



**LORETO PREPARATORY SCHOOL**  
Dunham Road, Altrincham, Cheshire  
WA14 4GZ  
Telephone: 0161 928 8310  
Registered Charity No. 250607

## **Safeguarding and Promoting the Welfare of Pupils**

### **Child Protection Policy, Responsibilities, Procedures and Guidance**

#### **Mission Statement**

At Loreto Preparatory School  
We are eager and inspired to do our best,  
Meeting the challenges and opportunities of a changing world  
With love in our hearts.

We are called to be joyful and prayerful,  
Living the Gospel and the Catholic Faith  
And celebrating the values of Mary Ward  
With our parents and the whole Loreto family.

*Women in time to come will do much.*

*Mary Ward*

*Loreto Preparatory School fully recognises its statutory responsibility to provide a safe and secure environment in which arrangements are in place to safeguard and to promote the welfare of all its pupils, including those in the Early Years Foundation Stage (EYFS) and before and after school activities. All such arrangements will have regard to current Statutory Guidance: Keeping Children Safe in Education KCSIE (Sept 2018) current Independent School Standards Regulations ISSR and are in accordance with locally agreed inter-agency procedures. A copy of the Child Protection Policy and Procedures is available to all parents and prospective parents on the School's website and from the office on request.*

#### **PART 1**

##### **1. Introduction**

The development of this policy is in accordance with the statutory guidance mentioned above and the principles and statutory guidance laid down in the Education Act 2002. In addition, it is in accordance with the current Trafford Child Protection Procedures and 'Working Together to Safeguard Children' (2018) all of which provide a sound framework to enable Loreto Preparatory School fulfil its duties to all the children entrusted to its care.

The 'Every Child Matters' agenda is at the core of the School's philosophy, which focuses on each child's safety, happiness, health and well-being.

The School is committed to providing the highest standards in protecting and safeguarding its pupils and expects all its staff and volunteers to share this commitment. Our pupils are all under the age of twelve years. This policy applies to all Governors, teaching and non-teaching staff, temporary and supply staff, administrative and domestic staff, volunteers and staff working on site employed by other agencies/contractors.

**In our school safeguarding and promoting the welfare of children is everyone's responsibility and we aim to create a culture of vigilance. In order to fulfil this responsibility effectively, everyone should at all times consider what is in the best interests of each child. The safety and welfare of our pupils is the statutory responsibility of all who come into contact with them in the school.**

## **2. Designated Personnel for Safeguarding and Child Protection at Loreto Preparatory School**

The Designated Safeguarding Lead (DSL) responsible for Child Protection in the School is Mrs Anne Roberts, Head Teacher.

The Deputy Designated Safeguarding Lead (DDSL) is Mrs Joanne Farmer, Deputy Head Teacher

The Designated Safeguarding Lead (DSLEYFS) with responsibility for EYFS: Mrs Angela Dobric

The Nominated Governor for Child Protection is Mrs Nora Griffin: contact details Pages 9-10, 44-45

The Chair of Governors is Sr. Jacinta Davenport: contact details Pages 9-10, 44-45

Local Safeguarding Children Board (LSCB) is Trafford Safeguarding Children Board – contact details - Pages 9-10, 44-45

Definitions: Child or children includes everyone under the age of 18

Safeguarding and promoting the welfare of children is defined as:

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

## **3. Aims and Objectives**

**In order to carry out our duty to safeguard and promote the welfare of our pupils, the Governors, staff and volunteers in the school aim to prevent their abuse and neglect by:**

- a) creating an environment where children can play, learn, develop and achieve whilst feeling safe, secure, valued and listened to by an approachable and caring staff, who have a child centred and co-ordinated approach to safeguarding; an environment, where everyone has a part to play in identifying

concerns and taking prompt action where needed. No single professional can have a full picture of a child's needs and circumstances, a coordinated approach is vital.

- b) raising the awareness of all staff and volunteers of their duty to safeguard pupils and of their responsibilities in identifying concerns and reporting them without delay to the Designated Safeguarding Personnel. (Although referrals are usually managed by the DSL/DDSL, anyone can refer a child to children's social care if it is necessary to prevent escalation of the situation, where a child is at risk of serious harm.)
- c) ensuring that all staff are sensitive to issues of race, culture, gender and diversity and that these issues should never be a barrier to reporting concerns about children. Ensuring that staff are knowledgeable about and alert to the signs and symptoms of abuse in pupils and know what to do if they feel a child is subject to abuse/at risk. Concerns should be raised with the DSL, who will decide if referral is appropriate (for advice refer to 'What to do if you're worried a child is being abused.' March 2015).
- d) providing at induction, all staff and volunteers with a personal copy of the current KCSIE –Part One and Annex A (September 2018) together with this Child Protection Policy, Whistle Blowing Policy and Staff Code of Behaviour ensuring that, subsequently, they have signed a declaration to say they have read and understood them. Governors receive a full copy of the latest KCSIE. Updates will be provided as necessary.
- e) providing the guide to Safe Working Practices combined with the Staff Code of Behaviour Policy, and the Whistle Blowing Policy to support and protect staff and pupils.
- f) ensuring that the school has sufficient Designated Safeguarding Personnel for Child Protection so that one person is available on the premises or contactable by mobile phone at all times during the school day. Also that suitable arrangements for contacting one of them for any out of hours/out of term activities are in place. (See page 2, 8, 36, 37)
- g) ensuring that the Designated Safeguarding Personnel undertake regular training, every two years, for Child Protection and inter-agency training at appropriate levels, with updates as they occur, at least annually, to keep up with any developments relevant to their role and in accordance with the requirements and advice from the Trafford Safeguarding Children Board.
- h) ensuring that all staff and volunteers receive regular, appropriate training in Child Protection, updated at least annually, to keep up with relevant developments in safeguarding and Child Protection. Training will be in line with statutory requirements and the guidance and particular focus of the Trafford Children Safeguarding Board, taking into account the context of our school in the community in determining the level and responsiveness to e-safety, cyber-bullying, female genital mutilation, child sexual exploitation, honour based violence, mental health issues and the prevention of radicalisation. Induction training will be in line with advice from Trafford Safeguarding Children Board.
- i) adopting the UK Council for Child Internet Safety guidance 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' in respect of our response to sexting. This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people. This guidance can be found online at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)
- j) emphasising and implementing the school's child-centred approach with the best interests of each child at the core of our teaching and pastoral care; raising the awareness of staff to the importance of any potential need for early action and help.

