

# **WHOLE SCHOOL CHILD PROTECTION (SAFEGUARDING) POLICY**

**This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.**

**The Whole School refers to all staff and students at Lavant House School in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).**

Member of staff responsible for Child Protection (Safeguarding): Elizabeth Houghton-Connell

Deputy Child Protection officer: Dianne van Beek

Governor responsible for Child Protection (Safeguarding): Hilary Herson

Chair of Governors: Pauline Senior

## **INTRODUCTION**

We recognise that all staff at Lavant House School who come into contact with children and their families in their everyday work, including voluntary staff and governors, who do not have a specific role in relation to safeguarding children, have a duty to safeguard and promote the welfare of children. Arrangements are made to safeguard and promote the welfare of boarders and such arrangements have regard to the National Minimum Standards for Boarding Schools.

Lavant House is committed to recognising and providing opportunities for pupils to thrive under the Every Child Matters framework:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Social and economic well-being

## **DEFINITION OF CHILD ABUSE:**

An abused child is any child, up to the age of 18, who has suffered from, or is believed likely to be at risk of, physical injury, neglect, emotional abuse, sexual abuse or verbal abuse.

We are committed to working in partnership with parents and child protection agencies to develop and improve continually the safeguarding culture within our school.

## **PURPOSE**

**The purpose of this policy is:**

1. To inform staff, parents and governors about the school's responsibilities
2. To enable a clear understanding of procedure to be followed
3. To follow the procedures outlines by the West Sussex LSCB and Working together to safeguard children document (2006).

This policy encompasses our Early Years Foundation Stage. Our Child Protection Officers are responsible for pupils throughout the school including those pupils who board.

## **REVIEW**

This policy will be updated and amended as necessary and reviewed annually by the Governing Body, including the Governor with special responsibility for Child Protection (Safeguarding), Child Protection Officers and Headmistress. Procedures and the effectiveness with which the related duties have been discharged will be evaluated at least annually.

This policy has been developed in accordance with the principles established by the Children Act of 1989, the Children Act 2004 and in line with the following:

1. "Working Together to Safeguard Children" 2010.
2. "Framework for the Assessment of Children in Need and their Families" 2000.
3. "What to do if you are worried a Child is being Abused" 2003 (This has been distributed to all existing and new staff).
4. Safeguarding Children in Education Guidance 2004.
5. The Children Act 1989 & the Children Act 2004.
6. West Sussex Safeguarding Children Multi-Agency Child Protection Code of Practice.
7. 'Safeguarding Children and Safer Recruitment in Education' DCSF 2007.
8. Every Child Matters

There are three main elements to our policy:

- (a) Prevention through the teaching and pastoral support offered to pupils, including boarders and such arrangements have regard to the National Minimum Standards for Boarding Schools and through the strict adherence to the 'safer recruitment' of staff, and the appropriate checking procedures of all adults who work with the school's pupils as per current legislation.
- (b) Procedures for identifying and reporting cases, or suspected cases, of abuse.

- (c) Support for pupils who may have been abused.

## **PREVENTION**

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.

The school will therefore:

- (a) establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- (b) ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty, in particular the name and role of the designated Child Protection Officers.
- (c) include in the curriculum, activities and opportunities for PSHE and Citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
- (d) include in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.
- (e) Lavant House School will seek assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

In addition, the staff of Lavant House School must never assume that abuse is impossible in our school or that an accusation against someone you know and respect is bound to be wrong. All adults working with pupils at Lavant House School are subject to safer recruitment procedures including CRB checks and compliance with Independent School Standards Regulations. References are checked and careful scrutiny is made of career history and reasons why a job applicant left their previous employment. This applies equally to staff employed by another organisation and working with the school's pupils on another site.

## **Equal Opportunities and Racial Equality**

Lavant House School believes that all pupils, whatever their age, culture, gender, disability, religion, income group, or sexual orientation have a right to have their welfare safeguarded and promoted.

Lavant House School will not tolerate oppressive behaviour or remarks towards pupils or by pupils towards staff & volunteers. Complaints made by pupils, parents, staff or volunteers will be acted upon appropriately through the Lavant House School's established procedures.

Pupils from minority ethnic backgrounds (and their parents) may have experienced harassment, racial discrimination or institutional racism. Although racism can cause significant harm it is not in its self a category of child abuse. However, failure to consider the effects of racism will undermine efforts to protect pupils from other forms of significant harm. The effects of racism differ among communities and individuals and so making assumptions should be avoided.

We follow the Lavant House School Equal Opportunities Policy and Complaints Policy as published.

## **BULLYING**

**Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.**

Lavant House School will ensure that the duty of care to pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice. For example:

### **General Advice on Meetings with Pupils**

- Avoid remaining alone with a pupil in a room with the door shut. Hold meetings in a public place, in a room with the door open or in a room with visual access. If this is not possible then ensure that a senior colleague is aware in advance of the place and purpose of the meeting.
- Always sit facing a pupil – across a desk or table, if possible.
- All physical contact with pupils should be avoided if at all possible. This may not always be practicable e.g. with younger pupils or when teaching certain practical skills.
- Whilst it is natural to trust pupils whom you know well and with whom you have a good rapport, professional reserve must be maintained at all times.
- Under all circumstances ensure that conversations with pupils are always appropriate and professional.
- Complete a brief written record of meetings with a copy handed to the Headmistress to place in the girl's file or in departmental files, if more appropriate.
- Following any incident where a member of staff feels their actions or comments have been misconstrued a written record should be given to the Head at the earliest opportunity.

Pupils are growing up in an often complex and confusing society and it is essential that adults working at Lavant House School recognise this in order to protect both their reputations and their jobs.

## **STAFF INDUCTION AND TRAINING**

We provide child protection training regularly to staff (both academic and support staff) at least once every three years and in particular to the Child Protection Officers (every two years) to ensure that their skills and expertise are up to date. Training focuses on the recognition of the symptoms of child abuse and the procedures. Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Child Protection Office or to the Headmistress. Child protection training is also given to new Governors and volunteers.

Each new member of staff is given a full copy of this policy in their new staff induction file, along with the Behaviour Policy and Prevention of Bullying policy. A summary copy of the CP policy is also included in the staff handbook.

Each teacher must ensure that they have read the policy in its entirety and that they accept their duty:

- To be familiar with this policy.
- To implement this policy and co-operate with the school management in promoting 'Child Protection'.

## **SENIOR PUPILS IN POSITION OF RESPONSIBILITY OVER OTHER PUPILS**

Briefing for senior pupils given positions of responsibility over others, on appropriate action to take should they receive any allegations of abuse is given to pupils, including boarders at the beginning of each year. They are assured of immunity from retribution or disciplinary action for whistle blowing in good faith.

## **TRANSPARENCY**

Lavant House School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Lavant House School. Copies of this Child Protection Policy, together with our other policies relating to issues of child protection are on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

A Governor with special reference to Child Protection will oversee the school's Child Protection and practice.

All staff and governors should know:

- a. the name and role of the designated Child Protection Officers and Governor.
- b. that they have an individual responsibility for referring child protection concerns.

- c. the procedures identified within the school policy and receive child protection training (updated every three years). This includes part-time staff. Voluntary staff should be aware of child protection arrangements.

## **PROCEDURES**

1. Lavant House School will work within the procedures set out by West Sussex Local Children's Safeguarding Board.
2. Lavant House School will ensure that our Child Protection Officers (CPO) have undertaken the required training (updated every two years) in child protection and inter-agency working for the designated person. Her responsibilities are as follows:
  - a. Holding and being fully conversant with the School's copies of the West Sussex Local Safeguarding Board Guidelines 'Working together – a guide to arrangements for inter-agency co-operation for the protection of children from abuse'.
  - b. Briefing staff on the relevant guidance and procedures that should be followed and briefing all new staff and governors as part of their induction at Lavant House School.
  - c. Ensuring that procedures are followed at Lavant House School.
  - d. Ensuring that appropriate training and support are given to all staff.
  - e. Developing working relationships with other agencies and services as appropriate.
  - f. Receiving reports of alleged abuse within the school or reported by pupils relating to incidents outside of school or at home.
  - g. Reporting all alleged incidents to the Headmistress and deciding with her whether or not to take further action.
  - h. Ensuring the keeping of accurate records, which are kept in a secure place.
  - i. Attending child protection conferences/preparing reports for such conferences.
  - j. Ensuring that the school monitors children identified as 'at risk'.
  - k. Reporting to the social worker responsible if a child on the CPR moves school – as well as the normal procedures which apply.
  - l. Providing guidance to parents, staff and children about obtaining suitable help.
  - m. Require that any deficiencies or weaknesses in child protection arrangements are remedied without delay.
3. Staff should always stop and listen to anyone who wants to tell them about an incident or suspicion of abuse. Do not question the child, allow her to speak freely and accept what she is telling you. Avoid being judgmental and showing reactions of e.g. shock or disbelief. Reassure the child that what has happened is not their fault and that telling an adult was the right thing to do. Do not attempt to investigate the allegations yourself – remember that an allegation of abuse may lead to a criminal investigation and that all actions taken should keep this in mind. Tell the child what has to be done next and who has to be told, if appropriate.

#### **4. Confidentiality and Pastoral Care**

We encourage the pupils in our care to raise any concerns that they might have and ensure that these are taken seriously. We use a wide range of opportunities which arise naturally in the school to introduce discussions about confidentiality, in a way which makes sense given the age and needs of pupils at each phase. The object of this approach is to build up, in advance of any particular incident or crisis, a general understanding among pupils about confidentiality and the way in which pupils can be helped with personal difficulties.

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers must not make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the child protection officers or the Head, so that the child can be helped to stay safe and feel better. It is important for all pupils, including very young children, that they are reassured that the matter will only be disclosed to people who need to know.

#### **The dangers of keeping secrets are that this approach:**

- Helps perpetuate the cycle of secrecy and concealment which characterises much abusive behaviour.
- Leads to the child feeling a greater sense of betrayal when material has to be disclosed, again reinforcing a sense that adults cannot be trusted
- Will put you into an impossible position, for example, if the child then discloses evidence of extensive abuse or a situation in which a vulnerable sibling is clearly at risk of significant harm.

#### **Keeping information confidential:**

- Avoid holding sensitive discussions about pupils in public areas, such as corridors, dining areas, playgrounds or the school office.
- Keep notes and records about pupils suitably secure.
- Be careful about the kinds of personal information about pupils which are on view in staff rooms, work areas and offices.
- Information must always be shared where there is concern for the safety and welfare of the child and there is no exception to this – consent or no consent.
- Staff should ensure that the information they share is accurate and up-to-date, necessary for the purpose for which they are sharing it, shared only with the Child Protection Officers or Headmistress and shared securely.
- Staff who receive information about children and their families in the course of their work should only share that information within appropriate professional contexts.
- All Child Protection records should be kept securely and access to them restricted to the Child Protection Officers and Headmistress.

