procedures are in place to ensure that if such abuse occurs that it is dealt with firmly and swiftly. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. (See also Anti-bullying policy). However, there will be occasions when a child's (or children's) behaviour warrants a response under child protection rather than anti-bullying procedures. It is very important that such abuse is taken seriously and not dismissed as "banter" or "part of growing up" **Peer on peer abuse in the form of sexual harassment is more likely to be perpetrated by boys upon girls. However, in a predominantly boys school, we must still be aware of the risk of peer on peer abuse and ensure that all instances of such abuse are taken seriously.** All instances of abuse must be reported to the DSL and will be investigated, dealt with and recorded in accordance with the school's procedures for abuse. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the DSL will refer the abuse to external agencies, including, as necessary, the police, and the MASH in accordance with the procedures in this policy. A pupil (or pupils) against whom an allegation of abuse has been made may be excluded from the School during the investigation. The School will take advice from OSCB and the MASH on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the OSCB LADO and the MASH, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

The management of children and young people with harmful behaviour (including sexually harmful behaviour) can be complex and the School will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator so that all children involved will be treated as being "at risk".

Victims of peer on peer bullying will be supported by the processes outlined above but, in addition, the school has many ways of further supporting victims such as The School Counsellor, the pupil's Form Tutor, and indeed any member of staff whom the pupil chooses to talk to. In the case of boarders, the housemaster, house tutors and matrons are always available to support. The red and amber list system will ensure that pupils are discussed at staff meetings and that action plans will be created for them.

Peer on peer abuse can take the form of sexual violence and sexual harassment. Advice on how to manage a report of sexual violence is summarised in KCSIE September 2018 Part 5 and all staff will have been talked through the procedure at safeguarding briefings. The advice includes the following practice:

- Not promising confidentiality

- Only sharing information with those who need to know in order for the investigation to progress
- The victim should understand what the next steps should be
- Not to abuse the trust of the child disclosing, given that trust has been placed in the member of staff
- Listening carefully to the child, being non - judgemental and not asking leading questions
- Thinking carefully about best way to make a record of the report; writing up should be done immediately afterwards, based on contemporaneous notes
- Only recording facts not opinions
- Illegal images should not be forwarded and only viewed if completely necessary
- Ideally reports should be managed with two members of staff present
- Informing DSL or Deputy DSL as soon as is possible

A particularly common form of peer upon peer bullying is sexting, the transmission by children on mobile phones of sexually explicit imagery. Such behaviour will not be tolerated and will be dealt with very seriously. ICT lessons and the PSHE course will ensure that pupils understand the gravity of this situation.

Furthermore, peer on peer abuse is often physical in nature. Certain behaviour can be common in boys' schools such as initiation ceremonies and "hazing" the ritualist humiliation of new pupils. Such behaviour is, of course, unacceptable at CCCS and will be dealt with very severely if it were to occur.

LISTENING TO PUPILS

Pupils should be in no doubt that CCCS is a place where they will be listened to. All pupils have a Form Tutor, there are matrons on duty at all times and the school employs a counsellor. There is a weekly Form Meeting, where views are sought and in through PSHE there is opportunity for discussion. In the boarding house staff are available at all times and the Housemaster and Tutors have a particular pastoral focus upon the boys in the House. The boys also have access to the Independent listener. The Headmaster's door is open whenever practical and boys are encouraged to visit him if they so desire. Pupils are also told that they must contact anyone if they feel they would like to discuss anything of concern.

THE PROCESS IF ONE SUSPECTS THAT THERE IS A SAFEGUARDING ISSUE

- a. 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.
- b. 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 should be a conversation with the designated safeguarding lead to agree a course of action, although 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. The DSL will generally lead when liaising with appropriate agencies. We do not require the consent of parents to make a referral to social services. Staff will receive training in how to identify pupils who are likely to benefit from early help and the procedures which they should follow.

- c. It is expected that teachers should ask the child or parent how an injury happened, but if the answer does not correspond with the injury, it is not the responsibility of school staff to make investigative enquiries. If staff have any suspicions, even if they feel that the likelihood is that there is nothing behind them, they should be encouraged to share their suspicions with the school's Designated Safeguarding Lead or to phone the numbers of the OSCB as detailed in this policy. Though most staff will normally contact the DSL initially, any member of staff should feel able to contact OSCB directly if they feel it is appropriate to do so. If a member of staff makes a referral directly to OSCB, they should inform the DSL that they have done so. Acting early in the process is particularly important. If staff do not feel that their concerns have been taken seriously enough or that they feel there has been inaction, they have a responsibility to pursue the matter.
- d. Whenever a member of staff believes they are dealing with a safeguarding issue, they should make careful notes which should then be passed on to the DSL who will ensure that they are kept.
- e. In any case where a child discloses sexual, physical or emotional abuse to a teaching or non-teaching member of staff, that person must immediately report to the DSL. Questioning of the child by that person is not necessary. The DSL, having clarified the details of the disclosure, will contact the appropriate Local Assessment Team or Schools' Safeguarding Team as soon as possible and within 24 hours from the time of the clarification of the initial disclosure.
- f. Teaching or non-teaching staff noticing bruising or other injuries to a child or having cause to suspect abuse or neglect for which no satisfactory account is given, must immediately inform the DSL or OSCB who will, straight away, take the following action:
- Telephone the appropriate Team making it clear that a possible case of child abuse is being reported (see details at the end of the policy).
 - Outside office hours, telephone 0800 833408.
 - If the Designated Safeguarding Lead is concerned about the child's safety and is not confident that he/she should be sent home, it is the responsibility of the Safeguarding Team or Police to secure the immediate safety of the child. The child will remain in school until one of these agencies intervenes.
- g. If a teacher discovers that an act of female genital mutilation has occurred, it is mandatory for them to contact the police. They should also discuss the case with the DSL who should involve social care.
- h. The OSCB (or relevant local authority) should make a decision within 1 working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on the referral should that information not be forthcoming.
- i. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- j. 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.