- k) using the curriculum, PHSEE, ICT lessons and assemblies to raise children's awareness of safety, equip them with the skills needed to keep them safeguarded from potentially harmful and inappropriate online material and build their confidence to communicate if they are being harmed in some way. Ensuring that the school has a clear policy on the use of mobile devices and the importance of on-line safety and procedures in place. ( See separate policies )
- l) developing good, working knowledge and relationships between the school and the local Trafford Safeguarding Children Board and other agencies. Allowing access for children's social care or the local authority to conduct or consider whether to conduct an assessment of a child in line with the Children Act 1989, Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches including experiencing Child Protection discussions and case conferences.
- m) monitoring and supporting children at risk or who are subject to Child Protection plans, knowing who to contact should issues arise and fully realising the importance of early intervention and help. Ensuring that a designated member of staff (the Deputy Head) has the responsibility for their welfare and progress and is in touch with the appropriate agency and liaison with the DSL to provide early identification and assessment.
- n) ensuring that **safer recruitment procedures** are followed strictly when checking the suitability of staff, Governors and volunteers who work with children (See the school's Safer Recruitment Policy and current KCSIE Part 3.)
- o) ensuring that all adults in the school, who have access to children, have undergone appropriate recruitment checks, as required by the DfE, including DBS enhanced disclosure and Barred List check; also that a teacher is not subject to a prohibition order (issued by the Secretary of State or any country in the European Economic Area) or to disqualification by association prior to starting their employment or working as a volunteer in the School. In EYFS an enhanced DBS disclosure will be obtained for every person over the age of 16. From 12<sup>th</sup> August 2015, the school must check applicants for management positions to check if they are subject to an s.128 direction.
- p) ensuring that procedures in accordance with Part 4 of the current publication of KCSIE: ' Allegations of abuse made against teachers, other staff, volunteers or the Head Teacher' are followed if needed. In addition, ensuring appropriate involvement with the Local Authority Designated Officer (LADO) – Anita Hopkins, and Kate Dean for Early Years: Tel 0161 912 5024 Mobile: 07739 856681. e-mail: [anita.hopkins@trafford.gov.uk](mailto:anita.hopkins@trafford.gov.uk) The LADO should be informed within one working day of any allegation that comes to the Head Teacher's or Chair of Governors' attention or that are made directly to the Police. See Part 4 of the current KCSIE
- q) ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and report them to the DSL or Chair of Governors with the confidence that they will be listened to. The school has a Whistle Blowing Policy in place and staff can contact the NSPCC Whistle Blowing Helpline 0800 028 0285 Monday to Friday from 08.00 – 20.00hrs. if they prefer to do so.
- r) ensuring that the school's Safeguarding Policy is regularly monitored by the Head Teacher (DSL), the SLT and the nominated Governor, rigorously reviewed by the Board of Governors annually and that any deficiencies or weaknesses noted in the School's practice are remedied without delay.

**The overall aim of the school is to establish a child - centred culture where children's safeguarding and welfare is of paramount importance, ensuring that all statutory and regulatory requirements are complied with fully in the best interests of all our pupils.**

#### **4. Pupils, including looked after children, those with special educational needs or disability**

The staff are in a good position to identify concerns early, provide help for pupils and prevent concerns from escalating. All staff must be alert to the potential need for early help for children in need, in particular those who are disabled and/or have special educational needs. We recognise that there are some children who have suffered or are likely to suffer significant harm and others who are in need of additional support from one or more agencies. **The former should be reported to Children's Social Care and/or the Police immediately;** the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. In this case, early intervention and help are of paramount importance. In the case of a child who is looked after by the local authority, the school ensures that there is a designated member of staff who has the responsibility for their care and progress (The Deputy Head). See separate policy on Children Missing from Education.

If a member of staff becomes aware of a private fostering arrangement they will notify the DSL or their deputy as soon as possible, the DSL will then fulfil their mandatory reporting duty to all instances of Private Fostering to the local authority. Private Fostering is defined as an arrangement that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Pupils are encouraged to talk to whomever they feel comfortable with and should know who the Designated Safeguarding Lead for Child Protection is. They will be helped to feel that the school is a safe, supportive environment for them and that they will always be listened to. Staff should never promise a child to keep their discussions confidential.

The school raises pupils' awareness of Child Protection issues and the potential dangers of the internet and social media use through the curriculum, PSHEE, ICT usage and assemblies. Parents are helped to appreciate these dangers in order to protect their children through specialist training provided in school from time to time. When using ICT, particular attention is paid by staff to help children reduce risks and keep safe on-line.. Useful resources can be found at: The UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk) and the websites: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) ; [www.internetmatter.org](http://www.internetmatter.org) ; [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

#### **5. Staff**

All staff, including, non-teaching, on-site, domestic, volunteers and temporary staff at the School receive regular, appropriate training in Child Protection, with updates at least annually, in line with advice from the Trafford Safeguarding Children Board (TSCB) and statutory requirements. (Where necessary, volunteers and temporary staff will be made aware of the School's arrangements, policy and procedure by the Designated Personnel.) All new staff are given a copy of the Child Protection Policy and Procedures at their induction and have the policy explained to them to help them understand and adhere to it. In addition, staff are each given a copy of the current KCSIE Part 1 and Annex A together with the Staff Code of Behaviour incorporating Safe Working Practices and Whistle Blowing Policies. The Designated Personnel will receive updated Child Protection training at least every two years, refreshed by access to all statutory updates. This includes inter agency working, participation in case conferences, supporting children in need, record keeping and the

promotion of a culture of listening to children. Regular, updated training for staff to ensure pupils are taught about online safety is a requirement.

Members of staff must take pupils' worries and fears seriously. However, they cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agency in order to safeguard the child's welfare. Contact with parents must be dealt with by the Designated Safeguarding Lead/Head Teacher and recorded in writing together with any subsequent action taken.

If Staff observe injuries, which appear to be non-accidental, or significant changes in a pupil's behaviour, or are told anything significant related to Child Protection by a pupil, **they must report this immediately to the DSL or in her absence the DDSL**, who will contact the appropriate agency. A factual written record must be made. **Staff must not carry out any investigation themselves or make any decisions as to whether the child has been abused. In cases of serious harm, the Police will be informed from the outset.** (It is expected that, in our environment, staff feel able to raise concerns about poor or unsafe practice in our procedures – see separate Whistle-blowing policy.) (Information on disclosures and referrals are appendices to this policy, Pages 18-21)

**If there is an allegation against an adult in the school, all unnecessary delay must be eradicated. This allegation must be passed to the Head Teacher and in her absence to the Chair of Governors. If the allegation concerns the Head then this must be passed immediately to the Chair of Governors and in her absence to the nominated Governor, who will contact the Local Authority Designated Officer (LADO).**

(See contact information on Pages 2, 9-10, 44-45.) KCSIE Part 4

Staff know that information must **only** be shared on a 'need to know' basis. (See Appendix 3)

### **Record Keeping**

All Child Protection records must be kept secure, confidential and separate from other records by the Designated Safeguarding Lead. When a pupil leaves the school the DSL will ensure their Child Protection file is copied and the copy is transferred to the DSL at the new school as soon as possible. This copy should be transferred separately from the main pupil's file, ensuring secure transit and confirmation of receipt should be obtained.

## **6. Staff Recruitment – for detailed information please refer to the School's 'Safer Recruitment Policy and Procedures' – (this is also available on the School's website.)**

The procedures for recruiting staff comply with KCSIE (September 2018) and ISSR (September 2014) and are detailed in the separate document –'Safer Recruitment Policy and Procedures'. Safer recruitment and selection practice is vital in safeguarding and protecting our pupils. The Governors recognise their responsibility to minimise risks to children's safety by applying the DfE/ISSR regulations rigorously and ensuring that all necessary checks on provisionally successful applicants, including criminal records checks through the Disclosure and Barring Service (DBS), are carried out and are satisfactory **prior** to the applicant starting work at the School. The School keeps a Single Central Register of appointments in accordance with statutory requirements.

The School will report to the Disclosure and Barring Service any person, whether employed, contracted, a volunteer or a student/trainee, whose services are no longer used because he or she is considered unsuitable to work with children in regulated activity, because they have caused harm, or posed a risk of harm to a child. This referral will be made within one month of them leaving the School, compromise agreements will not apply in this situation. We are aware that failure to make a report constitutes an offence. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources. The School will confirm that it has disclosed to inspectors all instances of action in relation to safeguarding concerns.

The School acknowledges it is under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed, or would have been dismissed had he/she not resigned and a prohibition order may be appropriate. Reasons for such action would be considered are: 'unacceptable professional conduct', conduct that may bring the profession into disrepute' or a conviction, at any time, for a relevant offence.