In the case of health professionals working in the school the following conditions apply, which offer good guidance to all adults working in the school community:

*“In accordance with the School Doctor’s professional obligations, medical information about pupils, regardless of their age, will remain confidential in most circumstances. However, there may be exceptions to this rule where the doctor*

*considers it in the pupil's best interest, or necessary for the protection of the wider school community, to pass on information to a relevant party or body e.g. a member of the Senior Management Team at the school or the parent concerned. The pupil will be informed of such circumstances if they arise."*

5. If a member of staff is concerned about a child he/she must tell the Child Protection Officers or Headmistress as a matter of urgency. The member of staff must record information regarding concerns on the same day. Brief notes should be made by the member of staff as soon as possible following a disclosure. These notes, however rough, should not be destroyed in case they are needed for police proceedings. Care should be taken to note the date, time, place, non-verbal behaviour and any specific relevant words used by the child. A drawing to indicate bruising/other injuries is advisable. Staff should try to record rather than interpret what they have been told.
6. The Child Protection Officers, Headmistress and if appropriate the Governor with responsibility for this area will decide upon the action to be taken following a disclosure. If it is decided to make a referral to Social Services, this may be done without prior discussion with the parents and will be reported within 24 hours of disclosure or suspicion of abuse and followed up by a written report to Social Services within twenty-four hours. If the time is outside normal office working hours then the Child Protection Officer must contact the Emergency Duty team of the Social Services on 01243 320219.
7. Particular attention will be paid to the attendance and development of any child who is 'at risk' or on the Child Protection Register.
8. If a pupil who is known to be on the CPR moves to another school, the Child Protection Officers will inform the social worker responsible for the care of the child

## **THE SIGNS OF POSSIBLE ABUSE**

(See Appendix A for more detail)

Staff might feel concerned about a pupil if:

- ✓ the pupil has regular, unexplained injuries
- ✓ the pupil gives confused or contradictory explanations of how the injuries were sustained
- ✓ exhibits significant changes in behaviour, performance or attitude
- ✓ indulges in sexual behaviour inappropriate for her age or unusually explicit in nature
- ✓ shows signs of neglect
- ✓ appears afraid of parents
- ✓ acts in a way inappropriate to her age
- ✓ self harm – e.g. cuts on arms
- ✓ discloses an experience in which she may have been significantly harmed.

## Responding to Causes of Concern/Allegations

Children are more likely to be abused by someone they know and trust than by a stranger.

Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what she is saying is being taken seriously and without criticism. Staff and volunteers must be aware that the way in which they talk to a child can have an effect on the validity of evidence which can be brought in any subsequent criminal proceedings. The following guidelines may help:

### Dos

- Allow the child to talk freely and listen without criticising them.
- Communicate by voice tone and or facial expression that you are taking concerns raised seriously.
- Keep questions to a minimum: only use questions if you have to make sense of what the child is trying to communicate to you.
- Ask **ONLY** open questions e.g. "Tell me what has happened?" **NOT** "did she/ he do \*\*\* to you?" "Who did this?" **NOT** "Did \*\*\* do this to you?"
- You must ask "who" to avoid making assumptions.
- Reassure the child that they were right to tell you and that it is not their fault.
- Explain that you want to make sure that the child feels better and feels safe and so you must let your line manager or the Designated Teacher (use the teacher's name with the child) know so that she can make sure that the child is OK.
- Reassure the child (including young children) that what they have shared with you will not be shared with the other pupils or the staff group.
- When you are recording the child's account of events, use the child's *exact* words and phrases even if these are childish words, or you think it is rude or inappropriate language for a girl or young woman to use.
- Report your concerns to your line manager or the designated teachers immediately and well before the end of the same school day.
- Useful phrases: "I am glad you have told me", "I guess that wasn't easy for you", "It is not your fault".

### Don'ts

- Don't interrupt the child who is freely telling their account of what happened.
- Don't put words into the child's mouth (i.e. finish the child's sentences for her).
- Avoid questioning the child for details.
- Do not promise to keep the information secret.
- Avoid making assumptions about the pupil or their family.
- Avoid jumping to conclusions or speculating about what happened or might have happened or making accusations.
- Try to avoid an overly emotional reaction, such as expressing disgust, shock or disbelief.
- Note carefully any external signs of possible injury but do not attempt to undress the pupil in order to examine her.

- Do not collude with any other person in relation to concerns about pupil's welfare or hold onto significant information about pupil's welfare.
- Phrases to avoid: "Are you sure?", "I find that hard to believe", "Why haven't you told someone else".

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers must not make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the Child Protection officers or the Headmistress so that the child can be helped to stay safe and feel better. It is important for all pupils, including very young children, that they are reassured that the matter will only be disclosed to people who need to know.

## Physical Contact between Staff and Pupils

No form of corporal punishment is permissible and is defined as:

*"Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation"*

Safeguarding pupils requires both pupils and staff to be clear about safe and acceptable physical contact between pupils and staff (and volunteers). **All staff and volunteers are advised to avoid unnecessary physical contact with pupils.** However it is just as important for all staff and volunteers to feel comfortable in contributing to providing a safe and caring environment for all of our pupils, especially for very young children. Staff and volunteers need to feel comfortable in responding to pupil's practical and emotional needs. It is important to avoid making assumptions about whether or not the pupil wants physical contact, even with very young children, or to assume that one response fits all circumstances.

### Culture

Staff need to be aware that physical touch may be misinterpreted and care should be taken in finding out about cultural variation on acceptable or non-acceptable physical contact in relation to individual pupils.

### Disabilities

Never assume that a pupil with disabilities needs physical contact to aid her mobility; this needs to be discussed with the individual pupil and her parents/guardian. Likewise pupils with the same disability may or may not need physical contact to aid mobility; in each case it is best to clarify the individual pupil's needs with the pupil herself and with her parent/ guardian.

### Gender

Gender (male/female) issues are also important to consider with sensitivity and awareness. Both female and male staff need to observe the Safeguarding Code of Practice. Female staff can be equally vulnerable to having their actions

misinterpreted as male staff. We know that females do sexually abuse children; we also know that the vast majority of sex offenders are male. Male and female staff and volunteers need to feel clear about how and when they can use safe physical contact with pupils.

## **When is Physical Contact with Pupils Acceptable?**

There are times when it is appropriate for staff/ volunteer to touch a pupil, for example:

- young children in particular quite often need immediate physical comfort after a fall/ injury.
- helping very young children with personal care tasks (dressing/ drying after swimming) *\*see also unacceptable behaviour.*
- strapping seat belts for young children.
- some pupils with particular disabilities.
- providing first aid treatment.
- pupil recovering from an accident (e.g. pupils using crutches or in plaster).
- pupil who are extremely emotionally upset.
- some contact sports (e.g. judo and gymnastics).
- some arts activities (e.g. certain dance positions).

### **Acceptable Physical Touch:**

The paramount consideration is the need of the child. Staff should use their professional judgment to comfort or reassure children while maintaining appropriate distance.

Never do anything of a personal nature for children that they can do for themselves (e.g. help with toileting, putting on sun cream, drying after swimming or getting dressed).

Help young pupils to help themselves and avoid touching their private parts. Maintain a common sense approach so that the young child does not become unduly stressed or anxious about helping themselves. Should a young child need physical comfort/ or reassurance you could put your arm around the child's shoulder or gently hold their hand.

If a child needs to sit on your lap: sit the child on your lap in a quiet area, in view of other staff or pupils and ask the child to keep her legs together, folded across your lap (side saddle).

### **Responding to Pupils Making Physical Contact with You**

In either case it is important to consider why the pupil is responding in this particular way and how the team might appropriately respond. Should a pupil of any age seek you out for physical contact or seem to want to establish an intimate relationship with you always discuss this with the Child Protection officers. It may be that other staff have experienced similar issues with the same pupil or group of pupils. It is also crucial that you receive appropriate advice and support from your Senior Management Team.

For example, a young child needs to be encouraged to demonstrate their affection in different ways in different situations. An older pupil may have developed a "crush" on you and this needs to be sensitively and openly managed

with your line manager, to avoid leaving you open to allegations of misconduct or abuse. To avoid insensitive rejection of a young child or any pupil, should the pupil make physical contact with you, gently disengage yourself from embraces and firmly distance yourself from inappropriate touching. Always let another member of staff know that the pupil has approached you for physical contact.

### **Maintaining Self-Awareness: Staff and Volunteers**

Sometimes staff/ volunteers may be unaware of relationship dynamics between themselves and a particular pupil. It is always wise to consider carefully observations, feedback or even “throw away” comments about personal relationships. Observations may offer a different perspective and you may be too closely involved or consumed with competing priorities to be aware of every aspect of your relationship with pupils.

### **Guidelines on Unacceptable Behaviour of Staff and Volunteers**

- Do not address a pupil by any other name other than her first or preferred name.
- Do not encourage young pupils to sit on your lap.
- Avoid young children facing you in a straddle position with her legs apart (relates to young pupils who may need to sit on your lap) and avoid cuddling the child into your face or breast.
- Do not kiss a pupil (even on the cheek).
- Do not carry a child unless absolutely necessary.
- Do not give “piggy backs” or shoulder rides (particularly during water play).
- Do not pat, tickle or play “spank” or engage in horseplay.
- Try not to handle a child below the shoulder unless there is a justifiable reason for doing so.
- Do not routinely give pupils your personal contact details (e.g. e-mail, telephone numbers address), **except where necessary for the organisation of school activities.** Staff should be particularly wary of inappropriate electronic communications with pupils. No staff should accept current pupils as ‘friends’ or ‘chat’ on social networking sites for example.
- Do not make visits to pupils in their homes or receive pupils at your home.
- Do not offer car journeys to pupils unless in an *emergency* and ideally with parental permission. Pupil(s) should sit in the back seat. Always inform your line manager and log details and reason for the journey ASAP. Staff must ensure they have appropriate insurance in accordance with the Notes of Guidance of school trips.
- Do not single out individual pupils for special gifts or favours or unnecessary individual attention.
- Do not arrange to socialise with pupils at events other than those relating to school events and with the permission of parents/guardians *and* Headmistress (e.g. end of term celebrations, at week ends or evenings).
- Do not encourage or engage in inappropriate humour or chat or gestures (e.g. swearing, sexual connotation or innuendo).
- Do not allow pupils to use inappropriate language unchallenged. Positively challenge inappropriate chat e.g. racist/sexist comments, swearing or sexual jokes.

- Male staff and volunteers should avoid entering pupil's toilets, changing rooms or showers except in an absolute emergency and ideally accompanied by a female member of staff/volunteer. Situations where male staff have had to enter these particular areas should be openly discussed with the staff member's line manager as soon as practical and if necessary recorded.
- Avoid excessive personal compliments about a girl's appearance.
- Do not dictate orders by shouting but request or provide direction of staff or pupils.
- Do not enter into arguments or heated debates in front of pupils or parents.
- Do not allow any allegations made by a pupil or third party to go unchallenged, unrecorded or not acted upon.