- k. If early help and or other support is appropriate the case should 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.
- l. In schools with EYFS registered settings if allegations against people living or working in the premises or of any other abuse alleged to have taken place on the premises, OFSTED must be informed within 14 days
- m. See Chart at end of policy for Government advice upon reporting concerns about a child

In the case of allegations being made:

- If the allegation involves a member of the child's family, the Team will contact the parents but, in reporting the suspicion, the DSL should clarify who will be informing the parents. If the allegation involves someone other than a member of the child's family, the matter must still be reported immediately, but as the child may not remain at immediate risk, the Team may not need to respond so urgently. The child's parents must, however, be informed and the DSL should agree with the Team who will contact the parents.
- An allegation concerning a member of staff or volunteer should be reported to the Headmaster or the Vice-Chairman in his absence; an allegation about the Headmaster should be referred straight to the Vice-Chairman of Governors The Revd Canon Edmund Newey without informing the Headmaster.
- An allegation against a pupil/pupils when there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, should be reported straight away to the DSL and must always be taken as seriously as in the case of an adult; the same procedure applies in such cases it is an expectation that all children involved will be treated as 'at risk'.
- In serious cases of harm, the Police should be informed

FURTHER CONSIDERATIONS

- a. If a child protection referral is made, a case conference is held within eight working days of the decision. The case conference offers the opportunity to share information and formulate a plan of action.
- b. All information relating to individual child protection issues is confidential, and is treated accordingly. Information is only passed on to appropriate persons. The child is to be informed at all stages of who is involved, and what information has been given.
- c. All adults seeking employment at CCCS must have DBS clearance/be appointed in line with Safer Recruitment procedures [see safer recruitment policy], and the same applies to all relevant Cathedral staff and staff/volunteers in other organisations, for example staff on residential courses, sports' and other coaches, peripatetic music teachers and the occasional one to one tutorial.
- d. If there is the need for a teacher, in the course of her/his duty, to use physical intervention to restrain children the Headmaster should be informed immediately and the incident formally

recorded [see Staff Behaviour policy and Physical restraint and use of reasonable force policy]

- e. Whole staff training (on a three-year cycle, delivered by the Head, an OSCB licensed trainer,) has covered and will continue to cover on a regular basis safeguarding and the procedures to be followed. Volunteers and part-time staff are informed of this training and are offered the opportunity to participate: if they are unable to attend, small-group training is made available to them on an alternative date. All staff and volunteers newly appointed are given safeguarding training as part of the induction process [see Induction policy].
- f. Pupils are encouraged to report incidents of inappropriate behaviour reported to them by another pupil. Such reports may fall under the School's Anti-bullying procedures or may be treated as safeguarding concerns and dealt with in accordance with this policy if the incident is considered to have caused or is likely to cause a child considerable harm.
- g. If an allegation of child abuse is made against a member of staff or volunteers, the Headmaster will report the matter to the LADO immediately.
- h. Cathedral Choristers are covered in School and on School activities by this Safeguarding Policy; when they become the responsibility of Cathedral staff during Cathedral practices and services and on Cathedral events and tours, though remaining under the ultimate responsibility of the School and though the school safeguarding policy still applies, the Cathedral Staff take immediate responsibility for the welfare of pupils and have a safeguarding policy to cater for the different circumstances to be found in the Cathedral setting. The Policy is approved by the Headmaster, makes reference to the School Safeguarding policy and in no element contradicts it. The same is true of the Worcester Choristers who have a safeguarding policy in operation to cater for the different circumstances found when the boys are at Worcester College.[see Cathedral and Worcester College Policies]
- i. This Safeguarding policy and the policy covering the use of Cameras (and Mobile phones) found in the Staff Behaviour section of this policy apply to all children at the School, and should be scrupulously applied when dealing with EYFS pupils.
- j. As part of PSHE, the children are taught about e safety and ways in which they can guard themselves from harm while using electronic media.
- k. All individuals involved in the teaching of EYFS pupils, those providing care beyond normal school hours for those aged 5 – 8 and those who are their line – managers cannot work if they have been disqualified from teaching.
- l. As a school with Boarding provision, we are acutely aware that children are particularly vulnerable in residential settings and that we should be particularly alert to the quality of the relationships between pupils and to the potential of peer abuse. Boarding staff take a great deal of time to talk through how boarders are interacting and there is always a handover between staff who have been on duty. The Housemaster has a weekly meeting with the Headmaster at which all boarders are discussed.
- m. If the DSL or a member of staff wishes to contact the OSCB informally for advice, or if they consider a case to be borderline, a 'no names' consultation where anonymity is maintained can be made.
- n. Many situations are of course changing ones. Safeguarding issues should be regularly reviewed and when no improvements seems to have occurred, should be re-assessed.

- o. The DSL should bear in mind when reporting a case, whether the child is likely to suffer significant harm or not. If so, Children's Social Care should be contacted immediately; otherwise a child may require additional support from one, or more, agencies, in which case an inter-agency assessment will be made.

PUPILS REQUIRING ADDITIONAL SUPPORT

The school is mindful of its responsibilities towards those pupils who may need additional support, for instance those who have body or eating disorders, those with mental health issues or who are at risk of self – harm or at risk from serious harm from others. In these cases, the school should seriously consider an interagency assessment using local processes, including use of the Common Assessment Framework (CAF) and the Team around the Child (TAC). Such referrals would normally be made in consultation with parents and pupils though their consent is not required particularly when there are reasonable grounds to believe that a child is at risk of significant harm.

Pupils with special educational needs are particularly vulnerable to abuse (including peer on peer abuse), both statistically and because it is more difficult, in many cases, to identify. Additional barriers can exist when recognising abuse and neglect in this group of children which can include:

- The assumption that indicators of possible abuse eg behaviour, unpredictable moods or injuries relate to the child's disability rather than to potential abuse
- The fact that pupils with SEN can be proportionately affected by bullying and yet are less likely to show outward signs of abuse
- Pupils with SEN are often less effective communicators.

As such staff should always be particularly sensitive in their consideration of those with SEN and should be quick to discuss them with the SENDCo, their tutors and the DSL.

The SENDCo is the member of staff responsible for the welfare and progress of looked - after children (if any are on the roll.) She has responsibility for their welfare and progress and has up to date assessment information from the local authority, the most recent care plan and contact arrangements with parents, and delegated authority carers.

It is the responsibility of each individual member of staff to read the procedures and become acquainted with them.

TEN KEY POINTS TO FOLLOW IF YOU SUSPECT, OR ARE TOLD OF, ABUSE

Adults looking after children in schools should be aware of the risks of abuse (by adults or other children), and take steps to reduce those risks.