The Teachers' Standards 2012 state that 'teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties'.

## **7. Parents, Guardians and Carers**

The School values its partnership with parents and is committed to working positively, openly and honestly with them to safeguard their children and promote their welfare.

We respect parents' rights to privacy and confidentiality and will not share sensitive information without their permission unless it is necessary to do so in order to protect a child. Our first priority is the child's welfare and therefore there may be occasions when we have to consult other agencies before consulting parents, in the best interests of the child. The School's Child Protection Policy and Procedures are available to all parents, guardians, carers and prospective parents on the website and from the School office on request.

## **8. Visitors to School**

All visitors must report to Reception, show identification, preferably photographic, sign in and receive a visitor badge, which must be worn in the School and surrendered on exit.

**Parents and visitors are not allowed to wander freely in the school.** They must be accompanied by a member of the staff unless, at the Head's discretion and professional judgement, an exception can be made.

No child must be handed over to anyone unknown to the School during or at the end of the day unless prior information, including the identity of the person collecting, has been given to the School, preferably in writing, by the parents or carer. ( See the School's leaflet for Visitors)

**When inviting speakers to school we exercise due care in their selection, check their background, identity on arrival, and ensure that there are members of staff with our pupils in the classroom or Hall at all times. We accept these duties as part of our Prevent Duty in order to keep our pupils safe and free from extremist views.**

## **9. Mobile Devices/ Cameras – for more information see separate policy: Use of Mobile Devices and Cameras in School.**

Effective guidance is in place to ensure that our safeguarding practice is promoted to protect against misuse and avoid the use of mobile devices/cameras causing unnecessary disruption and distraction within the School (See Separate Policies) In the interests of equality, and to further promote safety, the guidance applies to any individual, who has a mobile device/camera on site, including parents, staff volunteers and visitors.

**Personal mobile devices/cameras should NEVER be taken/used in EYFS/ Reception classes under any circumstances.**

**Staff in the School are only permitted to take photographs of pupils using School cameras.**

**Staff must only use their personal telephones during break-times and away from areas used by the children. All parents, carers and visitors are strongly requested not to use their mobile devices on the school premises at any time in order to protect pupils. Outdoor areas that are free from pupils can be used if necessary.**

## **10. Monitoring and Review**

This policy and the following procedures involved will be monitored termly by the Head and SLT and regularly updated in accordance with current regulatory requirements. In addition, the effectiveness of any policy that has been employed will be discussed regularly in staff and/or SLT and Governors' meetings. The Nominated Governor will undertake a range of termly checks in addition to overseeing the Single Central Register. A written record of these checks will be kept. Child protection is an Agenda item for all Staff and Governors' Meetings.

The above mentioned reports will be presented verbally and in writing to the full Governors' meeting each March, when their annual review of the School's policy and procedures and the efficiency with which the related duties have been discharged is carried out.

Last Approved by Governors: February 2018

Reviewed September 2018,

Ratified by Governors Nov 2018

**IMPORTANT CONTACTS:**

**The Designated Safeguarding Lead is Mrs Anne Roberts, the Head Teacher, and in her absence Mrs Joanne Farmer, the Deputy Head Teacher, (DDSL).**

**The Designated Safeguarding Lead responsible for the Early Years Foundation Stage (DSLEYFS) is Mrs Angela Dobric**

**The Nominated Governor is Mrs Nora Griffin – 0161 980 8917**

**The Chairman of Governors is Sr. Jacinta Davenport- 0161 928 1440**

**The Designated Lead or Deputy will liaise with and will take advice from:**

**The LADO (Local Authority Designated Officer):** Anita Hopkins and Kate Dean (Early Years Designated Officer for Safeguarding)

**Trafford Safeguarding Children Board**

Quay West, Safeguarding Unit, Second Floor,

Trafford Wharf Road, Trafford Park

M17 1HH

Tel 0161 912 5024 Mob 07739 856681

Fax 0161 912 1286

[anita.hopkins@trafford.gov.uk](mailto:anita.hopkins@trafford.gov.uk)

**Trafford Safeguarding Children Board** - contact: 0161 912 5031/ 0161 911 8687

[linda.crabtree@trafford.gov.uk](mailto:linda.crabtree@trafford.gov.uk) / [dorothy.macpherson@trafford.gov.uk](mailto:dorothy.macpherson@trafford.gov.uk)

**Referrals may also be made to and full local procedures are available from:**

**Manchester Social Services – contact: [www.gmsafeguardingchildren.co.uk](http://www.gmsafeguardingchildren.co.uk),**

**[www.greatermanchesterscb.proceduresonline.co](http://www.greatermanchesterscb.proceduresonline.co) 0161 234 5001**

**Cheshire East LSCB 0300 123 5012 [www.cheshireeast.lscb.org.uk](http://www.cheshireeast.lscb.org.uk)**

**Cheshire West LSCB 01606 275 099 [www.cheshirewest.lscb.org.uk](http://www.cheshirewest.lscb.org.uk)**

**Local Police**

Greater Manchester Police Child Protection Officer

0161 872 5050 and 101 ( non-emergency Police number) 999 (emergency number)

**The DFE dedicated helpline for advice:** 020 7340 7264 and [counter-extremism@ education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Regional Channel Co-ordinator: 0161 856 6325 Ext.66373 / [paul.meadows@gmp.pnn.Police.uk](mailto:paul.meadows@gmp.pnn.Police.uk)**

**The Diocesan Child Protection Officer,**

Curial Offices, 2 Park Road South, Prenton. CH43 4UX

Tel 0151 652 9855

**The School's Legal Advisor**

Mr Nick Watson, Stone King

13 Queen Square, Bath, BA1 2HJ

01225337599

**The School's Advisor on Child Protection**

Paul James, Barabarani Education Services,  
Fox House, Tythe Barn, Alton, Staffs, ST10 4AZ  
01538 702077            info@barabarani.org.uk

OTHER USEFUL CONTACT NUMBERS:

**Disclosure and Barring Service** 0870 909 0811    NSPCC                            0800 800 5000  
Darlington DL1 9FA e-mail: [dbsdispatch@dbs.gov.uk](mailto:dbsdispatch@dbs.gov.uk)    OFSTED                            0300 123 1231  
[dbsdispatch@dbs.gov.uk](mailto:dbsdispatch@dbs.gov.uk)

(NOTE do not send any email with confidential information unless asked to do so)

## **PART 2 RESPONSIBILITIES, PROCEDURES AND GUIDANCE**

### **1. The Responsibilities of the Governors**

Whilst the ultimate responsibility for compliance with the statutory requirements and regulations for safeguarding children falls on the Governors of the School, the day to day lead responsibility for Child Protection rests with the Designated Safeguarding Lead,(DSL) Mrs Anne Roberts (Head Teacher) or, in her absence, the Deputy Designated Safeguarding Lead,(DDSL) Mrs Joanne Farmer (Deputy Head Teacher). The Designated Safeguarding Lead for EYFS(DSLEYFS) is Mrs Angela Dobric. Their responsibility extends to all areas of the school including EYFS.