### **Abuse of Trust**

It is a criminal offence for any person over 18 in a position of trust to engage in a sexual relationship with a pupil under 18.

This is to prevent adults abusing their position of trust, for example by persuading, encouraging or intimidating pupils into certain behaviours or activities.

The law applies to anyone working in schools in a paid or voluntary capacity, including sixth formers and gap-year students, even if they do not teach the child and even if *pupils are of an age to consent to sexual activity* and applies *even if both parties consent* to the sexual relationship.

A sexual or intimate relationship between a member of staff or volunteer and a sixth former over the age of 18 is also unacceptable, even though not a criminal offence, and will be dealt with under the provisions of the Lavant House School disciplinary procedure and is likely to be considered as gross misconduct.

### **Restraint of pupils**

In an emergency staff very rarely may find it necessary to use physical restraint as a last resort. On these occasions the following policy applies:

1. Physical restraint of a pupil will only be used as a short term measure to prevent immediate danger of personal injury to the pupil, another person or, exceptionally, to property and only if there is no viable alternative to physical intervention
2. The restraint used will be the minimum necessary to avoid physical harm and for the minimum duration, commensurate with the actual risk. If possible another member of staff should be present
3. Any use of restraint will be reported to the Child Protection Officers and the Headmistress. A report should be written and include why restraint was needed, the duration of the restraint, names of witnesses and signatures of staff present.

## **SAFEGUARDING AND TECHNOLOGY**

### **The Internet and Child Protection**

The Internet offers a vital resource for pupils, staff and parents in terms of Education and Learning Resources and for Communication Networks across the globe. However we also know that new technology gives people who are sexually interested in children a new medium to network, share information and fantasies, explore new identities and normalise their behaviour<sup>1</sup>. This adds another dimension to the degree and nature of the risks to children.

The Internet is the prime medium for the distribution of abusive images of children. Photographs taken with a digital camera can later be transmitted onto the Internet and then be digitally manipulated to create abusive images of children. Video recording apparatus is now very compact and this can also be easily transmitted onto the Inter-Net. Mobile phones, such as GPRS & 3G will increase opportunities for pupils to communicate and access web sites and other Internet services away from the supervision of their parents.

### **Bullying and Technology**

*“The use of the Internet as a bullying tool between young people is becoming increasingly common and can be extremely damaging to the victim.” <sup>1</sup>*

For example a pupil could place an image of their friends or peer group onto the Internet. This maybe done innocently to send a photograph to a friend or alternatively with the intention of causing embarrassment or even humiliation to the person depicted in the image.

All staff, volunteers and pupils must observe the ICT Code of Conduct. Pupils are expected to observe the same Code of Practice in respect of their use of technology, in relation to their behaviour towards staff and volunteers.

If you have any concerns about pupil’s use of computers, photographs, mobile phones or text messages please speak with the Head or the Child Protection officers. If you have any concerns about the use of technology by any member of staff or volunteer speak with the Headmistress or the Child Protection officers

*(1 Barnardos: Just One Click 2004)*

## **SAFEGUARDING AND SPORT**

Lavant House School believes that sport should be carried out in a safe, positive and encouraging atmosphere of healthy competition which assist in the promotion of girls' welfare and helps engender positive attitudes and a healthy sense of self. Pupils should be encouraged to enjoy sport in an environment which encourages *all* pupils to develop a healthy lifestyle, self confidence, enjoyment and fun, as well as providing opportunities for skill development, sporting excellence and achievement.

Lavant House School aims to establish an atmosphere and adherence to fair play amongst pupils, staff and volunteers in sport. Fair play is defined as showing considerate regard for athletes, staff, parents, spectators and officials; abiding by the rules of the sport and abiding by the officials' decisions. We know that child abuse can occur in different situations including the sporting environment. *We expect* that coaches (staff, outside sport coaches or volunteers) adhere to guidance on best practice from leading organisations, such as the Coaches Charter set out below.

### **The Coaches Charter**

Coaches must respect the rights, dignity and worth of every person and treat everyone equally within the context of their sport.

1. Coaches must place the well-being and safety of the performer above the development of performance. They should follow all guidelines laid down by their *Sports Governing Body* and hold appropriate insurance cover.
2. Coaches must develop an appropriate working relationship with performers, especially children, based on mutual trust and respect. Coaches must not exert undue influence to obtain personal benefit or reward.
3. Coaches must encourage and guide performers to accept responsibility for their own behaviour.
4. Coaches should hold up-to-date nationally recognised governing body coaching qualifications.
5. Coaches must ensure the activities they direct or advocate are appropriate for the age, maturity, experience and ability of the individual.
6. Coaches should at the outset clarify with performers, and where appropriate their parents, exactly what is expected of them and what performers are entitled to expect from their coach.
7. Coaches should co-operate fully with other specialists (e.g. other coaches, officials, sport scientists, doctors, and physiotherapists) in the best interest of the performer.
8. Coaches should always promote the positive aspects of their sport (e.g. fair play) and never condone rule violations or the use of prohibited substances.
9. Coaches must consistently display high standards of behaviour and appearance.

This Charter is reproduced by courtesy of Sports coach UK. For more information on guides for sports coaches visit <http://www.sportscoachuk.org/>.

## **Heads of PE should ensure that staff, outside coaches or volunteers do not:**

- Introduce training regimes which by their nature and intensity of training, exceeds the capacity of the pupil's immature and growing body.
- Encourage the use of drugs to improve the young person's performance.
- Engage in constant criticism, bullying or unrealistic pressure to perform to consistently high expectations.

## **Heads of PE should ensure that staff, outside coaches or volunteers:**

- Always liaise with parents/guardians before recommending specific diets and that parents should be encouraged to seek further medical advice before starting a specific diet designed to build stamina, strength or sporting performance.
- Consider how they congratulate young performers i.e. in accordance with guidelines on acceptable and unacceptable physical contact.

## **Additional guidelines on Safe Physical Contact in Sport**

Heads of PE need to develop an awareness of the views and position of sporting governing bodies with regards to safe physical contact for any sport undertaken in their individual school. For example England Netball do not consider that touching is necessary coaching practice whereas British Gymnastics do consider physical contact an essential part of their coaching practice. British Gymnastics as a responsible sporting governing body, provide guidelines on safe physical contact in their child protection policy and as part of their coaching awards. Not all sporting governing bodies have developed protocol around safe physical contact but many sporting organisations are in the process of doing so. Further information can be obtained at: <http://www.thecpsu.org.uk/>

Developing this awareness and knowledge base is essential and will help avoid situations of coaches claiming that physical contact is necessary when in fact it may not be necessary at all.

- Physical contact should only take place to help with complex skills or movements or to avoid injury.
- Over handling must be avoided.
- Any physical contact must not be invasive of sensitive parts of the body.
- The pupil should always be easily observed by others.
- Parents should not be discouraged from watching (by prior arrangement with the school and coach) performances or coaching sessions.

## **Protocol in Changing Rooms & Showers**

- Only female staff and volunteers should supervise girls in showers and changing areas.
- Staff should not shower at the same time as pupils.

- In the event of a pupil misbehaving in the showers staff should take a minimal intervention approach in terms of what they say and any action they take, to effectively resolve the situation. Staff can then follow up any further intervention when the pupil is fully dressed.
- In the case of staff or coaches: team tactics should be discussed outside of the changing areas. If this is not possible, a suitable time should be agreed in advance when the member of staff can enter the changing rooms e.g. 10 minutes before play, and all pupils need to be changed into their sport kit before staff can enter.

## **Photography**

### **Videoring as a coaching aid**

The use of video equipment can be a valuable aid to coaching. Heads of PE should ensure that:

- pupils and their parents are aware of the purpose of filming as a coaching aid.
- during filming, either another member of staff/ volunteer or the child's parent is present
- video material is securely stored to avoid inappropriate use.

### **Sporting bodies contact details:**

Sport England  
 9 Paynes Park  
 Hitchin  
 Hertfordshire  
 SG5 1EH  
 Sports Council for Wales  
[www.sports-council-wales.co.uk](http://www.sports-council-wales.co.uk)  
 Tel: 02920 300 500

England Netball Association  
 E-mail: [info@englandnetball.co.uk](mailto:info@englandnetball.co.uk)  
 Fax: 01462 442343  
 Website: [www.england-netball.co.uk](http://www.england-netball.co.uk)  
 Tel: 01462 442344

## **SAFEGUARDING AND THE ARTS (including all Arts, Media, Music, Dance and Drama)**

Lavant House School is committed to promoting the Arts and a broad spectrum of arts activities in schools through provision of a rich and diverse curriculum and a positive ethos of collaborative work with professional artists and arts groups. We believe education must provide opportunities for pupils to express their own ideas, values and feelings. The arts can provide a very potent channel for this expression and a means of giving it unique form and meaning.

In order to promote good safeguarding practice in the arts and protocol adhered to by major arts organisations, schools should ensure that:

- a member of staff is present during activities with visiting artists and arts groups in schools.
- adults involved in performing arts events have separate dressing rooms/changing /toilet facilities.
- individual tuition should only take place in rooms with glass windows where teacher and pupil are visible (e.g. notices covering vision panels should be removed during individual lessons).
- Quality of individual lessons should be monitored on both a planned and *ad hoc* basis.

### **Visiting Peripatetic Staff**

Visiting arts teachers (drama, dance, music or other arts media) should be made familiar with and agree to adhere to the school Child Protection Policy and Procedures, the Safeguarding Code of Practice regarding behaviour and the following additional guidelines:

Physical contact may be necessary in some arts activities, for example, certain dance positions or movements. When teaching singing or a musical instrument it may be necessary to touch a pupil for example, to adjust posture, correct hand position, breathing, or embouchure. Touch is only appropriate when it is absolutely necessary to assist the pupil achieve an activity, position or dance movement.

Physical contact with pupils should take place only when it is absolutely necessary in relation to the particular arts activity *and is in keeping* with the school code of practice with regards to safe physical contact with pupils:

- Do not touch a pupil around the chest, waist, diaphragm or ribs to teach Breathing.
- Consider explaining the correction of movement or the point you are trying to explain in another way e.g. by you or another pupil demonstrating and then copying.

## **Visiting Artists and Arts Groups**

The School will provide visiting artists and arts groups with a copy of the School Safeguarding and Promoting Welfare Policy and the following guidelines regarding behaviour between visiting artists and arts groups and pupils.

We are committed to promoting the arts and a broad spectrum of arts activities in our school through provision of a rich and diverse curriculum and a positive ethos of collaborative work with professional artists and arts groups. We are grateful for your services and unique contribution in helping us achieve this aim in our Arts Education Programme.

In order to promote good safeguarding practice in the arts, in accordance with protocol adhered to by major arts organisations, we request that you observe the following guidelines:

### **Treating pupils with dignity and respect**

- Address pupils by their first name.
- Provide constructive feedback rather than negative criticism.
- Seek to promote equality with regards racial and cultural and religious backgrounds.