All members of staff at CCCS should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

- Always stop and listen straight away to a pupil who wants to tell you about incidents or suspicions of abuse.
- If you can, write brief notes of what he is telling you while he or she is speaking (these may help later if you have to remember exactly what was said) - and keep your original notes, however rough and even if you wrote on the back of something else (it's what you wrote at the time that may be important later - not a tidier and improved version you wrote up afterwards!). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards. Please date and sign the notes you make.
- Do not give a guarantee that you will keep what is said confidential or secret - if you are told about abuse you have a responsibility to tell the right people to get something done about it (see above). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
- Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do X to you?" - just ask "what do you want to tell me?" or "is there anything else you want to say?")
- Immediately tell the DSL (unless they are themselves accused or suspected of abusing) - **don't tell other staff or children what you have been told.**
- Discuss with the Headmaster or DSL whether any steps need to be taken to protect the pupil who has told you about the abuse (this may need to be discussed with the pupil who told you).
- Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. - social services and police staff are the people trained to do this - you could cause more damage. **Don't try to do it yourself.**
- As soon as possible (and within 24 hours) the DSL will refer the matter to the Local Assessment Team or Schools' Safeguarding Team (helped by your notes). The school will follow their requests about what to do next. They will set up any necessary investigations, and can advise - that is their statutory job.
- Never think abuse is impossible in our school, or that an accusation against someone you know well and trust is bound to be wrong.
- If you feel a child wants to tell somebody something, remember that there are published lists of people to whom he may talk [see Anti-Bullying Policy, Section B]. If he or she does not feel able to talk to you don't force the issue - read through the list with him or her, or point him or her to it.

DBS and TRA REPORTING POLICY

Note that there is a requirement for the School to report within one month to the DBS anyone, member of staff, volunteers or students whose services we no longer use because he or she is considered unsuitable to work with children and has met the DBS referral criteria by causing harm or posing a risk of harm to a child. The school also has a legal duty to respond to requests from the DBS for information about members of staff which it holds already.

The school should also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed and a prohibition order may be appropriate. Further details of the appropriateness of such a referral are to be found on the TRA website. In all cases where the school has ceased to use a person's services because of safeguarding concerns, it should be reported to the DBS. Failure to do so constitutes an offence.

'WHISTLEBLOWING' POLICY

Fundamental to our aims at CCCS is the belief that Children should both be and feel safe. This situation is intimately linked to a culture where staff and pupils feel that they are able to raise concerns.

Working closely with children is fundamental to teaching in schools. Where such interaction with children exists, so also does the opportunity to abuse them. It is regrettably the case that, in rare instances, teachers and other staff have been found to be responsible for child abuse. Given their daily contact with pupils in a variety of situations, staff are also vulnerable to allegations of abuse, whether deliberately or innocently false, malicious or misplaced. However, staff should avoid making their own judgements of whether an allegation is false or otherwise.

Whilst every effort is made to ensure that the school's practices and policies do not put children at risk, there may exist matters that have been overlooked, or new situations which have developed that need challenging on safeguarding grounds.

Any member of staff may make a referral to an external agency and no-one should hesitate to take action to report concerns because of fear of possible repercussions. Any colleague who in good faith makes a report to the DSL, the local Safeguarding Team or to Social Services of any concern or allegation about school practices or the behaviour of colleagues which is/are likely to put pupils at risk of abuse or other significant harm can expect immunity from retribution or disciplinary action.

Any member of staff or pupil should feel able to approach either of the DSLs or any member of the SMT (who will then pass the matter on to the DSLs if appropriate) if they are feeling upset or worried.

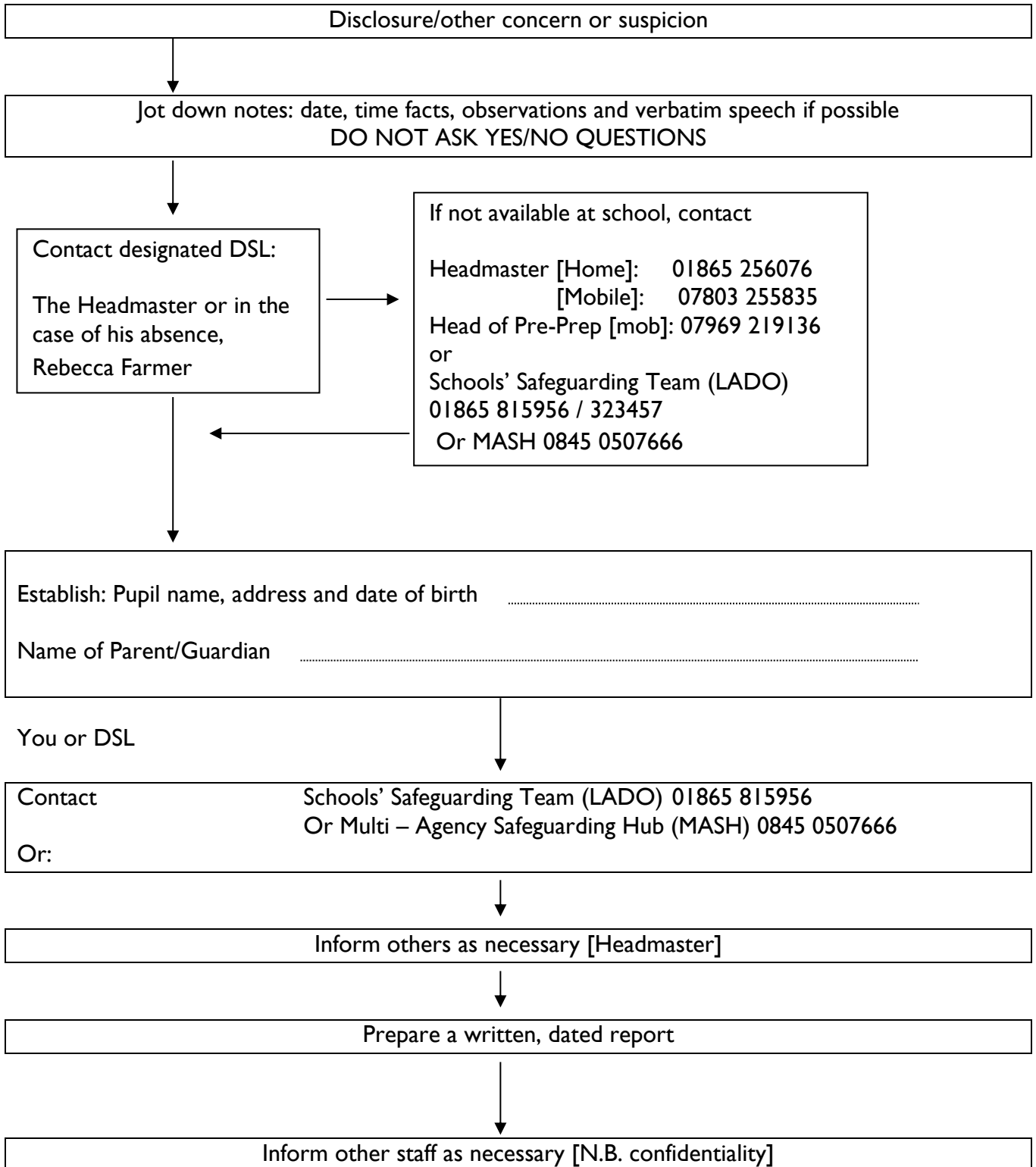
CCCS has a counsellor with whom pupils can make a confidential appointment to speak about any concerns or worries they have. If a safeguarding disclosure arises then the procedure for allegations should be followed. Remember that in matters of safeguarding no one can guarantee confidentiality.