The Governors will ensure that:

- a) the school has a Child Protection Policy and Procedures in accordance with locally agreed agency procedures put in place by Trafford Safeguarding Children Board, current legislation and regulatory requirements that are updated as necessary, reviewed rigorously, ratified and minuted in detail by the full Board of Governors annually. Any weaknesses or deficiencies in policy or practice will be remedied without delay. All Governors must read the policy and ensure that the school procedures are in accordance with KCSIE (September 2018), ISSR (September 2014) and Working Together to Safeguard Children (WTSC) 2018.
- b) an appropriate senior member of staff from the leadership team is appointed to take lead responsibility for safeguarding and child protection. The Headteacher has the role and responsibility as the Designated Safeguarding Lead (DSL) at Loreto Preparatory School. The responsibility cannot be delegated. There are two deputies – the DDSL and the DSLEYFS. This team will work with the local authorities and other agencies and undergo regular training every two years refreshed by all updates that are issued by the DfE at least annually.
- c) on behalf of the Governors there is a nominated Governor, Mrs Nora Griffin, who will liaise with the Designated Personnel on all safeguarding issues, including policies on the use of technologies in school and scrutinise a range of practices termly, including checking the School's Single Central Register and speaking with the staff. In addition, the nominated Governor and the Head Teacher will record her findings and provide an annual report to the Board of Governors to help them assess the efficiency with which the School's Child Protection duties are being discharged.
- d) the school has a written recruitment policy that includes Safer Recruitment Procedures in accordance with current statutory requirements and regulations, KCSIE (September 2018) and ISSR (September 2014) to be used for every appointment. All necessary checks will be carried out on governors, all staff, volunteers, contractors' and agency staff - enhanced DBS/ barred list, check that a prohibition order (issued by the Secretary of State or any country in the European Economic Area) is not in place for a teacher, identity, qualifications, right to work in the UK, medical fitness and overseas check where necessary, before any successful appointee starts to work in the School. Criteria for Disqualification by Association must not be met. The School will also check if applicants seeking management positions are subject to a s.128 direction.
- e) the school has disciplinary procedures for dealing with allegations of abuse against the Head Teacher, employees and volunteers in the School that comply with current legislation and guidance as detailed in KCSIE September 2018 Part 4.

- f) the school will fund regular, appropriate training for all staff, in line with advice from the TSCB. In addition staff will receive safeguarding updates at least annually. Designated Personnel will receive appropriate formal training, including inter-agency training in line with advice from the TSCB, every two years. In addition will receive safeguarding updates as soon as they are released to help them fulfil their roles. Funding will be provided to allow sufficient time for staff to discharge Child Protection duties and for appropriate arrangements to inform temporary staff and volunteers on the School's policy and procedures where necessary. The School makes use of TSCB advice for new staff and volunteers and arranges appropriate training for Governors. Training will include peer on peer abuse, and help staff to understand how children with SEND may have additional vulnerabilities.
- g) the Child Protection Policy and Procedures are available to all parents and prospective parents on the School's website or from the School office on request.

## **2. The Responsibilities of the Head Teacher – ( who is also the Designated Safeguarding Lead at Loreto Preparatory School)**

The Head Teacher, (DSL) aided by the DDSL, the DSL for EYFS are responsible for ensuring that the Child Protection Policy and Procedures adopted by the Governors are fully implemented and followed by all staff including in EYFS. The Head Teacher (DSL) will ensure that any deficiencies or weaknesses found in the policy or procedures are remedied without delay.

The Head Teacher will ensure that:

- a) the Child Protection Policy and Procedures are readily available to all staff and volunteers, read and understood by them, and regularly monitored and updated. They are available for parents and prospective parents on the School's website or from the Office on request.
- b) sufficient resources and time are allocated to enable the Designated Safeguarding Personnel to discharge their responsibilities and that staff are able to attend strategy discussions, Child Protection conferences, inter-agency meetings and contribute fully to the assessment of children.
- c) all staff feel able to raise concerns with the Designated Personnel about poor or unsafe practice regarding children in the School and know that concerns will be addressed sensitively and in a timely manner. If they are not satisfied however, and there is an escalation of any problem, then any member of staff can refer a concern to children's social care directly (KCSIE September 2018). It is important for the School to challenge inaction. (See also separate Whistle-blowing Policy).
- d) that staff have the skills, knowledge and understanding necessary to keep safe any children who are looked after by a local authority. This includes ensuring that a designated member of staff (Deputy Head Teacher) has responsibility for their welfare and progress and has up to date assessment information from the relevant local authority, the most recent care plan and contact arrangements with parents, the child's social worker and delegated authority.' Promoting the Educating of Looked-after Children' will be used.
- e) all staff know that Child Protection information is confidential and must only be shared on a 'need to know' basis. (Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, March 2015) Appendix 3

- f) all Child Protection records are kept securely, confidentially and separately from other records by the Designated Safeguarding Lead. If a child leaves the School, copies of their Child Protection records will be transferred separately from other records to the DSL at their new school. Confirmation of receipt will be obtained and kept safely. (Annex B – KCSIE September 2018)
- g) the school's safe recruitment procedures are rigorously followed for each appointment and are fully in accordance with current law and regulations. This includes all legal checks being carried out and recorded on new governors, staff, volunteers, contractors' staff and domestic staff, students and supply staff. ( See detail in the Safer Recruitment Policy and Procedures)
- h) all new staff, teaching and non-teaching, contractors' and domestic staff, volunteers and students receive induction training in Child Protection and procedures when they join the school. They will receive a copy of 'Keeping Children Safe in Education', Part One KCSIE and Annex A (September 2018) and the School's Child Protection Policy and Procedures together with the Staff Code of Behaviour and the Whistle Blowing Policy and are required to record their reading and understanding of them. Temporary staff will be made aware of the School's arrangements, policy and procedures by the Designated Safeguarding Personnel and /or online training when they join the School.
- i) appropriate, regular training for all staff, in line with advice from the TCSB takes place. Refresher training with recent updates will be delivered at least annually. A record of this is kept by the DSL.
- j) appropriate, training for Designated Safeguarding Personnel, in line with advice from the TCSB and including Prevent Duty, takes place at least every two years and is refreshed in line with new legislation – a record of this is kept by the DSL.
- k) all staff, teaching and non-teaching, contractors' and domestic staff, volunteers and students must comply with the Staff Code of Behaviour, including Safe Working Practices, and record that they have read it..
- l) any person, whether employed, contracted, a volunteer or a student, who is found to be unsuitable to work with children will be reported to the Disclosure and Barring Service, and to Ofsted for EYFS children within one month of that person leaving the school. Compromise agreements cannot apply in these cases.
- m) consideration will be given to a referral being made to the National College of Teaching and Leadership (NCTL). 0845 609 0009 where a teacher has been dismissed or would have been dismissed had he/she not resigned for 'unacceptable professional conduct' or 'conduct that may bring the profession into disrepute' or a 'conviction' for a relevant offence. We acknowledge that this is a duty of the School.
- n) the Head Teacher will advise the Governors as to the checks required to be undertaken for the Chair and the other members of the Governing Body and how to carry these out.
- o) Child Protection is an agenda item for all staff and Governors' meetings. Any deficiencies or weaknesses noted in the school's Child Protection policy and procedures will be remedied without delay.