### **Promoting Safe Contact with Pupils**

- Avoid handling a pupil below the shoulder unless absolutely necessary; consider you or another adult or pupil demonstrating instead.
- Avoid playing tickle games or horseplay or encouraging young pupils to sit on your lap.
- Do not encourage or engage in inappropriate humour, chat or gestures (e.g. sexual innuendo or swearing).
- Do not give pupils your personal contact details.
- Do not offer car journeys to pupils.

Please report any concerns about a pupil's welfare or behaviour to your accompanying member of staff or Headmistress.

## **Support for Children at risk**

We recognise that children who are abused or witness violence find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some feelings of self-blame. Lavant House School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the pupil through:

- a. The content of the curriculum to encourage self esteem and self motivation.
- b. The school ethos which promotes a positive, supportive and secure environment and gives the pupils a sense of being valued.
- c. The school's behaviour policy emphasizes the importance of supporting vulnerable pupils. All staff will agree on a consistent approach which focuses on the behaviour of the offence committed by the child, but does not damage the pupil's sense of self worth.
- d. Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Educational Welfare Service.
- e. Keeping records and notifying Social Services as soon as there is a recurrence of a concern, with a follow up report in writing within twenty four hours.

As every case will be handled with confidentiality as far as is practicable, any child should feel comfortable about continuing their education at Lavant House School, secure in the knowledge that any incident is not general knowledge.

## **Support for staff dealing with Child Protection matters**

Dealing with a disclosure from a child and a Child Protection case in general may prove to be a stressful experience. Staff should consider seeking support for themselves if necessary and this can be discussed with our Child Protection Officers.

## **Allegations against pupils**

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour Policy will apply.

## **Allegations involving Staff**

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:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

If a child or parent makes a complaint about a member of staff (including voluntary staff), the person receiving the information must take it seriously and immediately inform the Headmistress.

## **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. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

The school has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff at school or elsewhere must immediately inform the Headmistress. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.

When pupils make such an allegation against a member of staff, WSCB Procedures must be followed. This involves contacting West Sussex Safeguarding Children Board.

This is important for the protection of the member of staff as well as the pupil. The Head will be informed and the member of staff involved will normally be suspended although full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned and the need for a full and fair investigation.

Teachers who are the subject of an allegation of this nature will invariably feel threatened and isolated. It is essential to seek legal advice as soon as possible and teachers should be represented at all disciplinary hearings. Suspension in a case of this kind is a procedural step only and must be viewed as a neutral action that does not presuppose guilt or innocence.

### **Alternatives to suspension**

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties
- Ensuring that a second adult is always present in the classroom when he or she teaches.

### **If the member of staff resigns**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

### **Compromise agreements**

The policy at Lavant House School is to follow the DCSF guidance set out in 'Safeguarding Children and Safer Recruitment in Education' on the use of compromise agreements in cases of child abuse which is:

*"Compromise agreements, by which a person agrees to resign and a school .... Agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to List 99 (now ISA) where circumstances require it"*

Where a member of boarding staff is suspended, pending investigation of an allegation to do with child protection, alternative offsite accommodation will be provided by the school if necessary.

If there are concerns about the Child Protection Officers the person concerned should report the concern immediately to the Headmistress. If the Headmistress is absent, the Chair of the Board of Governors must be informed immediately.

The Headmistress will not necessarily investigate the allegation itself, or take written or detailed statements, but she will assess whether it is necessary to refer to the local Social Services team.

If the Headmistress decides that the allegation warrants further action through Child Protection procedures, she must make a direct referral to the local Social Services team and follow the referral, if verbal, with a written report within twenty four hours.

If the allegation constitutes a serious criminal offence it will be necessary to contact Social Services and the Police from the outset before informing the member of staff.

If it is decided not necessary to refer to Social Services, the Headmistress will consider whether there needs to be an internal investigation.

If there are concerns about the Headmistress, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Headmistress first. The Chair of Governors will notify the designated Child Protection Governor. The Chair of Governors will be contacted by a member of staff at Lavant House School who has received a report or has evidence of child abuse involving the Head. Her telephone number will be made available by the Clerk to the Governors.

Allegations will be handled with confidentiality as far as is possible so that a member of staff resuming work after an allegation can do so confident that the incident is not general knowledge. Counseling may be offered and organised on a case by case basis in the most appropriate manner possible. Lavant House School provides staff, reporting allegations about possible abuse which is made in good faith, immunity from retribution or disciplinary action against such staff for 'Whistle blowing. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. A member of staff who uses the whistle-blowing procedure is entitled to have his/her name protected from being disclosed by the Headmistress to the alleged perpetrator, without his/her prior approval. However, it has to be recognized that his/her evidence may be required by the Police to be used in any criminal proceedings.

Additional procedures are in place for EYFS children. The school's child Protection Officers will additionally notify OFSTED (via ISI Office) of any allegations of serious harm or abuse by any person living, working or looking after children at school or elsewhere, or any other abuse which is alleged to have taken place on school premises and of the action taken in respect of these allegations as soon as is reasonably practicable, but at the latest within 14 days.

Lavant House will report to the Independent Safeguarding Authority (ISA) within one month of leaving school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. The address for referrals is PO Box 181, Darlington, DL1 9FA (tel 0300 123 1111). Ceasing to use a person's

services might include: dismissal, non-renewal of a fixed term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports to the ISA will be as detailed as possible and include as much evidence about the circumstances of the case as possible. The referral form can be downloaded from the ISA website on ([www.isa.gov.org.uk](http://www.isa.gov.org.uk)). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the ISA at any time. Where qualified teachers are registered with the General Teaching Council (GTC), misconduct referrals (that is those which are not child-protection related) will be referred to the GTC.

### **Recording allegations of abuse**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

## **Handling unfounded or unsubstantiated allegations**

### **The child**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help her to achieve as smooth a transition as possible, working closely with the parents or guardians.

### **The Member of staff**

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of 'no smoke without fire'. If issues of professional competency are involved and though acquitted of child abuse, disciplinary issues are raised; we recognize that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances,

together with professional counseling outside the school community. A short sabbatical or period of re-training may be appropriate.

### **Allegation of abuse of a child who is not a pupil at the school**

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Lavant House School, we would immediately pass such information to the Local Safeguarding Children's Board (LSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded he or she would be given full support by the school in resuming his/her career.

## **COMPLIANCE**

This policy is regularly updated in order that Lavant House School complies with new legislation and good practice.

Currently the school's policy for 'Child Protection' is consistent with, and so reinforces:

The Children Act 1989 and the Children Act 2004

*Working Together to Safeguard Children 2010*

Every Child Matters

The Education Act 1993

The U.N. Convention on the Rights of the Child which contends that all children have an inalienable right to protection from harm and the principles of the Children Act (1989) which states that the welfare of the child is of paramount consideration.

National Minimum Standards for Boarding Schools (2002 updated 2010)

Equality Act 2010

The school will remedy any deficiencies and weaknesses found in this policy and procedures without delay, and the policy and procedures will be reviewed annually by the governors and senior staff. The designated Governor, will make a Child Protection report annually, to the Governing Body.

Revised September 2011

Review September 2012



---

**Date and time of conversation with pupil:**

Date..... Time.....

Name of Pupil.....Year Group.....

**Record what was said by the pupil and by you. Use the pupil's EXACT words and phrases.**

**Name of any other child or adult who was present**

Pupil..... Adult.....

Pupil..... Adult.....

**Any other comments or observations about what was said, heard or seen**

.....  
.....

**Your**

**name**.....**Role**.....

*Continue overleaf if necessary. Please now pass this form to the Child Protection officers immediately.*

Received by Designated Teacher .....

Date .....

Time.....

# Skin Map

I understand and have received a copy of:

**Lavant House School Child Protection (Safeguarding)  
Policy.**

I have read this and understood the consequences should I fail to follow them.

The School Designated Teacher for Child Protection is:

Mrs Elizabeth Houghton-Connell and can be contacted at Lavant House School  
or telephone number 01243 527211

The Deputy Designated Teacher is Mrs Dianne van Beek and can be contacted  
at Lavant House School or telephone number 01243 527211

Signed .....

Role .....

Date .....

**PLEASE SIGN BOTH COPIES OF THIS DECLARATION, RETAINING ONE  
WITH YOUR COPY OF THE POLICY AND RETURN THE OTHER COPY TO  
THE SCHOOL OFFICE FOR FILING:**

## APPENDIX A

### **Types of Child Abuse and Symptoms :**

Child abuse can be categorised into four distinct types:

**Physical Abuse**  
**Sexual Abuse**  
**Emotional Abuse**  
**Neglect**

These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered. There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

### **PHYSICAL ABUSE:**

“Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates symptoms of, or deliberately induces, illness in a child” (*Working Together to Safeguard Children 2006*)

Typical signs are:

**Bruises and abrasions** – especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child’s explanation does not match the nature of injury or when it appears frequently.

**Slap marks** – these may be visible on cheeks or buttocks.

**Twin bruises on either side of the mouth or cheeks** – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking.

**Bruising on either sides of the ear** – this is often caused by grabbing a child who is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury.

**Grip marks on arms or trunk** – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a

Revised Sept 2011

child, a brain hemorrhage. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse.

**Black eyes** – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred.

**Damage to the mouth** – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth.

**Bite marks**

**Fractures** – especially in children under the age of two years old.

**Poisoning and other drug misuse** – e.g. overuse of sedatives.

**Burns and/or scalds** – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as ‘dipping scalds’ are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a cup of tea. In contrast, a child who has been deliberately ‘dipped’ in a hot bath will not have splash marks.

## **SEXUAL ABUSE:**

“Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware what is happening. It may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. It may include non-contact activities such as involving children in looking at, or in the production of, pornographic materials, or watching sexual activities or encouraging children to behave in sexually inappropriate ways.” (*Working Together to Safeguard Children 2006*)

Typical signs are:

A **detailed sexual knowledge** inappropriate to the age of the child.

**Behaviour that is excessively affectionate or sexual** towards other children or adults.

**Lack of trust** in adults (particularly any marked fear of men)

**Attempts to inform** by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality.

**A fear of medical examinations.**

**A fear of being alone** – this applies to friends, families, neighbours, baby-sitters, etc

**A sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.**

**Excessive masturbation** is especially worrying when it takes place in public.

**Promiscuity**

**Unusually explicit or detailed sex play** in younger children.

**Sexual approaches or assaults** – on other children or adults.

**Pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD)** are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.

**Bruising** to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.

**Discomfort or pain** particularly in the genital areas.  
The drawing of **pornographic or sexually explicit images.**

## **EMOTIONAL ABUSE:**

According to *“Working Together to Safeguard Children 2006”*, Emotional abuse is:

the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development.

It may involve conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing ill-treatment of another.