Staff have a responsibility to speak up about safeguarding concerns.

The NSPCC whistleblowing helpline is available to staff who do not feel able to raise concerns about Child protection failures internally. Staff can call 0800 028 0285 (lines open 8am – 8pm Monday to Friday) or e mail help@nspcc.org.uk

[See the Whistleblowing policy]

CHRIST CHURCH CATHEDRAL SCHOOL CHILD PROTECTION PROCEDURE





SAFEGUARDING AND PREVENT CONTACT DETAILS

PROCEDURE

Any Concerns? Follow the Safeguarding policy and immediately tell the DSL (Designated Safeguarding Lead) i.e. the Headmaster or Rebecca Farmer. You are also allowed to report a concern directly yourself.

SAFEGUARDING CONTACT DETAILS

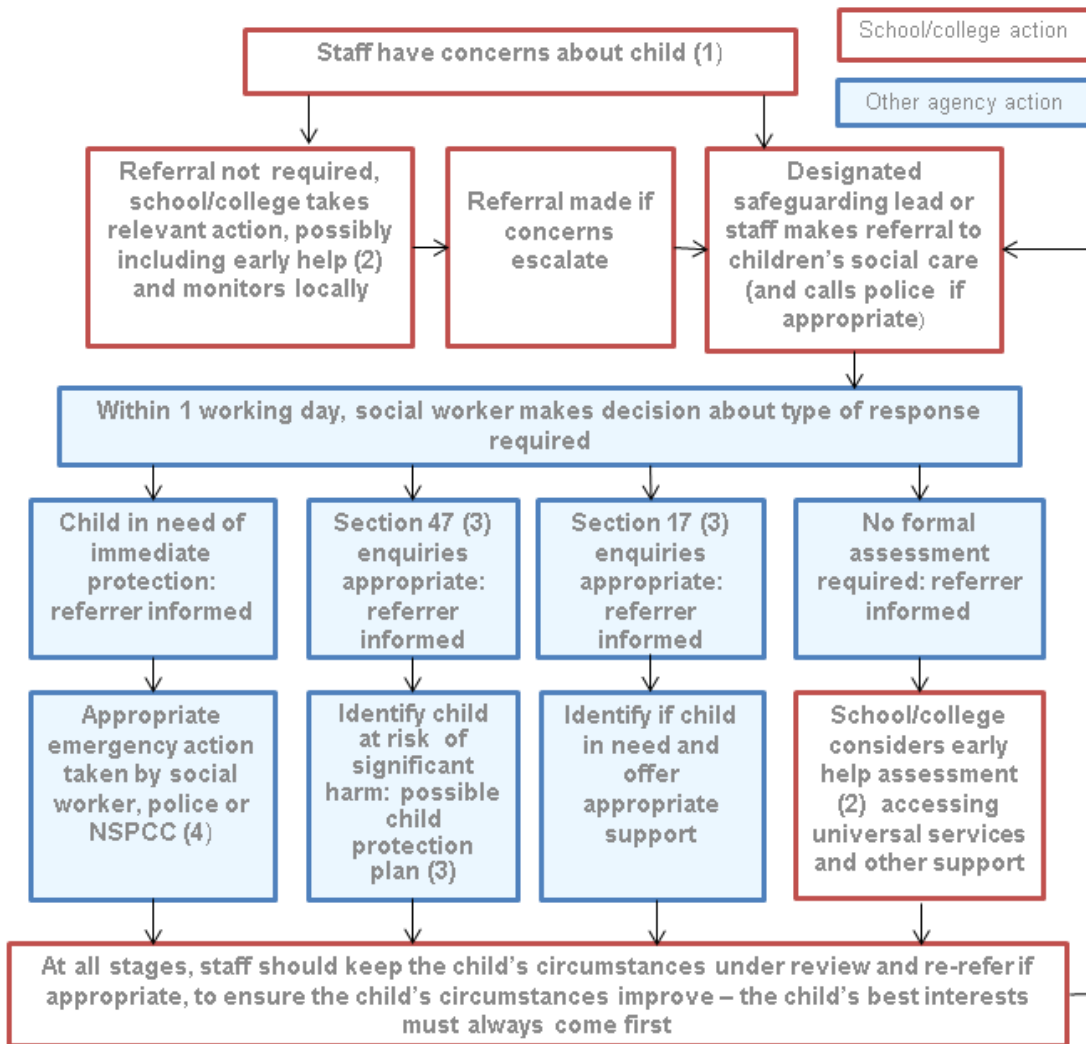
New referrals and named enquiries go to Oxfordshire's Multi-Agency Safeguarding Hub (MASH)		0845 0507666 0333 014 3325 mash-childrens@oxfordshire.gcsx.gov.uk
On - going concerns or "No Names Consultation" contact Children's Social Care assessment Team		Oxford City 01865 328563 North Oxfordshire 01865 323039 South Oxfordshire 01865 323041 Emergency Duty Team 0800 833 408
Alison Beasley	Local Authority Designated Officer (LADO) (Oxfordshire). Also lead 'Prevent' Officer.	01865 815 956 alison.beasley@oxfordshire.gov.uk
CAMHS	Family Assessment and safeguarding service (FASS)	01865 902418 FASS@oxfordhealth.nhs.uk
Police	Child Abuse Investigation Unit Police Enquiry Centre	01865 335 200 101(non-emergency Police telephone number)
Ofsted Complaints		0300 123 1231
NSPCC Child Protection Helpline		0800 800 5000
CEOP (Child Exploitation and Online Protection)		www.thinkuknow.co.uk
DBS (Disclosure and Barring Service, PO Box 110, Liverpool, L6 9EF)		Customerrelations@dbs.gsi.gov.uk 0151 676 1997
Oxfordshire Safeguarding Children Board – Access website for local procedure concerning all aspects of safeguarding, including 'Prevent'.		www.oscb.org.uk oscb@oxfordshire.gov.uk 01865 815843

PREVENT CONTACT DETAILS

Contact OSCB (see above) and ask for LA Prevent Lead or ring Alison Beasley (above).