### **3. Specific Responsibilities of the Designated Safeguarding Lead**

**Whilst the lead responsibility remains with the DSL, the school has appointed two deputies, who will be trained to the same standard as the DSL.**

The DSL will:

- a) take the lead responsibility for safeguarding and Child Protection, managing Child Protection concerns and making prompt referrals to the Local Authority Designated Officer (LADO), local agencies and the Police, seeking appropriate advice and guidance.
- b) support staff who make referrals to the Local Authority Children's Social Care
- c) refer cases where a crime has been committed to the Police.
- d) Refer cases to the Channel programme where there is a radicalisation concern.
- e) Support staff who make referrals to the Channel programme.
- f) refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service.
- g) Ensure that responses to requests for information from Child Protection agencies are given promptly and without demur. Full local procedures are available at the local Trafford Safeguarding Children Board website: [www.tscb.co.uk](http://www.tscb.co.uk)
- h) work with the 'case manager' and LADOs for Child Protection concerns ( all cases which concern a staff member).
- i) ensure that the school's Child Protection Policy and procedures are updated in line with current legislation and regulations, disseminated to and adhered to by all staff and volunteers who work with children in the school. The team of Designated Personnel will work with the governing body, staff and volunteers to raise awareness of good safeguarding practice within the School. They will act as a source of support, advice and guidance on matters of safety and safeguarding to staff and volunteers and have a working knowledge of how local authorities conduct Child Protection case conferences through attending and contributing effectively to these. They must have due regard to the need to protect individual pupils from being drawn into any form of extremism and radicalisation in accordance with their Prevent Duty.
- j) ensure that the Designated Safeguarding Personnel have undertaken appropriate Child Protection and inter- agency training, in line with advice from the TSCB every two years with updates as they occur and at least annually to keep abreast of developments and changes in line with new legislation. They need to understand the assessment process for early help and intervention and how they can support the staff on matters of referral. Also, as a minimum, the DSL should undertake Prevent awareness training and be able to advise and support staff on protecting children from the risk of radicalisation. (See the DfE published advice intended to complement the Prevent guidance and signposts of other sources of support and advice.)
- k) ensure that at least one member of the Designated Personnel team undertakes Prevent Awareness Training and is able to provide advice and support to staff. In addition, to ensure that representatives engage with the Channel programme.

- l) ensure that all staff including teaching, non- teaching, site and domestic staff receive regular, refresher training at appropriate times at least annually to keep up with new developments and regulations. That all staff, volunteers, temporary and new staff receive the Child Protection Policy at their induction and have it explained to enable them to understand and adhere to it. They will also receive the Staff Code of Behaviour and the Whistle Blowing policies. All personnel have a copy of 'Keeping Children Safe in Education' Part 1 and Annex A, (KCSIE September 2018) and sign a declaration that they have read and understood it. Following the induction session for new staff, temporary staff and volunteers, ensure that each person involved will sign a document to say that they have had the opportunity to read the policy, procedures and guidance and have any confusions clarified.
- m) ensure that the School has a system for monitoring and recording concerns about children at an early stage and that staff know the symptoms and signs of abuse and realise the importance of children receiving the right help at the right time to address risks and prevent issues escalating. In addition, the School will monitor and support those children who are subject to Child Protection plans or looked after by a local authority, taking advice from the appropriate local agency as required. Informal discussion with the Trafford Safeguarding Children Board can help identify the route that needs to be taken. (Separate Policy on Looked after Children.)
- n) ensure attendance at Child Protection conferences and maintain appropriate links with external agencies and the Trafford Safeguarding Children Board.
- o) ensure that all adults working with children in the school have undergone all recruitment checks required by the DfE and documented in the current Independent Schools Standard Regulations (ISSR) as to their suitability to work with children in line with DfE statutory guidance. In addition, the School's Single Central Register will be checked regularly.
- p) ensure that all staff, including EYFS staff, are trained to respond correctly and in a timely manner to inappropriate behaviour displayed by other members of staff or any other person working with children in the school and a written record made. (See Whistle-blowing Policy)
- q) ensure that appropriate procedures, in accordance with KCSIE Part 4 (September 2018), are known and followed where an allegation is made against a member of staff or volunteer.. If such an allegation is made against the Head Teacher, the Deputy Designated Safeguarding Lead will contact the Chair of Governors without telling the Head, and will contact the LADO. Any allegation must be reported to the LADO within one working day of it being made -- Anita Hopkins and Kate Dean (EYFS officer) at Trafford Safeguarding Children Unit: Tel. 0161 912 5024; Mob. 07739 856681; e-mail: [anita.hopkins@trafford.gov.uk](mailto:anita.hopkins@trafford.gov.uk)
- r) ensure that Child Protection records are kept securely, confidentially and separately from other records in school and that staff realise that Child Protection information must only be shared on a 'need to know' basis.
- s) ensure that if a child leaves the school to attend an alternative school, a copy of their Child Protection file will be passed on the DSL at the new school separately from other records. If this child is on the Child Protection Register, the Designated Safeguarding Lead will contact her social worker. It is always important for the school to record the name and address of the new school and check that the pupil has actually started there. Written confirmation of receipt of records should be obtained from the receiving school.
- t) ensure that a written record of staff Child Protection training and induction is kept.

- u) raise awareness of Child Protection procedures within the school and encourage amongst staff a culture of listening to pupils, taking account of their concerns, wishes and feelings in any measures the school puts into place to protect them.
- v) liaise with the nominated Governor for Safeguarding, assisting with the annual review and reporting to Governors at each meeting..
- w) ensure that any weaknesses or deficiencies found in the school's Child Protection Policy and Procedures are remedied without delay.
- x) ensure that the Child Protection Policy and Procedures are available to parents and prospective parents on the school's website or from the school office on request.

#### **4. The Responsibilities of all Staff and Volunteers within the School**

### **The welfare and safety of our pupils is the statutory responsibility of all who come into contact with them at Loreto Preparatory School.**

All staff and volunteers in the School must ensure that:

- a) they read the Child Protection Policy and Procedures each September, on commencing their contract with the School and when it is updated in accordance with current legislation and regulations. In addition, they must read and understand 'Keeping Children Safe in Education' (KCSIE Part One and Annex A, September 2018). They must also sign a declaration that they have read and understood these documents. Also they must read the school's Staff Code of Behaviour and Whistleblowing policies.
- b) they attend induction meetings and training sessions in order to know, understand and be able to implement the School's Child Protection Policy and Procedures correctly.
- c) they know the names of the Designated Safeguarding Personnel for Child Protection in the School.( Page 2,7- 8, 39-40.)
- d) they are alert to the signs and symptoms of harm and abuse of pupils in the School and are prepared to co-ordinate with their colleagues in identifying concerns and taking prompt action. Their action should always be in the best interest of the child.
- e) they know that they must report all concerns about children to the DSL, or in her absence to the DDSL / DSLEYFS and, if there are shortcomings in the School's procedures for Child Protection or delay in action taken, they can make a referral to children's social care themselves to prevent escalation of the situation for the child. All verbal conversations that take place regarding safeguarding concerns will promptly be recorded in writing.
- f) they know that it is neither their responsibility nor role to assess, diagnose or investigate their concerns, but it is essential to report (as above) and record them.

they know how they must respond to allegations of abuse against adults in the School: it is their responsibility to share concerns about actions and attitudes of colleagues with the Head Teacher, and in her absence, the Chair of Governors. If their concerns relate to the Head Teacher then they must be shared immediately with

the Chair of Governors, and in her absence the nominated Governor. (Contact numbers on Pages 2, 9-10,44-45) (See Whistle-blowing Policy)

- g) they know that they can raise concerns about poor or unsafe practice regarding children in the School and that if such concerns are not addressed they can refer their concerns to children's social care directly and before escalation of the situation. KCSIE (September 2018). (Contact numbers on Pages 2, 9-10, 44-45.)
- h) they know that their concerns must be raised with the DSL, who will decide whether a referral to children's social care or other agency is appropriate. They know that if a child is in immediate danger or is a risk of harm a referral should be made to children's social care and/or the Police immediately. The referral would usually be made by the DSL but when the child is at risk of harm anyone can make the referral as time is of the essence.
- i) they know that information is confidential and must only be shared on a 'need to know' basis. (see Appendix 3).
- j) they will ensure that any weaknesses or deficiencies in the School's Child Protection policy and procedures are recorded and reported to the DSL without delay.
- k) they will provide the DSL with the names of pupils involved when organising out of school visits to ensure awareness of any essential information relating to the care of these pupils whilst away.
- l) they are aware of day to day safe working practices in School and will comply with the Staff Code of Behaviour. (Appendix 4 in this policy). See also separate Whistle-blowing Policy.