It may involve serious bullying causing children frequently to feel frightened or in danger or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

## **NEGLECT:**

According to “*Working Together to Safeguard Children 2006*”, Neglect is:

the persistent failure to meet a child’s basic physical and / or psychological needs, likely to result in the serious impairment of the child’s health or development.

The failure of a parent or carer to provide adequate food and clothing, or shelter (including exclusion from the home or abandonment)

Failure to protect a child from physical and emotional harm or danger

Failure to ensure adequate supervision

Failure to ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs

Typical signs of Physical Neglect are:

**Underweight** – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.

**Inadequately clad** – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with Physical neglect

### **The Symptoms of Stress and Distress:**

When a child is suffering from any one or more of the previous four ‘categories of abuse’, he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

A lack of concentration and a fall-off in school performance

Aggressive or hostile behaviour

Moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences

Difficulties in relationships with peers

Revised Sept 2011

Regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting (or its persistence)

Self harming or suicidal behaviour

Low self esteem

Wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual/physical abuse

Disturbed sleep

General personality changes such as unacceptable behaviour or severe attention seeking behaviour

A sudden change in school performance

### **PARENTAL SIGNS OF CHILD ABUSE:**

Particular forms of parental behaviour that could raise or reinforce concerns are:

- Implausible explanations of injuries.
- Unwillingness to seek appropriate medical treatment for injuries.
- Injured child kept away from school until injuries have healed without adequate reason.
- A high level of expressed hostility to the child.
- Grossly unrealistic assumptions about child development .
- General dislike of child-like behaviour.
- Inappropriate labeling of child's behaviour as bad or naughty .
- Leaving children unsupervised when they are too young to be left unattended.

## **APPENDIX B**

### **GUIDELINES ON PUPILS CONTACT FOR NON-TEACHING STAFF**

1. Staff must at all times, maintain a professional relationship with the pupils – even during pupil rest and leisure times i.e.: pre and post School hours.
2. No physical contact with the pupils should be made at any time. This includes an instinctive tap on the shoulder to attract a pupil's attention. Any contact, however trivial it may seem can be misinterpreted. The only exception could be in an emergency situation i.e.: if a pupil was about to trip or fall - you would make an attempt to catch them.
3. Verbal contact with the pupils should at all times remain friendly, but not personal. Staff must be aware of comments made that could be interpreted as threatening, abusive or derogatory i.e.: racist or sexist.
4. Staff should not indicate favoritism amongst pupils. Do not single one person out when addressing pupils either directly or indirectly.
5. Be aware of the implications of your own instinctive behaviour. For example, if you see a pupil who is upset or distressed, you may instinctively wish to console them by putting your arm around their shoulders. It is good practice to ask pupils in advance if this is ok and if in doubt, or without good reason, it should generally be avoided.
6. Be aware of what is going on around you. Avoid situations where you may find yourself alone with a pupil i.e.: the last pupil in the Dining Room at supper.
7. Tact and diplomacy – staff should realise the potential impact of passing comments or conversations with pupils. For example, comments such as:
  - a) "it's a pleasure serving you, you've got a good appetite". This may make the pupil think she must be overweight because her eating habits have been noticed
  - b) "You're looking good, you seem to have lost some weight", may induce a pupil with an eating disorder to further dieting.
8. Do not forget that the pupils are teenage girls whose hormones may be turbulent. If in doubt, play it safe:
  - a) No physical contact
  - b) Be aware of casual remarks
  - c) Be friendly but not personal

**I understand and accept these guidelines on pupil contact and I understand that a breach of these could result in disciplinary action being taken.**

**Signature:** ..... **Date:** .....

Please print NAME .....

## APPENDIX C

### **WHOLE SCHOOL POLICY & GUIDANCE ON INTERACTION WITH PUPILS: MODEL CODE OF CONDUCT FOR STAFF**

This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.

The Whole School refers to all staff and students at Lavant House School in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).

#### INTRODUCTION

The safety and well-being of every pupil at Lavant House School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with the Lavant House School's Statement on Child Protection Policy, our Policy for Pupils on Confidentiality Issues and our Policy on Staff Recruitment. Staff are invited to review this code of conduct annually, and copies are sent to the Governors.

#### SAFER RECRUITMENT

Lavant House School follows the Government's guidelines for the safer employment of staff who work with children. We obtain enhanced Criminal Records Bureau (CRB) certificates on all new members of staff, temporary staff, visiting and peripatetic staff, contractors' employees, such as catering staff, who work unsupervised in the school. Governors and parent helpers who have regular unsupervised access to children are also required to have up to date CRB certificates. [CRB certificates are also required for the adult members of the families of members of staff who are accommodated on site]. More details are set out in Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors.

New staff and Governors receive child protection training as part of their induction process. This training is repeated at not more than three yearly intervals.

#### CHILD PROTECTION OFFICERS

Our Deputy Headmistress and Head of Lower school, are Lavant House School's Child Protection Officers (CPO). They have been fully trained for the demands of this role and inter-Agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice.  
Revised Sept 2011

They undergo refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for West Sussex. The CPO's report at least once a year to the Governor responsible for Child Protection, Ms Hilary Herson who reports once a year to the full Board of Governors on child protection issues.

The school's records on child protection are kept locked in the School office, and are separated from routine pupil records. Access is restricted to the CPO's and the Head Mistress.

### PROMOTING AWARENESS

Our curriculum and pastoral systems, [enhanced by the house system] are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. Boarding house staff have a particularly important role to play. Arrangements are made to safeguard and promote the welfare of boarders and such arrangements have regard to the National Minimum Standards for Boarding Schools.

Time is allocated in PSHE and Form time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week and the annual Safer Internet Day to teach about the unacceptability of bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of school.

### ROLE OF SENIOR PUPILS

All House Captains and VIth form pupils are given leadership training that includes making sure that the younger pupils are kept safe, and on the appropriate action that they should take if they discover that a pupil is being bullied or abused.

### INTERACTION WITH PUPILS

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the School Counsellor or member of the Medical staff.

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.

### Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message, personal email or through internet 'chat' rooms. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a mobile phone with him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The 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.

### Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on herself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the CPO or the Head Mistress who will decide what to do next.

### IF A PUPIL REPORTS ABUSE

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the homework diaries, and on notices in the following areas: Core Corridor, Form rooms and Library. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the CPO with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists).

- Take what the child says seriously, and calmly, without becoming emotionally involved.
- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality issues as necessary).
- Explain that any adult member of staff is obliged to inform the CPO, if child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to the CPO.
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse.
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused
- Allow the child to tell his or her own story, without asking detailed or leading questions.
- Record what has been said.
- Inform the CPO or the Head Mistress as soon as possible - at least by the end of the morning/afternoon session of that day.
- Inform the Head Mistress immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. (If the Head Mistress is unavailable – or is involved - the Chairman of Governors should be told immediately).

Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the Medical Room. In serious cases, the Police should be informed from the outset.

### ROLE OF SCHOOL MEDICAL STAFF

Health professionals in a school operate within their own professional guidelines, which include an obligation to refer cases of abuse to the CPO and or the Head Mistress. The School Nurse holds a copy of the Department of Health’s child protection guidelines for senior nurses.

### ACTION TO PROTECT THE CHILD

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

In the case of an allegation being made by the child concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

The CPO and the Head Mistress will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate.

### Whistle-Blowing

If a teacher, member of staff or pupil has concerns about the behaviour of another member of staff towards a pupil or about the behaviour of a pupil towards another pupil, he or she should report it at once to the Head Mistress. Any concern will be thoroughly investigated under the school's whistle-blowing procedures. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

### Confidentiality

A member of staff or pupil who uses the whistle-blowing procedure is entitled to have his/her name protected from being disclosed by the Head Mistress to the alleged perpetrator, without his/her prior approval. However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

### WHERE A MEMBER OF STAFF HAS CONCERNS ABOUT A PUPIL

If a teacher or other member of staff has concerns about any pupil or incident that touches upon child protection issues, he or she should report them as soon as possible to the CPO, or to the Head Mistress.

### DEFINITION OF ABUSE

Abuse can affect children of all ages, sexes, different races and cultures and all social classes. In some cases behaviours or physical injuries suggest clearly that abuse is occurring but in others the signs will be less apparent.

Four categories of abuse are recognised in legislation:

- physical abuse
- neglect
- emotional abuse
- sexual abuse

The NSPCC defines child abuse as:

*“Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.*

*“A child may be experiencing abuse if he or she is:*

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly “put down,” insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn’t seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse”*

*“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour in circumstances that worry you.”*

*“Abuse is always wrong and it is never the young person’s fault.”*

The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child.

## SYMPTOMS

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

## PARENTS

In general, we believe at Lavant House School that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the CPO or the Head Mistress, who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the Local Safeguarding Children Board (LSCB).

## REMEMBER

Your aim should be to establish as quickly and accurately as possible the details of the injury or abuse. Questioning should be brief and gentle using open rather than closed questions ("How did it happen?" rather than "Did [ ] hit you?"). Keep a note of what you heard and saw.

**BETTER STILL . . . . .** with care and sensitivity, pass the pupil to the CPO or Head Mistress immediately.

**Child protection is always our top priority.**

Revised September 2011  
Review September 2012

## **APPENDIX D**

### **WHOLE SCHOOL POLICY FOR PUPILS ON CONFIDENTIALITY ISSUES**

**This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.**

**The Whole School refers to all staff and students at Lavant House School in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).**

### **INTRODUCTION**

Child abuse is when someone under 18 is being harmed, or is not being looked after properly. It is no respecter of class, wealth or ethnicity. People who abuse children may look, and otherwise behave, as quite ordinary respectable people. This can make it difficult for children to be believed, or to find help.

Every year in Britain, a large number of babies, young children and teenagers are abused, neglected or deliberately harmed. We have to make sure this isn't happening to our pupils. We are all of us responsible for protecting children and young people from harm.

Abuse is never right. It is not your choice. The NSPCC says: *"Abuse is always wrong and it is never the young person's fault."*

### **WHAT IS CHILD ABUSE?**

The NSPCC defines child abuse as:

*"Child abuse is ...when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.*

*"A child may be experiencing abuse if he or she is:*

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly "put down," insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn't seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

*"Remember, this list does not cover every child abuse possibility*

Revised Sept 2011

## WHAT CAN YOU DO IF YOU ARE WORRIED?

Although it may be difficult, it is important to talk to somebody:

- If it happens to you, tell someone whom you trust, at once. You need help.
- If it happens to a friend, advise them to tell someone at once. He or she needs help.

## WHO CAN YOU TALK TO?

Mrs Houghton-Connell and Mrs van Beek are the School's Child Protection Officers. You can see either of them at any time if you are being abused, or someone that you know is being abused. You should speak to them even if the abuse is taking place outside school.

Some people may prefer to speak to the School Nurse, the School Counsellor, or to another member of staff. The important thing is that you talk to someone whom you trust, who will listen to you.