Anti-Terrorist Hotline	0800 789321
Crime Stoppers	0800 555111
The Department of Education dedicated telephone and mailbox for non-emergency advice for staff and governors	0207 3407264
The Government website in respect of Prevent	counter-extremism@education.gsi.gov.uk
Additional websites in respect of Prevent	www.gov.uk/report-suspicious-activity-to-mi5 www.gov.uk/report-terrorism
The Prevent Strategy	www.gov.uk/government/policies/protecting-the-uk-against-terrorism/supporting-pages/prevent
	www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf
The Prevent Duty	Prevent duty guidance - Publications - GOV.UK

Actions where there are concerns about a child



Reviewed Governors at their termly meeting 14th February, 2019

STAFF BEHAVIOUR AND CODE OF CONDUCT

This code of conduct is intended to protect children and to help staff reduce further the risk of any vulnerability to false or malicious allegations. Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

APPROPRIATE PHYSICAL CONTACT AND INTIMATE CARE

Introduction

All teachers understand the need to maintain appropriate boundaries in their dealings with pupils. From January 2001 it became a criminal offence for a teacher or other persons who work with young children to breach the relationship of trust between them. The offence is punishable on conviction by a fine of up to the statutory maximum and /or a term of imprisonment of up to 6 months.

This Code of Conduct is intended to help colleagues reduce further the risk of any vulnerability to false or malicious allegations of misconduct or abuse towards pupils and students with whom they work. All teachers will understand and appreciate that a code of conduct cannot cover all eventualities and will not totally remove the risk of false or malicious allegations. In many cases it will simply confirm good professional practice. However, heightened awareness of abuse on the part of parents and pupils and a high media profile given to child abuse cases make it advisable for all staff to re-examine their approaches to individual pupils and their teaching styles to ensure that these do not give any grounds for doubt or suspicion on the part of colleagues, parents or pupils.

THE CODE

General

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

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgment at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff should be cautious of any demonstration of affection, making sure it is appropriate to the situation.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the DSL informed and, if appropriate, a copy placed on the pupil's file.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child. Touching pupils, including well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm, may, if repeated regularly, be inappropriate. Staff must not make gratuitous physical contact with pupils and should avoid attributing 'touching' to their teaching style as a way of relating to pupils. There will be occasions when physical contact will be acceptable. In general these will fall into one of three categories:

1. **Action to prevent harm or injury to the pupil or to others.** If it is necessary to prevent a pupil causing injury to him/herself or to others the use of minimum force and contact necessary to prevent harm or injury is acceptable and defensible. Such incidents must always be reported accordingly to Head of Pre-Prep, Headmaster and DSL. A record will be kept on School Manager and parents informed immediately. Where a difficulty arises from the interplay between the rule against corporal punishment and the legitimate use of reasonable force, the DfE's Advice for Schools is a useful resource.
2. **Comforting a pupil in distress.** There is no easy definition of what is acceptable since much will depend on the circumstances, the age of the pupil, the extent and cause of the distress and the alternative means of providing comfort. Colleagues will need to use their professional judgement and discretion in relation to these factors. They should consider how others might perceive the action, even if no one else is present, and ensure that it does not develop into unnecessary contact. Particular care must be taken in instances which involve the same pupil over a period of time.
3. **Unavoidable contact.** This is a particularly sensitive issue in subjects such as Physical Education and Drama and in some forms of skills coaching. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. All teachers must be alert to the possibilities of misinterpreting any contact. To avoid such misunderstanding all planned contact must be demonstrably unavoidable. It may be, for example, that alternative methods involving demonstrations of particular techniques by the teacher or a particularly competent pupil may be more appropriate than modifying a pupil's technique by physical contact. It will generally not be acceptable for physical contact to take place between adolescent pupils and teachers. In cases of doubt or uncertainty staff should seek advice from the Headmaster or Deputy Head.

For more information on what to do if Physical contact has been necessary see PHYSICAL RESTRAINT AND USE OF REASONABLE FORCE POLICY

COMMUNICATIONS WITH PUPILS

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. Nor should they communicate with pupils via any form of social media site. If they need to speak to a pupil by telephone, they should use

one of the school's telephones and email using the school system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

Comments and discussions with pupils

Teachers must avoid comments to or about pupils which could be taken to have sexual overtones. It is equally unacceptable for colleagues to encourage debate and discussion between groups of students, which could be interpreted as having sexual overtones which are not justified in the context of the teaching programme. It will be especially helpful if Schemes of Work highlight particular areas of risk and sensitivity. Specific guidance may be needed to assist newly qualified or other teachers who are new to this area of work. This will call for the exercise of careful judgment in responding to questions raised by pupils.

Notwithstanding the advice given above it is recognised that, in order to discharge particular pastoral responsibilities, teachers may from time to time need to engage in conversation with pupils which cover sensitive matters. Teachers must use their professional judgement to ensure that they are not drawn into areas inappropriate to their duties or their relationship with the pupils concerned. Staff must also use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

In responding to individual students' distress staff will need to consider carefully whether they should offer advice, sympathy or counselling if a discussion enters a sensitive area or, alternatively, refer them to a colleague or agency who is better placed to offer appropriate advice.

The persistent and hurtful use of sarcastic, demeaning or insensitive comments towards young people may also be regarded as a form of abuse which is potentially very damaging and should be avoided.

Personal letters and on-line communication

It will rarely be appropriate for teachers to write personal notes or letters, or to send e-mail, to individual students. If a teacher believes it to be necessary to write a personal note to a pupil, s/he should discuss the purpose and context with a senior colleague, who should refer to the Headmaster if further guidance is required.

This advice is not intended to curtail the use of e-mail where schools have agreed the use of this medium for submission of work, advice over aspects of subjects being covered or other professional matters and have ensured that parents and carers are aware of the school's policy. However, all teachers and other adults using e-mail in this context need to be aware of the less formal style that can characterise this form of communication and should ensure that responses do not convey an inappropriate tone. In particular, a friendly and chatty style committed to e-mail can easily be misconstrued by the recipient as the 'conversation' is effectively private to just two individuals, with all that this implies.

Teachers should keep passwords secure and ensure that no other person can gain access to their e-mail account and maliciously send messages which appear to have been written by them. Ideally, both teachers and pupils should use an e-mail address provided as part of an official school internet service, even if they are sending messages while working at home. Since these services can be monitored, they provide a measure of protection for both parties [See Internet Policy and Use Section B].

The increased availability of internet 'chat rooms' and similar on-line forums also poses risks for children and teachers. While they are popular among young people and offer many positive experiences, there is widespread concern about their potential abuse by paedophiles attempting to groom new victims. Teachers should not use unregulated chat rooms for children and should be aware that it is impossible to determine the age of any participant in these environments. Managed services are available in which on-line discussions for educational purposes can be organized in a secure environment for bona fide participants.