## GUIDANCE FOR STAFF

### Recognition of Child Abuse

**All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events. In most cases, multiple issues will overlap with one another.**

**Abuse is the maltreatment of a child by inflicting harm or failing to act to prevent harm. Abuse may take place within a family or a community setting by those best known to them or by others or via the internet. They may be abused by an adult or by another child or children. Remember that this could happen to our pupils.**

.It is the responsibility of staff to report concerns and not to make their own decisions or investigate

### The four key categories of abuse:

#### **1. Physical Abuse**

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

### **1.1. Signs of possible physical abuse**

- Any injuries or recurrent injuries not consistent with the explanation given for them
- Marks from an implement, pinch or grab marks
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Bruising of buttocks, breast, lower abdomen, thighs and around genital or anal area
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, scalds, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries

The parents' or child's reaction to the injury can be significant, including

- Refusal to discuss injury or an improbable explanation
- Refusal to accept medical help for untreated injuries, illness, eating disorders
- Keeping their child away from school without reasonable explanation

The child's behaviour can also be significant, including

- Shrinking from physical contact
- Unwillingness to undress for PE, swimming, etc.
- Unwilling to go home at the end of the day
- Panic/ fear of parents being contacted by the School
- Running away from home

## **2. Emotional Abuse**

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

### **2.1 Signs of possible emotional abuse**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Self-harm and lack of self esteem
- Negative statements about self

- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying
- Thumb sucking/ obsessive rocking
- Lack of trust in anyone, fear of others
- Overly compliant or watchful
- Eating disorders

Emotional abuse will always be present with one of the other categories. Some symptoms will be part of the child's behaviour – you know your children so look for changes and patterns of change. Gather information, monitor and report any concerns to your DSL.

### **3. Sexual Abuse**

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

#### **3.1. Signs of possible sexual abuse**

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.
- Obsession with use of computer and phone + craving privacy in these activities.

#### **3.2 Sexting**

In the latest advice for schools and colleges (UK Council for Child Internet Safety (UKCCIS), *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People*, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

### **4. Neglect**

This is the persistent failure to meet the child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a

result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter (including exclusion from home or abandonment, failure to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate carers or 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. Neglect differs from other forms of abuse in that there is rarely a single incident or crisis which draws attention to the family. It is repeated, persistent neglectful behaviour that can cause **compound** damage. It is likely that agencies will have worked with these families before making a referral.

#### **4.1. Signs of possible neglect – the most common indicators:**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Failure to provide an adequate diet – malnutrition, constant hunger, binge eating when food is available, taking food from others or from bins.
- Child is underweight, under developed and insecure with no day today routines established by parents/carers
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the parent/carer does not respond to
- Poor peer relationships
- Poor level of stimulation, poor communication skills, poor attendance at School
- Failure to attend medical examinations or immunisations
- Frequent accidents due to poor supervision
- Cares for self, for siblings or parents – often tired, finds it hard to concentrate.

Staff should be aware of expert and professional organisations that are best placed to provide up to date guidance and practical support on specific safeguarding issues, such as running away, going missing from home or care, domestic violence, faith abuse, bullying including cyber-bullying, fabricated or induced illness, female genital mutilation, forced marriage, youth violence, honour based violence, sexual exploitation, sexting, drugs and trafficking, mental health, radicalisation, extremism, teenage relationship abuse.....( further information on these issues can be found at [www.nspcc.org.uk](http://www.nspcc.org.uk), the TES website and KCSIE September 2018, Annex A p26) and Appendix 2 of this policy. NB - **It is mandatory to inform the Police should a child appear to have suffered Female Genital Mutilation.** The School will pay due regard to the possibility that families/a family member may be drawn into terrorism, which is an unlikely event, but staff must be aware and, if needed, the Headteacher will inform the Police. **The School is aware of its duty to Prevent pupils from being drawn into terrorism and will take due care in fulfilling this duty.**

**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority. The school monitors attendance and punctuality constantly.**

It may be suspected that abuse is taking place by one or more pupils against another pupil and there is the likelihood that a child is suffering significant harm, then these concerns should be referred to the DSL as soon as possible. A bullying incident will be treated as a Child Protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. There may be occasions when a pupil's behaviour warrants a response under Child Protection Procedures rather than

the school's anti-bullying procedure. The school will take advice from Social Services as to the appropriate action to take. Parents will be informed as soon as possible, unless it is in the best interests of the child **not** to do so.

**Procedures if child abuse is suspected:**

**If a member of staff suspects that a child may be at risk of harm or if a pupil discloses something that points to this, it is the responsibility of the person concerned to report and record their concerns as soon as practicable, and before leaving the School site, to the Designated Lead responsible for Child Protection. If the DSL is not there, then contact the DDSL or the DSLEYFS and report your concern. It would be an expectation that, in the event of disclosures about pupil on pupil abuse, that all children involved, whether perpetrator or victim, are treated as being 'at risk'. See also the Anti- Bullying Policy.**

[‘ Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include, "for example, impairment suffered from seeing or hearing the ill treatment of another". There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes a single violent episode may constitute significant harm but more often it is an accumulation of significant events, both acute and longstanding, which interrupt, damage or change the child's development.’ Manchester SCB.]

## GUIDANCE FOR STAFF

### DEALING WITH DISCLOSURES

#### RECEIVE

- Listen to what is being said
- Accept what is said
- Make a note of what has been said as soon as possible

#### REASSURE

- Reassure the pupils, but only so far as is honest and reliable – do not make promises you may not be able to keep.
- Reassure to alleviate guilt, if the pupils refers to this – you might say
  - I believe you
  - I am glad you came to tell me
  - I am sorry this has happened
  - You're not to blame. You are not alone, you are not the only person this kind of thing has happened to
  - We are going to do something to help

**[Do not promise to keep the matter a secret as your professional responsibilities may require you to report the matter. If you make this promise to a child and then break it, you confirm to the child, yet again, that adults are not to be trusted.]**

#### REACT

- React to the pupils only as far as is necessary for you to establish whether or not you need to refer this matter on, but do not interrogate for full details.
- Do not ask 'leading' questions, e.g. 'What did he/ the person do next?' or 'Did he/ the person touch your private parts?' Such questions may invalidate your evidence, and the child's, in court.
- Do not criticise the alleged perpetrator, the child may care about him/her and reconciliation may be possible.
- Do not ask the child to repeat the disclosure to another member of staff. Explain what you have to do next and to whom you have to talk. Reassure the pupil that you will talk to the Head Teacher. Keep in contact with the pupil and give as much support as you can, especially if a Social Services interview takes place when the pupils will need a support person and may wish that person to be you.

#### RECORD

- Make brief notes at the time on any paper that comes to hand – write them up as soon as possible.
- Keep your original notes as they may be required by a court.
- Record the date, time, place, persons present and noticeable, non-verbal behaviour and the words used by the child. If the child uses sexual 'pet' words, record the actual words used rather than translating them into 'proper' language words.
- Record statements and observable things, rather than your interpretations or assumptions.