## WANT TO TALK TO SOMEONE OUTSIDE?

- The Duty Team, Children's Specialist Services: Telephone 01243 752999 and 01903 694422 out of office hours and at weekends.
- ChildLine is a free confidential helpline for children and young people. You can call any time on 0800 11 11, or look at their website at [www.childline.org.uk](http://www.childline.org.uk)
- **In an emergency, call the Police on Telephone 999**
- The NSPCC have a contact line on 0808 800 5000 for children and young people. Their web site is [www.nspcc.org.uk/kidszone](http://www.nspcc.org.uk/kidszone).
- Kidscape has helpful advice on [www.kidscape.org.uk](http://www.kidscape.org.uk)
- Another helpful web site is [www.worriedneed2talk.org.uk](http://www.worriedneed2talk.org.uk)
- The Samaritans can be called at any time on 08457 909090

## WHAT HAPPENS NEXT?

Whoever you talk to in school will take you seriously, but won't ask too many questions. We have to be careful to get the right people, who are experienced in keeping children safe to come and help you. We have to ask experts to advise you. We will work to keep you safe; but you may also need professional support from a Specialist.

We promise to do all we can to ensure that the other parts of your life are not disrupted more than is necessary`

Please remember no teacher is allowed to keep this type of information to themselves. They have to pass it on, so that help can be obtained. However, only those who need to know will be told. We will explain this at the time and tell

you who has to be told and the reason. We will suggest that you talk to them yourself.

**REMEMBER** - nobody has the right to abuse children. It is very important that you tell someone.

Revised September 2011

Review September 2012

## **Appendix E**

### **Advice, Answering Questions and Confidentiality**

Staff often become initially aware of the possibility of abuse occurring when they are asked for advice/questioned by children in a confidential manner. Having considered the current legal situation and a desire to protect staff, the school policy on offering advice (below) should be strictly adhered to.

#### **Offering Advice:**

The role of the form tutor and (where relevant) the boarding Housemistress are vital to the school's pastoral system and part of their role will necessarily involve talking to pupils on matters of concern. However, the 1992 Education Act places certain constraints on the role of the form tutor as confidant. If a pupil asks a teacher for advice on sexual matters, the teacher must not trespass on the parents' rights and responsibilities. Therefore, the teacher should encourage the pupil to seek advice from his or her parents and, if appropriate, from the relevant health service professional.

#### **Teachers cannot:**

- Give personal advice or counseling on sexual matters (including contraception and abortion) to a pupil (either individually or within a group) if a parent has withdrawn that pupil from sex education.
- Give personal contraceptive advice to pupils under 16 (for whom sexual intercourse is illegal) without parental consent. (Legally, a teacher can give a child under 16 contraceptive advice if the teacher believes that doing so is in the child's best interests. However, in certain circumstances the teacher could be liable to criminal charges and therefore the school's instructions are not to give such advice and to refer the matter to the Head and/or the CPO.

#### **Teachers can:**

- Provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment e.g. Medical Centre.

#### **Explicit Questions:**

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class. In all cases of explicit questions being asked by a child to a member of staff, abuse should only be suspected when the questions are totally inappropriate to the age of the child.

#### **Confidentiality:**

Where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately in writing to the Child Protection Officers in compliance with the LEA procedures for Child Protection. The Child Protection Officers will decide whether to inform the parents and/or appropriate authorities and may arrange for counseling as appropriate. Although there is no legal duty on a teacher, or a Head or Child Protection Officer, to inform parents of matters which a child has confided to them:

- Teachers **must not** promise confidentiality even though they cannot be made to break it once given.
- Pupils must be aware that any incident may be conveyed to the Child Protection Liaison Officer and possibly to parents.
- Teachers must use their professional judgment and take into account the school's Child Protection policy to decide whether confidence can be maintained having heard the information.
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not. When the content of the conversation indicates the possibility of child abuse, the teacher must pass that information onto the Child Protection Liaison Officer in accordance with school policy.

When a child comes to a member of staff with an allegation, she must be 'listened to and heard'. In practice this means no formal interview should be immediately conducted.

Any member of staff to whom an allegation of abuse is made should:

- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do not ask questions like 'Did he do X to you?', using instead a minimum number of questions of the 'Tell me what has happened' type). The child should be allowed to present their account uninterrupted. No suggestions should be made as to interpretations of the alleged events
- Stop asking any more questions as soon as the pupil or adult has disclosed that she believes that something abusive has happened to her, or to someone else. Further questioning could cause more damage and spoil possible criminal proceedings.
- Tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up.
- Ask the informing pupil or adult what steps they would like taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes.
- Refer the matter immediately, with all relevant details, to the Child Protection Officers, as above. If the Child Protection Officers are unavailable, report it to the Headmistress.
- Make a written record as soon as possible of what they have been told, and make a copy of this available to the designated staff member.

## **APPENDIX F**

### **Guidelines for staff pupils in relation to pupils' boarding houses**

The Children Act has not changed the way adults respond or should respond to children at Lavant House School, but it has made us all more aware of the virtues of sound relationships, sensible practices, and of the possibility of misunderstanding and even of malicious allegations. We would not want to inhibit the natural feelings of warmth and comfort or indeed of congratulation, which may occasionally bring a teacher and pupil into momentary physical contact, and in moments of extreme crisis, such as a death or family catastrophe, there may be a special need for this. As a form of discipline there is never a place for physical retribution though there may be occasions on which restraint is required.

Under the National Minimum Standard for Boarding Schools additional elements apply for staff, including ancillary staff and adults working at Lavant House and older boarders in positions of responsibility.

The additional elements are:

- i) briefing for senior pupils given positions of responsibility over others, on appropriate action to take should they receive any allegations of abuse.
- ii) a policy, known to staff and used in practice, for searching for and, if necessary, reporting any boarder missing from school.
- iii) Immunity from retribution or disciplinary action for whistle blowing in good faith.

Although we would wish to adopt an inclusive and equal approach to the care of girls in the school, particularly in the boarding environment, there are occasions when what is or is not appropriate behaviour needs careful management. There are particular situations which might give rise to concern, eg: one to one encounters in study/bedrooms. The school discourages visits by individual pupils to private accommodation inhabited by members of staff and can lead to misunderstandings and allegations that should be avoided. When one-to-one teaching or tutorial work is necessary, it should take place in rooms that are open, properly lit and when others are working in the same building. It should not take place in classrooms or departmental areas after buildings have been locked, unless it is with other people present in the building and aware of such work in progress.

It is accepted that spouses are regarded as being in loco parentis, and it would not be possible to give an undertaking that they won't be 'upstairs' in the normal and proper course of everyday life. Visitors should never go beyond the Common Room areas, except in the obvious circumstances of parents bringing their children back to school or similar situations. At other times, parents should check with a member of staff whether it is suitable for them to go beyond the public areas of the house.

The following guidelines are offered as a help to finding the required balance in this difficult but important area of our work.

**Staff visiting a boarding house when not on duty:**

Members of staff are free to enter the boarding houses at any time (to leave a message etc) and should do so if they hear a disturbance or have any other misgivings. However, members of staff should communicate directly with the boarding staff about any matters of concern.

In the normal course of events, male members of staff should not enter the boarding house. If they are concerned about possible disorder, they should notify a female member of staff as soon as possible. Only if there is an obvious crisis, should a male member of staff intrude, and then he should, be accompanied by a female member of staff or house prefect if at all possible.

**Procedure:**

- Boarders will be informed of the member of staff on duty (weekdays and weekends)
- When visiting a room, the member of staff must knock and wait for a response. If there is no response, the member of staff should knock a second time. If there is still no response, the member of staff should open the door and announce their presence before entering.
- The member of staff must never enter a room and close the door behind them. Common practice must be to stand in the doorway. If a member of staff needs a longer conversation, this could take place in a communal area or in an office / staff study, with the door open.
- Staff should be particularly mindful of these procedures at weekends when fewer pupils may be in the boarding areas and there is a more relaxed atmosphere
- It is incumbent on the boarding staff to ensure that protocols are in place so that staff on duty are aware of any pupils who may be ill in bed.

All staff are reminded that when on duty there are particular situations which might give rise to concern, for example:

- One to one encounters between staff and single pupils should, if possible, take place on neutral territory (a public room or area in a boarding house). Pressure of room space may occasionally necessitate such encounters in study bedrooms, but when this occurs, an open door policy prevents misunderstandings. Such encounters should be brief.

**Staff should only visit the boarding areas during prep and for specific duties, but before bedtime. These visits should be well publicised.**

If a boarder has gone to bed early, e.g. because of sickness, this information must be available for the staff on duty so that discretion may be exercised by both parties.

Public areas within boarding houses may be visited freely by staff on duty.

**Finally**, staff should act sensibly and responsibly in order to protect themselves from misunderstandings and also in case, as sometimes happens, a pupil develops a dangerous enthusiasm for a member of staff. Anyone in doubt about the propriety of the circumstances in which he or she may work or socialise with pupils, should consult with a senior colleague, most obviously the Senior House Mistress.

The above guidance is offered as a framework in which relationships can be handled in a way consonant with the friendly, intimate and relaxed style of the School.

## **APPENDIX G**

### **Whole School Policy for Induction of New Staff, Governors and Volunteers in Child Protection**

**This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.**

**The Whole School refers to all staff and students at Lavant House School in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).**

#### **INTRODUCTION**

Welcome to Lavant House School. We hope that you will not feel new for too long. We believe that a comprehensive induction programme helps all of our new members of staff to settle into Lavant House School as quickly as possible, and to start to make an effective contribution. Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities. All new teaching, [medical and administrative] staff are allocated a mentor in their first year, whose role is to provide informal support and assistance.

#### **INDUCTION PROCEDURES ON CHILD PROTECTION**

Every new member of the teaching and non-teaching staff, including new peripatetic musicians and sports coaches, is required to attend a training session on child protection. These sessions are organised by our Child Protection Officers, and every effort will be made to hold them within your first week of the arrival as a new member of staff at the school. Similar training is offered to all Governors and to the parents who help with activities that bring them into contact with children. All new employees of Hallmark Catering Ltd, the firm that runs our catering, are also required to be given training in child protection. The only adults who work or visit the school who are exempted from this requirement are:

- Night-time cleaners, whose hours of work mean that they do not have contact with pupils,
- Occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badges by our Receptionist, who are escorted throughout their visit,
- Contractors working on a designated site that is physically separated from the rest of the school, who are required to sign in and out at their site office and to wear security badges at all times,
- Contractors working during the school holidays.

## CHILD PROTECTION OFFICERS

Elizabeth Houghton-Connell, our Deputy Head, and Mrs Dianne van Beek are Lavant House School's Child Protection Officers (CPO). The CPO's have been fully trained for the demands of this role and regularly attend courses with other child support agencies to ensure that they remain conversant with best practice and that our policies and procedures are current and follow best practice. The CPO's receive refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for West Sussex. The CPO's report at least once a year to the Governor responsible for Child Protection, Ms Hilary Herson who reports once a year to the full board of Governors on child protection issues.