PRIVATE MEETINGS

Private meetings, by their very nature, provide opportunities for pupils to make malicious allegations. Teachers and others must therefore recognise this possibility and plan such meetings accordingly. It is advisable to avoid remote areas of the school and to ensure that wherever possible the door is left open or visual contact with others is maintained. Under no circumstances should meetings with individual pupils be arranged off the school premises without the prior approval of the Headmaster or any senior colleague with delegated authority to approve such meetings. This includes the transporting of individual children in private cars. Such meetings should, in any event, be discouraged.

Where it is not possible to meet in the circumstances referred to above another member of staff should be told of the meeting beforehand. Steps to prevent others entering a room by the use of 'Meeting in Progress' signs or similar actions are especially likely to be open to misinterpretation. In many cases it will be advisable for another pupil or adult to be present or in a position to minimise risk during the interview.

Where a teacher is conducting an individual lesson with a pupil, including individual music lessons, a room with a window in the door should be used. Access by boys to Boarding House private accommodation is prohibited except on special occasions when a group of senior boys is invited up, never singularly and with the knowledge of the other adult on duty. In any other circumstances where there is not a door with a window, the door should be left open.

ENTERING AND SUPERVISING BOARDERS ACCOMMODATION

When entering boarders' accommodation, members of staff should always knock first. They should wait for a response from within. If none can be heard, then they should knock once more and only then enter. If there is only one pupil in the room then the member of staff should remain by the door, holding it open so that actions cannot be misinterpreted. If the boys in the room are changing then the member of staff should be sensitive to what is occurring and if anyone feels uncomfortable, should leave. It is obvious that members of staff, when ensuring that people are getting ready for bed, will need to engage in a degree of supervision but they should always be aware of the sensitivities of the boys who are being supervised.

SUPERVISING CHANGINGROOMS AND SHOWERS

It is important that the changing rooms are supervised to ensure that behaviour is appropriate, that boys get changed as speedily as possible and that pupils have showers. Nonetheless the following guidelines should be followed:

- 1.) Staff should, whenever possible, supervise in pairs
- 2.) Staff should knock before entering changing rooms in order to warn pupils of their approach
- 3.) If supervising showers, the member of staff should stand by the wall at the entrance to the shower room and should not look into any of the individual cubicles.

CAMERAS* IN SCHOOL

* The word 'camera' includes all devices capable of recording images e.g. mobile phones, *ipads* etc.

Cameras may be used to record:

- Whole school events
- Class events
- Sports
- Outings
- Pupils' progress
- Displays etc.

Staff should use the school camera for these purposes. If they use their own cameras or mobile phones, they should let a member of the SMT know that they have done so and should not keep images of children on their devices any longer than is necessary to ensure that they are transferred to the school's database.

Any photographic material involving the School, its staff or pupils may only be used within School (e.g. in displays) or in School publications; newsletters, the prospectus, the *Cardinal's Hat* (School magazine), cards, the School's website, or in press advertisements and articles.

At the time of their children joining the school, parents are asked to agree that photographs of their children may appear on the website using only the child's first name, and in all other internal publications. Specific permission must always be sought if a photograph is to be submitted to the local press since non-attributed photographs are unacceptable.

No photographic material relating to the school, its staff or its pupils may be published or circulated by staff in any other way such as through social networking sites.

For the safety of staff and in line with safeguarding principles, photographs should not be taken in situations liable to misinterpretation. No Photos should, therefore, be taken in the Changing Room or in the Boarding House, unless, in the case of the latter, for publicity purposes.

It is particularly important that these procedures are observed when dealing with EYFS pupils.

THE RECEIVING OF GIFTS AND HOSPITALITY

It is of course only natural that many parents will wish to give teachers presents to thank them for looking after their children, particularly at the end of terms. The receiving of gifts and hospitality by members of staff is acceptable if there is no possibility that the gift might be misinterpreted or that it is being given or received with the intention of gaining advantage for the giver or the receiver.

The gift should be of an appropriate value and type for the circumstances and so, as a guideline a member of staff might well be given a bottle of wine or chocolates by grateful parents or be asked to attend a social event. If the gift is obviously worth in excess of £50 the member of staff should seek permission from the Headmaster to receive the gift. A note will be made of the decision. It is essential that all staff should not put themselves in a position where their acceptance of a gift could lead to misinterpretation.

RESPECTING CONFIDENTIALITY

Staff should be very careful to respect the confidentiality of staff, parents and pupils. Anything which they have heard in school about people should not be shared with others outside of school. The

school understands that staff will need to share information amongst themselves but data protection legislation restricts the sharing of information to those who need to know professionally.

OUT OF SCHOOL AND AFTERSCHOOL ACTIVITIES

Colleagues should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity. The more relaxed relationships that may promote successful activities can be misinterpreted by young people. It is important to emphasise that the standards of professional conduct and behaviour expected of teachers in these situations should be no different from those which apply within school.

TRANSPORTING PUPILS

A teacher should never give a lift in a car to a pupil alone, unless in an emergency in which case the Headmaster should be informed. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

PUPILS WITH SPECIAL NEEDS

If pupils require assistance with going to the toilet staff should consider whether it would be possible to arrange for the presence of another adult in the vicinity. Where this is not possible employees should discuss with the Headmaster what arrangements will be reasonable in all the circumstances.

FIRST AID

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

TEACHING MATERIALS

The use of books, videos and films of an explicit or sensitive nature, particularly in relation to language or sexual behaviour must be given careful consideration to ensure that its selection is not subsequently misinterpreted. In case of doubt, staff should consult the Headmaster before using such resources. Staff wishing to show video resources, such as DVDs, which have a rating classification (U, PG, 12, 15, 18) must ensure that only pupils who fall into the correct classification have access to the content. There should always, therefore, be a clear link with the targets of the teacher's programme.

CORPORAL PUNISHMENT

Any form of physical punishment is prohibited under disciplinary procedures and potentially actionable in law. This also applies to any form of physical response to misbehaviour. In addition, for all pupils, including EYFS pupils, the threat of using corporal punishment is also prohibited.

REPORTING INCIDENTS

Teachers should report any concerns they may have following any incident where s/he feels that his/her actions may have been misinterpreted. This report should be made to the Headmaster as soon as possible after the incident and should include as an immediate follow-up the preparation of a written note of the incident, a copy of which should be given to him. The teacher may also wish to seek advice from his/her professional association. Whilst reporting of incidents is always advisable it is particularly important to ensure that a contemporary written record is made if any form of restraint has been used against a pupil or whenever a pupil, parent or third party has complained about an action or expressed an intention to complain.