## **REMEMBER**

- To follow your School's Child Protection Policy and Procedures and share your concerns with the Designated Lead and in her absence with the Deputy Designated Lead.
- Your Designated Personnel in the School will refer to Social Care or other appropriate Child Protection agency.
- Support the child – listen, comfort and be available

**Remember that complete confidentiality is essential. Share your knowledge only with the appropriate professional colleagues on a 'need to know' basis. Try to get some support for yourself if you can.**

### **Further guidance about what to do if there are concerns that a child may be in need or at risk:**

- Normally concerns are referred to and managed by the DSL / Designated Personnel but if the risk is serious any member of staff can take action. All contact numbers are on pages 6, 30 and 31
- Children in need should be referred to children's social care.
- Children at risk must be referred to children's social care immediately.
- Allegations of abuse against anyone working at the school must be referred to the LADO by the DSL/Chair of Governors within one working day.
- If a crime has been committed, the matter should be referred to the Police without delay by the DSL.

The School secretary monitors absences and the school has a separate policy on missing children. We are aware that any concern about female genital mutilation should be reported to the Police. Appropriate care is taken when outside speakers are invited into the School – identity is checked, background is checked if appropriate, and supervision is organised for all the time they spend in the School. Refer to: KCSIE September 2018

All contact numbers are on pages 2, 9-10, 44-45.

### **Guidance on what to do if an incident involving 'sexting' comes to your attention**

- Report it to the Designated Safeguarding Lead (DSL) immediately.
- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

**Appendix 1**

**RECORDING A DISCLOSURE**

Pupil's Name:	Date and time of disclosure:
Location where abuse took place, date and time:	Names of other persons present:
Nature of the alleged abuse:	Description of injuries observed:
Exact words spoken by pupil:	Continued:
Signed:	Date and Time:

Please use a copy of this sheet, fill in the boxes and write any further, relevant details below or on the back.

## Appendix 2

### Further information on child exploitation

**Child sexual exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Some of the following signs may be indicators of sexual exploitation:

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

**Criminal Exploitation** involves young people under the age of 18 in exploitative situations, relationships or contexts, where they may be manipulated or coerced into committing crime on behalf of an individual or gang in return for gifts, these may include: friendship or peer acceptance, but also cigarettes, drugs, alcohol or even food and accommodation.

**County Lines** is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

### Further information on so-called ‘honour based’ violence

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

### Indicators

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

## **Actions**

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

### **FGM mandatory reporting duty**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. 81 Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### **Forced marriage**

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

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

### **Further information on preventing radicalisation**

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 82 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for

which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>83</sup> to the need to prevent people from being drawn into terrorism". <sup>84</sup> This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address

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

### **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme.<sup>85</sup> Channel guidance is available at: [Channel guidance](#). An elearning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

### **Appendix 3 – Information Sharing**

**Seven rules for sharing information:- from “Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, March 2015”**

1. Remember that the Data protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about individuals is shared appropriately.
2. Be open and honest with the children, young people and families from the outset, about why, how and with whom information will or could be shared and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible. If there are concerns that a child is suffering or likely to suffer harm, then follow the relevant procedures without delay.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will have to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, it is accurate and up to date, is shared in a timely fashion and is shared securely. The most important consideration is whether sharing information is likely to safeguard and protect a child.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

**See helpful flow-chart on page 12 of the document mentioned above.**

## **Appendix 4 THE STAFF CODE of BEHAVIOUR including SAFE WORKING PRACTICES**

for all adults who work at Loreto Preparatory School  
(See also separate Whistle-blowing Policy)

All adults who work with children have a statutory duty of care to safeguard and promote their welfare. Adults have a responsibility to avoid conduct which may lead any reasonable person to question their motivation or intentions. The School expects its staff to be prudent about their own conduct and vigilant about that of others, so that relationships are entirely professional and proper and they always act in the best interests of the children.

All staff must be aware that their day-to-day working practices should adhere to the following fundamental principles.

- The safety and welfare of each child is paramount
- It is the responsibility of all staff to safeguard and promote the welfare of pupils
- Staff are responsible for their own actions
- Staff should work and be seen to work in an open and transparent way

Staff who are most at risk of an allegation being made against them are if they:

- work alone with pupils, particularly in close one-to-one teaching, such as specialist music and sports provision.
- have physical contact with pupils.

### **1. Working alone with pupils, wherever possible:**

**(this includes one-to-one tuition, music, performing arts or sports coaching, dealing with a child who is distressed.)**

- Be visible and open in your practice and where possible work with children in open and visible settings - try to work with door open or with glass panel in door.
- Tell people where you are and what you are doing.
- Share jobs which put you in a vulnerable position.
- Let children do as much as they can for themselves.
- Record and report information immediately.
- If something goes wrong tell someone – the Head Teacher (DSL), the DDSL, or the DSLEYFS.
- Always offer support rather than assume it is needed.
- Treat the pupils with dignity and respect.
- Look after the pupils in the same way as a responsible parent.
- Use the same rules you would in any situation - basic common sense.

### **2. Communication with Individual Pupils**

- Do not communicate with pupils by personal telephone, e-mail, text or social media.
- Do not send personal cards other than thank you cards.
- Do not give personal mobile numbers or emails to pupils.

### **3. Physical Contact**

- Always avoid unnecessary physical contact (see below for examples of when touch may be necessary / appropriate).
- Child initiated contact is different but acknowledge it, don't prolong it.

- Redirect attention away from personal matters which may arise.
- Contact during class activities should be restricted to what is appropriate and should be as visible as possible to others.
- If a child is in a distressed state, physical contact can be given but discretion should be used over the level and justification. Avoid this in a one to one situation in isolated areas.
- The general culture of 'limited touch' should be applied.
- Where intimate care is required this is covered in the Intimate Care Policy.

However, it is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. It may be, for example, be proper or necessary to touch a child in the following circumstances:

- Hold the hand of a child at the front / back of the line when moving around the School.
- Comfort a distressed child.
- When a pupil is praised or congratulated.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises/techniques during PE..
- To give First Aid.
- In the rare event of restraint being necessary to avoid the child or others being harmed, then a member of the SLT should be called for and the action must be recorded.

#### **4. Behaviour Management**

Children have a right to be treated with respect even when they behave in a challenging way. **Corporal Punishment is forbidden as a form of punishment as is sarcasm or insensitive comments.** Staff should **try to diffuse situations before they escalate into serious incidents.** Sanctions or rewards used must be in accordance with the School's Behaviour and Discipline Policy, which emphasises encouragement and praise to develop good patterns of behaviour.

#### **5. Transportation of Children**

It is strongly advised that transport of children is not undertaken by a member of staff, but in the case of emergency, the vehicle used must be roadworthy and insured for carrying pupils. The number of passengers should not be exceeded and another adult should act as an escort. The driver must have an up to date licence and insurance for the vehicle, must be free from any drugs or medication that may impair the ability to drive. All occupants must wear a seat belt and the correct type of seat for every child must be used. The Head Teacher must be informed of this event as soon as possible.

#### **6. Communication and Social Contact**

Staff must maintain professional boundaries at all times – there should be no friendly contact between pupils and staff and no pupil should be invited to the home of a member of staff. Staff are advised to address parents formally and not by their first names. Staff are advised not to give personal contact details to pupils or their parents and should only use the school's network to make contact for professional reasons. Staff should not request any personal contact details from pupils or their parents unless there is a specific need, ie when taking a residential trip.