## WHAT IS THE REASON FOR THE TRAINING?

### **Child protection is always our top priority.**

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe
- Promoting the welfare of pupils
- Promoting equal opportunities and inclusion
- Preventing bullying and harassment

Everyone is required to take part in the training, no matter what their previous background or level of expertise. All members of staff formally review the school's code of conduct on interaction with pupils once a year before it is sent to the Governors for re-endorsement. Refresher training for all staff is held at three yearly intervals.

## WHAT TOPICS DOES THE TRAINING COVER?

Our induction training will tell you about:

### 1. Our pupil welfare systems

Starting with the roles of the following structures:

- The Governors formally consider child protection issues once a year, with day to day issues being delegated to Ms Hilary Herson, who is the Liaison Governor for Child Protection issues.
- The roles of the Senior Leadership Team and the CPO. The [weekly] pastoral meetings, which includes Headmistress, Deputy Headmistress, Director of Studies, Head of Lower School and the Head of the Junior school.
- The regular monitoring arrangements by the Mistresses and the Form Teachers

- The role of the School Counsellor
- The training in leadership given to VIth form pupils
- The role of the School Council
- Our partnerships with parents and guardians

We will describe our arrangements for providing additional support for pupils with SEN and for whom English is an additional language.

## 2. The Legal Framework for our Child Protection and Anti-Bullying Policies

We describe this briefly and cover our policies on:

- Anti-bullying
- Behaviour
- Special Education Needs and Learning Difficulties
- Equal Opportunities
- Educational Visits

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times; but all staff need to be made aware of the school's policies in these areas. All staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe. We cover internet and technological bullying, and the risks of the internet and social networking sites.

## 3. Understanding Challenging Behaviour

We shall draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We shall explain our expectations of how they should respond in a difficult situation, why they cannot promise confidentiality to a pupil.

## 4. The School's Policies on Child Protection

All new staff will be expected to become familiar with our policies on:

- Child Protection
- Interaction with Pupils: A Model Code of Conduct for Staff
- Pupils and Confidentiality Issues
- Practices and Procedures when a Member of Staff faces Allegations of Abuse
- Whistle-blowing (which is part of our Model Code of conduct)

Copies of these documents can be found on our web site.

## 5. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

## 6. Effective Record Keeping

Why effective record keeping matters.

## 7. Refresher Training

The session concludes with reminding staff that refresher training is given at three yearly intervals and by inviting all staff, Governors and volunteers to certify in writing that they have completed the training session.

## NQT INDUCTION

Lavant House School has opted to participate in the national arrangements for the induction of NQTs that are described in the Training and Development Agency for Schools' guidance "Supporting the Induction Process" ([www.tda.gov.uk](http://www.tda.gov.uk))

Revised September 2011  
Review September 2012

Please sign and return to Mrs E Houghton-Connell

**CHILD PROTECTION INDUCTION PROCEDURES in Lavant House School**

I \_\_\_\_\_ have attended an induction session on Child Protection Procedures. As a result, I:

(A) Am familiar with the contents of the following documents:

- (i) Child Protection Policy
- (ii) Interaction with Pupils: A Model Code of Conduct for Staff
- (iii) Checking Employees, Temporary Workers, Governors, Proprietors, Volunteers and Contractors
- (iv) Procedures when a Member of Staff, Volunteer, Child Protection Officer or Head faces Allegations of Abuse
- (v) Policy for Pupils on Confidentiality
- (vi) Use of ICT, Mobile Phones and Other Electronic Devices
- (vii) Photography and using Images of Children

(B) Am aware of procedures for Child Protection at Lavant House School.

(C) Know that Elizabeth Houghton-Connell and Mrs Dianne van Beek are the Child Protection Officers and that I can discuss any concerns that I may have with them.

(D) Know that further guidance, together with copies of the policies are in the Staff Handbook, which is available on the School's intranet.

(F) Understand the responsibilities of staff in this area, and the issues that may arise.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## **APPENDIX H**

### **Whole School Policy on Taking, Storing and Using Images of Children**

**This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.**

**The Whole School refers to all staff and students at Lavant House School in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).**

At Lavant House we are an open and inclusive community that is very proud of all of the achievements of all of our pupils in their academic, artistic and sporting endeavours. The school celebrates its diversity and gives all of its many visitors a warm welcome.

The school particularly welcomes parents to its concerts, plays and sporting events as well as to more formal occasions during the school year. The school walls are decorated with examples of pupils' work, team photographs and photographs of trips and expeditions in which our pupils have participated. The school's website is updated regularly and all parents are sent newsletters in order to keep them fully abreast with the news of the school's active community.

From time to time the school may be visited by the media who may take photographs or film footage at a school event. Pupils will often appear in these images which may then appear in local or national media (press and/or TV).

#### **THE APPLICATION OF DATA PROTECTION LAWS TO TAKING, USING AND STORING IMAGES OF CHILDREN**

Parents who accept a place for their child at Lavant House are invited to agree to the school using anonymous photographs of their child and information relating to her achievements for promotional purposes which may be published in the prospectus or on the website, as well as displayed within the premises, and in bulletins sent to the school community. The consent form that the school uses for this purpose is attached at Annex A. Full details of the school's Data Protection Policy and of its Records Keeping Policy are available on request.

Pupils like to be photographed and to see their work displayed so we hope that parents will feel able to support the school by consenting to the school using images in the ways described herewith.

## USE OF IMAGES: DISPLAYS ETC

Lavant House will use photographic images of its pupils for the following purposes:

- Internal displays (including clips of moving images) on digital and conventional notice boards within the school premises;
- Communications with the school community (parents, pupils, staff, Governors and alumni) via password-protected sections of the school's website;
- Marketing the school digitally through the website and through the school's prospectus, through displays at educational fairs and other marketing functions both inside the UK and overseas and by other means.

## USE OF IMAGES: INTERNAL IDENTIFICATION

All pupils are photographed on entering the school and, thereafter, at yearly intervals, for the purposes of official school photographs and internal identification.

These passport-sized photographs identify the pupil by:

- Name
- Year Group [and form group]

They are securely stored in the password-protected area of the staff database where access is restricted to academic, pastoral and school office staff.

## IMAGES THAT THE SCHOOL USES IN DISPLAYS AND ON ITS WEBSITE

The images that the school uses for displays and communications purposes never identify an individual pupil by their full name. Instead, they name the event, the term and year that the photograph was taken (for example, 'U14 Netball team, Autumn Term 2011'). The school only uses images of school activities, such as plays, concerts, sporting fixtures, prize-giving, school trips etc in their proper context. The school will never use any image that might embarrass or humiliate a pupil. It will also only use images of pupils who are suitably dressed. Pupils are always properly supervised when professional photographers visit the school. Parents are given the opportunity to purchase copies of these photographs.

## STORAGE AND REVIEW

Photographic images are stored securely either in locked filing cabinets or in a password-protected section of the school's database. They are reviewed annually and are deleted when no longer required or when a pupil leaves Lavant House. Parents are advised that the school will endeavour to ensure that images of their children will not be published in any new school material once they have left the school. Please note that the school's existing publications, website and archived material may contain these images.

The school has a procedure in place for regularly checking and updating its website in every school holiday when expired material is deleted.

The school expressly prohibits the use of images on any external website (other than the school's own) such as YouTube, Twitter, Facebook, Flickr etc.

### MEDIA COVERAGE

Lavant House will always notify parents in advance when it expects the press to attend an event in which its pupils are participating and it will make every effort to ensure that children whose parents or guardians have refused permission for images of their children to be used are not photographed by the press.

The school will always complain to the Press Complaints Council (PCC) if the media fails to follow the appropriate code of practice for the protection of young people including the children of celebrities.

### STAFF INDUCTION

All new teaching and office staff are given guidance on the school's policy on taking, using and storing images of children.

### USE OF CAMERAS AND RECORDING EQUIPMENT BY PARENTS AND GUARDIANS

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

The school asks parents not to take photographs of other pupils on their own without the prior agreement of that child's parents.

The school also asks parents not to take photographs of their child or her fellow pupils in the swimming pool or changing rooms.

Flash photography can disturb others in the audience or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events.

Parents are also reminded that copyright issues may prevent the school from permitting the filming or recording of some plays and concerts. The school always prints a reminder in the programme of events where issues of copyright apply.

Lavant House records all plays and concerts (not just those where copyright applies).

## CCTV

Lavant House would like to inform parents that it has Closed Circuit Television Cameras (CCTV) installed on its premises for the sole purpose of surveillance for security reasons. Lavant House believes that CCTV offers improved security protection for both pupils and staff although it is by no means considered to be the school's only means of security surveillance.

At Lavant House CCTV is located at the exterior entrances to the school and in some internal corridors. It is NOT installed in classrooms, changing rooms or toilets. Notices are clearly displayed in the areas where CCTV is used.

Lavant House is registered with the Information Commissioner's Office and has an appointed data controller who is a member of the school's leadership team and who oversees all aspects of the use of surveillance CCTV within the school. The data controller submits an annual report on the school's security, including use of CCTV and any data collected, to the headteacher and governors. Such reports are provided on a more frequent basis if circumstances dictate.

The school will respond to any 'Subject Access Requests' within 40 days of receipt of the correct request documentation.

Parents are assured that Lavant House does not stream images collected via CCTV to any third parties or outside agencies. Please note, however, that the school may be legally required to provide CCTV footage to the Police or other law enforcement agencies if requested.

## TREATING OTHERS WITH RESPECT

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school's anti-bullying policy is set out in the Pupil Handbook. The school is strongly committed to promoting equal opportunities for all regardless of race, gender, gender orientation or physical disability.

All pupils are encouraged to look after each other and to report any concerns about the misuse of technology or a worrying issue to a member of the pastoral staff. The use of cameras on mobile phones is not allowed in washing and changing areas, or in the bedrooms of boarding houses, nor should photography be used in a manner that may offend or cause upset. The misuse of cameras in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

Revised September 2011  
Review September 2012

**CONSENT FORM:  
PHOTOGRAPHY AND USE OF IMAGES OR RECORDINGS OF CHILDREN**

Name of child (Block Capitals) :	
----------------------------------	--

We/I have read the school's policy on taking, using and storing of images of children, and we/I agree that:

The school may use our child's image/recording on internal display boards (both digital and conventional) within the school.	Yes/No ( <i>please indicate</i> )
The school may use our child's image in material that is sent both electronically & by paper to the school community (parents, pupils, staff, Governors & alumni).	Yes/No ( <i>please indicate</i> )
The school may use our child's image in printed material that is sent to prospective parents.	Yes/No ( <i>please indicate</i> )
The school may use our child's image/recording on its website and on marketing material.	Yes/No ( <i>please indicate</i> )
The school may record our child's image on its webcam	Yes/No ( <i>please indicate</i> )
The school may record our child's image on video for assessments, monitoring or other educational uses within the school (for internal use only)	Yes/No ( <i>please indicate</i> )
Our child may be filmed by a TV film crew or have her photograph taken by a press photographer	Yes/No ( <i>please indicate</i> )

This Consent Form is valid for:

The duration of our child's time at the school	Yes/No ( <i>please indicate</i> )
Some shorter time – please specify	

We/I understand that the school will always try to contact us in advance when a visit by the media is expected.