SEARCHING AND CONFISCATION POLICY

(See searching and confiscation Policy)

PROCEDURE WHEN AN ALLEGATION OF ABUSE IS MADE AGAINST A MEMBER OF STAFF, THE HEADMASTER OR VOLUNTEERS [See also Safeguarding Policy]

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

1. Parents
2. The abused pupil
3. Other members of staff
4. Other pupils
5. The Police or Social Services
6. A third party

An allegation of such seriousness would normally be made directly to the DSL; but if another member of staff is told first, he/she will ensure that the DSL is informed immediately.

If the DSL is unavailable – or is involved - the Vice-Chairman of Governors should be told at once.

Anonymous allegations

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We would immediately contact the LADO to take advice and act according to instructions.

The First Response

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

1. Take any allegation of abuse, involving a member of staff, very seriously.
2. Immediately involve the LADO of the Oxfordshire Safeguarding Children's Board (OSCB) this must be done within 24 hours – 01865 815 956.
3. The school will not undertake its own investigation without first consulting the LADO. The school can always talk to the LADO informally without naming the school or the individual concerned.

4. Discussions with LADO should be carefully recorded in writing and reference number recorded when given.
5. Confidentiality about the allegation must be maintained throughout and can only be removed if and when the teacher is charged with an offence or the DfE/TRA publish information about an investigation or decision in a disciplinary case. The school should guard against unwanted publicity.
6. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

The Next Step

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

1. Act in accordance with advice from OSCB personnel
2. Consider suspending the member of staff (or volunteer) concerned but this will not be the default response. The reasons for the suspension will be recorded and the member of staff notified.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

Support for the Pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The DSL and Deputy DSL will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, OSCB, or other agencies involved to identify the support strategies that will be appropriate.

It may be that a pupil allegation is subsequently found to be malicious. Where this is the case disciplinary sanctions in accordance with the School's policy may be invoked and the matter referred to the police if there is reason to believe that a criminal offence has been committed.

Suspension

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand as well as consulting the LADO, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

If a member of live-in boarding is suspended pending an investigation of a child protection nature, alternative accommodation off site will be provided.

Malicious allegations

It is a cause for regret that some allegations against members of staff are shown to be malicious. Where this is the case, such allegations will be removed from the file of the member of staff and any not substantiated or unfounded will not be referred to in references.

'WHISTLEBLOWING' POLICY

Working closely with children is fundamental to teaching in schools. Where such interaction with children exists, so also does the opportunity to abuse them. It is regrettably the case that, in rare instances, teachers and other staff have been found to be responsible for child abuse. Given their daily contact with pupils in a variety of situations, staff are also vulnerable to allegations of abuse, whether deliberately or innocently false, malicious or misplaced. However, staff should avoid making their own judgements of whether an allegation is false or otherwise.

Whilst every effort is made to ensure that the school's practices and policies do not put children at risk, there may exist matters that have been overlooked, or new situations which have developed that need challenging on child protection grounds.

No-one should hesitate to take action to report concerns because of fear of possible repercussions. Any colleague who in good faith makes a report to the DSL, the local Safeguarding Team or to Social Services of any concern or allegation about school practices or the behaviour of colleagues which is/are likely to put pupils at risk of abuse or other significant harm can expect immunity from retribution or disciplinary action.

Staff have a responsibility to speak up about safeguarding concerns.

See the School's **Whistleblowing Policy** for full details

MONITORING AND REVIEW

The Headmaster will report to the Board of Governors any incidents involving physical restraint and any allegations of abuse.

This policy is reviewed annually by the Headmaster, Senior Management Team and designated Child Protection Governor and it and its implementation are further reviewed at a Governing Committee meeting and any instances of a safeguarding concern will be noted in Governing Body minutes. However, if any improvements or necessary amendments to the policy are required at any other time they will be implemented forthwith and reviewed as necessary. 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 to help prevent similar events in the future.

FOOTNOTE

Many teachers express regret at the need for a code such as this. However, its purpose is to promote the highest standards of care for young people and to protect teachers and others from the potentially devastating consequences of false allegations. It is an unfortunate fact that society is now less trusting and that, on occasions, cases have come to light which have justified the increased level of mistrust. All teachers are urged to consider how they can safeguard their own position in the light

of this advice without giving up important personal principles of care and trust. Whenever doubt exists any teacher should seek the advice of the Headmaster or experienced senior colleague.

Reviewed Governors at their termly meeting 14th February, 2019

WHISTLEBLOWING POLICY

The School has adopted this policy to enable members of staff to raise concerns internally and in a confidential fashion about fraud, bribery, malpractice, health and safety, criminal offences, miscarriages of justice, and failure to comply with legal obligations or unethical conduct. The policy also provides if necessary, for such concerns to be raised outside the organisation, including with Ofsted where these concerns relate to safeguarding of pupils.

The policy reflects the fact that the school has a culture of safety and of raising concerns and all staff are reminded of these priorities in training and in appropriate staff meetings.

ELEMENTS OF THE POLICY

In accordance with Lord Nolan's Second Report of the Committee on Standards in Public Life, the School's policy on whistleblowing is intended to demonstrate that the School :-

- Will not tolerate malpractice;
- Respects the confidentiality of staff raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively;
- Will provide the opportunity to raise concerns outside of the normal line management structure where this is appropriate;
- Will invoke the School's disciplinary policy and procedure in the case of false, malicious, vexatious or frivolous allegations;
- Will provide a clear and simple procedure for raising concerns, which is accessible to all members of staff.

PROCEDURE

This procedure is separate from the School's adopted procedures regarding grievances. Employees should not use the whistleblowing procedure to raise grievances about their personal employment situation.

This procedure is to enable members of staff to express a legitimate concern regarding suspected malpractice within the School, including concerns about poor or unsafe practice and potential failures in the school's safeguarding regime.

Staff should feel able to alert a designated member of staff, or the Local Authority Designated Officer, of any concern or allegation about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm.

Malpractice is not easily defined; however, it includes allegations of fraud, financial irregularities, corruption, bribery, dishonesty, acting contrary to the staff code of ethics, criminal activities, or failing to comply with a legal obligation, a miscarriage of justice, or creating or ignoring a serious risk to health, safety, safeguarding of children or the environment.

CONFIDENTIALITY

Employees who wish to raise a concern under this procedure are entitled to have the matter treated confidentially and their name will not be disclosed to the alleged perpetrator of the malpractice without their prior approval. It may be appropriate to preserve confidentiality that concerns are raised orally rather than in writing, although members of staff are encouraged to express their concern in writing wherever possible. If there is evidence of criminal activity then the Police will in all cases be informed.

THE INVESTIGATION

A member of staff will be at liberty to express their concern to the Head or Deputy Head or the Bursar.

Any concern raised will be investigated thoroughly and in a timely manner, and appropriate corrective action will be pursued. The member of staff making the allegation will be kept informed of progress and, whenever possible and subject to third party rights, will be informed of the Resolution. A member of staff who is not satisfied that their concern is being properly dealt with will have a right to raise it in confidence with the Governors (via the Vice Chairman of Governors)

EXTERNAL PROCEDURES

It should be noted that under the Public Interest Disclosure Act 1998, there are circumstances where a member of staff may be entitled to raise a concern directly with an external body (such as Ofsted) where the employee reasonably believes :-

- That exceptionally serious circumstances justify it;
- That the School would conceal or destroy the relevant evidence;
- Where they believe they would be victimised by the School;
- Where the Secretary of State has ordered it.

MALICIOUS ACCUSATIONS

False, malicious, vexatious or frivolous accusations will be dealt with under the School's Disciplinary Procedure.

PROTECTION FROM REPRISAL AND VICTIMISATION

No member of the staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith and following the Whistleblowing procedures.

The NSPCC whistleblowing helpline is available to staff who do not feel able to raise concerns about Child protection failures internally. Staff can call 0800 028 0285 (lines open 8am – 8pm Monday to Friday) or e mail help@nspcc.org.uk

Reviewed Governors at their termly meeting 14th February, 2019

PHYSICAL RESTRAINT AND USE OF REASONABLE FORCE POLICY

INTRODUCTION

CCCS fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This policy is a whole school policy and applies to all pupils including those in the EYFS

This policy has been written using advice taken from Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE 2013 The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2014

For the Purposes of this Policy Document

- reasonable force is defined as using no more force than is needed in the circumstances
- physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.
- Injury means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others, by wilful or reckless behaviour.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school.
- It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

When can Reasonable Force be used?

Reasonable force can be used:

- to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- to control pupils or to restrain them if the consequences of not doing so would be seriously detrimental to themselves or others
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts

When can Reasonable Force NOT be used?

Reasonable force can never be used as a form of punishment.

GUIDELINES FOR THE USE OF PHYSICAL RESTRAINT

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed.

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy.
- Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues.
- In any application of physical restraint, the minimum reasonable force should be used to calm down the situation.
- Help should be summoned from colleagues; pupils should never be involved in restraint.

What to do in circumstances when the use of physical restraint and reasonable force is needed

- Approach the pupil calmly but firmly.
- Where possible, the consequences of refusing to stop the behaviour should be explained and it should be communicated to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.
- A calm and measured approach is required by staff throughout.

Method of Restraint

The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must not:

- Involve hurting the pupil
- Involve deliberately inflicting pain on the pupil
- Restrict the pupil's breathing
- Involve contact with sexually sensitive areas
- Involve locking the pupil in a room

During any incident the person restraining should:

- Offer verbal reassurance to the pupil
- Cause the minimum level of restriction of movement
- Reduce the danger of any accidental injury
- Cease the restraint if there are any signs of physical distress in the pupil such as sudden change in colour, difficulty breathing or vomiting

Physical restraint can be:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

Physical intervention can take several forms and may involve staff:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Pushing
- Pulling
- Leading a pupil by the hand or arm

- Shepherding a pupil away by placing a hand in the centre of the back or in extreme circumstances using more restrictive holds

Do:

- Summon help immediately. A pupil can be sent to get another adult.
- Ensure a free passage of air through airways
- Be aware of any feelings of anger
- Continue to talk to the pupil in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by you or the pupil that could cause injury
- Monitor the pupil's respiration, circulation and state of consciousness

Don't:

- Try to manage on your own
- Stop talking, even if the pupil does not reply
- Straddle the pupil
- Push their arms up their back
- Touch the pupil near the throat or head
- Put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)
- Use facedown holds

RECORDING INCIDENTS

- Minor or everyday use of reasonable force does not need to be recorded. For example very young children running off in the playground and being guided back to the line by the teacher or assistant. Nonetheless if a member of staff is in any doubt about a physical interaction or about how the child or parents might react, it may well be sensible to record the incident with senior member of staff eg Head of Nursery, Head of Pre – prep or Headmaster
- All more serious incidents involving the use of physical restraint must be reported to the Headmaster or the Deputy Head or Head of Pre - prep as soon as possible after the incident. These must be recorded on School Manager and will be then included in the report on the Record of the Use of Physical Restraint.

Telling parents when force has been used on their child

- In a serious incident where a member of staff has had to physically restrain a pupil, the parent will be informed on the day or as soon thereafter as is practical.

WHAT HAPPENS WHEN A PUPIL COMPLAINS THAT FORCE HAS BEEN USED UPON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- If an allegation of abuse is made against a member of staff, the procedures set out in the Safeguarding and Child Protection Policy will be followed.

Reviewed by Governors 10th November, 2017

SEARCHING AND CONFISCATION POLICY

This policy has been written using advice taken from searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies DfE 2014. The School acknowledges its legal duty to make reasonable adjustments for disabled pupils and Pupils with Special Educational needs in accordance with the Equality Act of 2010.

School staff can search a pupil for any item if the pupil agrees.

The ability to give consent may be influenced by the child's age or other factors.

It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. They do not need written consent from the child.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanction

The Headmaster, and staff authorised by him, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) may be confiscated.
- The Headmaster and authorised staff can also search for any item which has been prohibited

There must be a witness to the search who is a member of staff unless and only where the staff member reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Establishing grounds for a search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited or a stolen item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

In the exceptional circumstances when it is necessary to conduct a search in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

School staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England or in training settings.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

When deciding what to do with the confiscated items, staff will follow the guidelines set out in Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies DfE 2014.

Dealing with electronic devices

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Lockers and desks

Under common law powers, schools are able to search lockers for any item provided the pupil agrees. Schools can also make it a condition of having a locker that the pupil consents to have these searched for any item whether or not the pupil is present.

If a pupil does not consent to a search (or withdraws consent having agreed) then it is possible to conduct a search without consent but only for the "prohibited items" or for something stolen.

Informing Parents

There is no requirement for the school to inform parents before a search
Parents will be informed if the matter is sufficiently serious or could be potentially harmful to the pupil or the school.
If a parent makes a complaint, the normal procedures for dealing with a complaint should be followed.

School Manager

There is no legal requirement for the school to keep records of searches or confiscation. However as part of our normal procedures any such event will be recorded on School manager.

Reviewed Governors at their termly meeting 14th February, 2019