We/I understand that we/I may revoke or amend this consent at any time by giving written notice to the school.

We/I agree to adhere to the school's guidelines for the private use of cameras and recording equipment.

(Signature of Parent or Guardian).....	
Print Name.....	Date .....

# LAVANT HOUSE

## CHICHESTER

---

Photographs are an important feature of the marketing and promotional material produced by the school, and we would like your permission to use photographs which may include your child. Pupils' names may be published alongside photographs.

I am willing / unwilling\* for photographs of my child to appear on school marketing material.

Child's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX I

### **Whole School Guidance Policy on Procedures when a Member of Staff, Volunteer, Child Protection Officer or Head faces Allegations of Abuse**

**This policy was revised in September 2011 in line with the School's Policy Review Schedule which ensures all policies are kept up to date and replaces that updated in 2010.**

**The Whole School refers to all staff and students at Lavant House School in the junior and senior school which includes: the Early Years/Foundation Stage (EYFS), Pre-Prep School (Key Stage 1), Prep. School (Key Stage 2); Middle School (Key Stage 3); Senior School (Key Stage 4) and the Sixth Form (Key Stage 5).**

#### INTRODUCTION

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:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

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

If the Head Mistress is unavailable – or is involved - the 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. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

Revised Sept 2011

## THE FIRST RESPONSE

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

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,
- Inform the Involve the Local Safeguarding Children's Board (LSCB)'s LADO (Local Authority Designated Officer)

Upon their instruction only then,

- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support,
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

## 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:

- Involve the Local Safeguarding Children's Board (LSCB)'s LADO (Local Authority Designated Officer) and act upon their instructions.

This may involve:

- Inviting the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned.

## 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 Head Mistress, together with the school's Child Protection Officers (CPO), will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate.

## SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgment has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, 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.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend [or Trade Union representative].

[Boarding school, or other accommodated staff, who are suspended will be required to remain off-site for the duration of their suspension.]

### ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

### IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

### COMPROMISE AGREEMENTS

The policy at Lavant House School is to follow the DCSF guidance set out in "Safeguarding Children and Safer Recruitment in Education" on the use of compromise agreements in cases of child abuse which is:

*"Compromise agreements, by which a person agrees to resign, and a school.. ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to List 99 [now the ISA] where circumstances require it"*

## LENGTH OF INVESTIGATORY PROCESS

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possible. Lavant House School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

## REFERRAL TO THE INDEPENDENT SAFEGUARDING AUTHORITY

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Independent Safeguarding Authority (ISA) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the CPO. If the CPO is involved, the report is made by the Head Mistress. If the Head Mistress is involved, the report is made by the Chairman of Governors.

The referral form can be downloaded from the ISA website on ([www.isa.gov.org.uk](http://www.isa.gov.org.uk)). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the ISA at any time.

## RECORDING ALLEGATIONS OF ABUSE

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

## HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

### The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to

move to another school. We would do our best to help her to achieve as smooth a transition as possible, working closely with the parents or guardians.

### The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of “no smoke without fire”. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

### ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Lavant House School, we would immediately pass such information to the Local Safeguarding Children’s Board (LSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

### ALLEGATIONS INVOLVING THE HEAD OR CHILD PROTECTION OFFICER

The Chairman of Governors should be told at once by the Deputy Head or Child Protection Officer of any allegation involving the Head Mistress. She will obtain legal advice before proceeding to the steps outlined above. The Head Mistress will normally be suspended for the duration of the investigatory process, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Head Mistress should similarly be told at once of any allegation involving the CPO. The Chairman of Governors should normally be informed on the same day, and legal advice obtained. The CPO will normally be suspended for the duration of the investigatory process. The Head Mistress/Deputy Head/ Member of the SLT should be made acting CPO until the conclusion of the investigation and resolution of the issue.

Revised September 2011  
Review September 2012

Revised Sept 2011

## **APPENDIX J**

### **The Key Worker and Child Protection Case Conferences**

#### **The Key Worker:**

Every child placed on the Child Protection Register has a named Key Worker, who is either a member of the Social Services Department or the NSPCC. It is the Key Worker's responsibility to co-ordinate inter-agency activity. Staff in educational establishments can make a vital contribution in advising and assisting the Key Worker, and have a duty to co-operate fully with the Key Worker in providing information, preparing assessments, implementing plans and in supporting the child as appropriate. This may involve liaising with other agencies during the school holidays.

#### **Case Conferences:**

A case conference is called when there has been a Child Protection Investigation. It is not a forum for a formal decision that a person has abused a child, but it should identify those adults who present, or are thought to present, risks to the child – it is the courts who decide the guilt of a person on child abuse charges. Although case conferences are normally covered by the Social Services Department, other agencies, including education department staff, may request a case conference. Participation may be limited to those who have a need to know or a contribution to make, and this will always include staff in schools. Even if alleged abuse had not been identified in the school, the Head should automatically be invited to attend the initial case conference as she will undoubtedly have invaluable information to contribute. The conference will take **decisions** on the following :

- Whether to place the child on the child protection register
- The category of abuse under which the child's name should be entered
- Any plans to protect the child in the future
- Whether to place the name of the parents/guardians or any other adult on a register of abusers.

A Key Worker will be assigned, either a social worker or an NSPCC official, to take responsibility for the child's welfare between case conferences. Staff in schools may need to be aware of any recommendations made at the case conference and in a Child Protection Plan in order to ensure continuing care for the child. It may be necessary to attend case conferences held in school holidays and the Child Protection Officers will need to make arrangements as appropriate.

The conference can make **recommendations** to the relevant support agencies on the following issues:

- The Child Protection Plan, which will cover :
- Help being offered to the child
- How often the Key Worker and other professionals will see the child and family
- The purpose of the meetings with each professional
- Financial assistance

- Whether the police should investigate an alleged criminal offence
- Whether the child's health should be investigated by a doctor or psychiatrist
- Whether the child should be voluntarily accommodated by social services
- Whether legal action should be taken by social services or the NSPCC, for example a child assessment order (section 43), an emergency protection order (section 44), a care and supervision order (section 31) or an educational supervision order (section 36)

Parents are encouraged to attend case conferences, but local procedures specify the level of involvement. A parent can be excluded for much of the conference if there is evidence that he/she can be violent or has severe mental problems, or arrived intoxicated. A teacher who feels threatened by a violent parent should let the person chairing the conference know. If no protection is offered, or if it is decided that the parent will not be excluded, the teacher may opt to submit written evidence rather than attending in person. Parents have the right to attend with a representative or solicitor but teachers do not. Teachers who are required to give evidence should prepare a written statement in advance of the conference; Union members should submit the statement to Headquarters for advice.

At the conference itself, a teacher needs only to read out this statement; any subsequent oral evidence can be given within the confines of the statement.

Teachers should offer only **professional** opinions based on their knowledge and experience **as teachers**.

Case conference records are confidential and schools must ensure the safekeeping of such records and of other documents for individual cases and the eventual secure destruction of such records. Information given at case conferences must not be disclosed without the prior permission of the person who originally supplied the information. The Education (Schools Records) Regulations 1989 exempt any information relating to actual, alleged or suspected child abuse from the requirements of disclosure. When a pupil transfers school all relevant concerns and/or records must be forwarded.

**APPENDIX K**  
**IMPORTANT CONTACT INFORMATION:**

**Child Protection Officer/Deputy Headmistress : Mrs E Houghton-Connell**  
**Tel: 01243 527211**

**Deputy Child Protection Officer/Head of Lower School: Mrs D van Beek**  
**Tel: 01243 527211**

**Headmistress: Mrs K Bartholomew**  
**Tel: 01243 527211**

**Designated Governor: Ms H Herson**  
**Tel: 01243 527211**

**West Sussex Children and Young People's Services:**  
**Tel: 01243 752999**

**West Sussex Children's Services Department** provide a helpline for social care emergency situations that cannot wait until the local offices are open.

**Out of hours service: 01903 694422**

The helpline is available weekdays between 5.00pm and 8.00am. Weekends and bank holidays are covered 24 hours a day until 8.00am the next working day. The out of hours team covers the whole of West Sussex. For children and young people, it deals with:

- urgent assessments under the Mental Health Act, in conjunction with appropriate doctors
- immediate threats to a child or young person's safety or welfare

If this line is engaged you will be put through to an answer phone. Leave your name and number and you will be called back as quickly as possible.

**Child Protection Register: 01423 852770**

If you think a child or young person under the age of 18 has been or is being abused by a person in a position of trust, contact the County Council's Allegations Officer

**Police: 0845 60 70 999**

**NSPCC Child Protection Line: 0808 800 5000**

**NSPCC Area Children's Service Manager: 01293 651842**

**Childline: 0800 1111**

**Ofsted: 08456 404040**

## **SOURCES OF SUPPORT FOR STAFF**

Staff or Volunteers may feel adversely affected by incidents of abuse they have been exposed to personally or professionally. The following organisations may also be helpful sources:

Your Local General Practitioner may be able to arrange free counseling through your local GP surgery. Lists of professionally qualified counselors and therapists in your area can be obtained from MIND or the British Association for Counseling and Psychotherapy (BACP)

[www.mind.org.uk](http://www.mind.org.uk)

[www.bcap.org.uk](http://www.bcap.org.uk)

Local Citizens Advice Bureau

Chichester: 01243 784231

Portsmouth: 0870 1264036

Careline: Confidential crises telephone counseling for children, young people and adults. Can refer callers to other organisations and support groups throughout the country.

0208514 1177

[careline@totalise.co.uk](mailto:careline@totalise.co.uk)

The Women's Therapy Centre

0191 263 6200

Parentline Plus 0808 800 2222

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

The Samaritans 08457 90 90 90

[www.samaritans.org.uk](http://www.samaritans.org.uk)

The NSPCC Child Protection Helpline: (24- hour free service that will give advice and information) 0808 800 5000

Your Local Social Services

01243 752999

ATL Members Stress Helpline 08705 234 828

Crisis Line 08705 234 838

Teacher Support Network 08000 562 561 [www.teachersupport.inf](http://www.teachersupport.inf)

The School's 'Legal Expenses Insurance', arranged through Marsh Brokers Ltd includes a telephone counseling service for staff, covering many areas affecting individuals in their work and personal capacity. This service extends to include the provision of personal legal advice [excluding any advice sought for action against the school]. To register go to [www.myschoolcare.com](http://www.myschoolcare.com)

Revised September 2011

Review September 2012