#### **7. Use of Mobile Devices, Cameras**

(Please read the separate Mobile Devices Policy.) **Personal mobile devices and cameras must never be taken/used in EYFS. Staff must only use their personal mobile phones during break times and away from areas used by the children. Staff are permitted to take photographs of children, to record educational activities, using school cameras.**

### **8. Dress, appearance and behaviour**

Staff are asked to adopt professional/ appropriate dress in school and on special school occasions. Shoes should be sensible for a busy, working environment. Employees whose role does not take them into contact with pupils, parents, visitors may wear more casual clothing or the uniform that fits their role.

Language used with pupils and colleagues should be appropriate, sensitive and in accordance with the professional expectations of the school. The school expects high standards of personal judgement, integrity and conduct both in and out of school.

### **9. Staff with their own children in the School**

All members of the school community are entitled to equality of opportunity and treatment. All pupils must feel they are in the school as an individual in their own right and their parents must feel they are treated in the same way as any other parent.

However, professional boundaries must be considered when inviting friends or accepting invitations. Children of staff should not be allowed to enter areas of the school that would normally be out of bounds. Confidentiality must be respected at all times.

### **10. Confidentiality**

Staff may have access to confidential information in the school. This information, together with other confidential information relating to the school and people in it should not be disclosed/ shared except on a 'need to know' basis.

All staff are expected to uphold the school's policies in order to ensure that the safety and welfare of all pupils is fully promoted. They are asked to express any concerns to the Head Teacher and read the School's Whistleblowing Policy.

## **Appendix 5 – Ceasing to use a person’s services**

Ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. ‘Compromise agreements’ cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual’s refusal to cooperate with an investigation.

Staff can be disqualified by association with others under Childcare Act 2006, KCSIE September 2018, ISSR September 2014 and Childcare (Disqualification) Regulations 2009.

This affects staff who work in early years provision and those who work in later years provision for children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves. **In this school, it includes all members of staff.**

Early years provision includes education and any supervised activity for a child from birth until the 1 September following their fifth birthday. It applies to all provision for children in that age range during and outside school hours, including in school nursery and reception classes. Later years provision covers childcare that is provided outside of school hours including breakfast clubs and after school care.

We will not employ people to work in the school or allow them to be directly concerned in the management, if they or others in their households are “disqualified”. The grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children’s homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children’s barred list. DfE has advised that relevant convictions are not considered “spent” in this connection.

To identify people affected by the “by association” rule, we will ask all staff to provide the relevant information about themselves or a person who lives or works in the same household as them. This is done by way of self-declaration. The disqualification by association rule and advice applies to employees, volunteers, governors, supply/agency staff and self-employed people.

This information will be asked for as part of the pre-employment checks we undertake on appointing new staff and we will keep a record for each of the above people.

Staff who fall within the ‘by association’ rule may apply for a waiver of disqualification but such staff may not be used unless and until such waiver is confirmed. Although old but relevant convictions are not considered “spent” for the purposes of these regulations, the age of the conviction and a person’s subsequent record will be part of the consideration when all the circumstances to determine whether to grant a waiver are looked at.

**Loreto Preparatory School has self declarations on these issues from all staff. (February 2015 onwards)**

**Related Policies (Available from School Office on request):**

<b>Safer Recruitment Policy and Procedures</b>	<b>Mobile Devices/Cameras Policy Cyber Bullying Policy, E-Safety Policy</b>	<b>Anti-Bullying Policy Intimate Care Policy</b>
<b>Whistle-blowing Policy</b>	<b>Behaviour and Discipline Policy</b>	<b>Safe Working Practice and Staff Code of Behaviour</b>

**Reference material:**

These policies and Procedures have been written in accordance with the principles established by the Children Act 1989; the Education Act 2002, the Children Act 2004 and in line with government publications:

- Keeping Children Safe in Education KCSIE (September 2018)
- Current ISSR (September 2014)  
'Working Together to Safeguard Children' (WTSC 2018)
- "Information Sharing – Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (March 2015)
- 'What to do if you're worried that a child is being abused' – DfE (March 2015)



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## **Policy for dealing with Allegations of Abuse Against Teachers and Other Staff**

*This Policy has regard to the statutory guidance from the Department for Education 'Dealing with Allegations of Abuse against Teachers and Other Staff' (revised October 2012), 'Working Together to Safeguard Children' (2015), 'Keeping Children Safe in Education (September 2016) and it complies with the Independent Schools Standards Regulations (February 2016).*

### **Introduction:**

This policy relates to all teachers and other staff working in school whether in a paid or voluntary position including those who work with children on a temporary, supply or locum basis. All adults working at the School are expected to comply with the School's Code of Behaviour, which includes safe working practices. ( see Appendix 4).

Loreto Preparatory School fully recognises its responsibilities to provide a safe, secure and supportive environment in which children including those in the Early Years Foundation Stage will thrive. The procedures outlined in this policy will be followed if it is alleged that a teacher or member of staff (including volunteers and contracted staff) has:

- i. behaved in a way that has harmed a child, or may have harmed a child;
- ii. possibly committed a criminal offence against or related to a child; or
- iii. behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

### **Principles** upon which this policy is based:

- The School's responsibility and commitment to safeguarding and promoting the welfare of children and supporting a child who has allegedly been harmed by an adult is paramount.
- The responsibility of all adults in the School to safeguard and promote the welfare of children and support a child who has allegedly been harmed by an adult is paramount.
- The School recognises it has a duty of care for its employees, the volunteers and contracted staff, who work with children, and will deal with allegations of abuse fairly and consistently. A quick resolution will be a priority to the benefit of all concerned. Effective support will be provided for anyone facing an allegation.
- Allegations against an adult who is no longer at the school will be referred to the Police. Historical allegations of abuse must be referred to the Police.
- The fulfilment of the outcomes of 'Every Child Matters', specifically the safeguarding of children's welfare.

## Definitions

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

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

## The School must consider:

- Support and care for the child involved
- Contact with the parents
- Consultation with the LADO for advice
- Referral to the Police, consultation with children's social services as appropriate
- Options to be taken by the school if this is a disciplinary matter
- Information for the person against whom the allegation was made

## Personnel involved:

- The School's Case Manager – the Head Teacher and DSL, Mrs Anne Roberts
- In the absence of the Head Teacher – the Chairman of Governors and the Nominated Governor for Child Protection
- The Deputy Designated Safeguarding Lead – Mrs J. Farmer, Deputy Head
- The Designated Safeguarding Lead for EYFS, - Mrs A. Dobric
- For LSCB Designated Officers, please read LADO.

## Procedures:

- **All allegations must be reported immediately**, normally to the Head Teacher (in Loreto's case the Designated Safeguarding Lead), or in her absence, the Deputy Head Teacher or Chair of Governors. Where the Head Teacher is the subject of the allegation or concern, the Chair of Governors or designated Governor must be contacted immediately by the Deputy DSL and they will nominate an alternative Case Manager, without informing the Head Teacher. The Case Manager will record the facts of the allegation, the date/s, time, location/s and any witnesses.
- In the first instance, **the Head Teacher or Chair of Governors, (hereafter known as the "Case Manager")** should immediately discuss the allegation with the Local Authority Designated Officer LADO. The purpose of an initial discussion is for the LADO and the Case Manager to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the Case Manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations and the individual's current contact with children. There may be situations when the Case Manager will want to involve the Police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a criminal offence. Where there is no such evidence, the Case Manager should discuss the allegations with the LADO in order to help determine whether Police involvement is necessary.

- If the allegation meets any of the criteria i, ii, or iii, on the initial page of this policy and requires contact with the LADO and / or the Police, the Case Manager will make those contacts within one working day of the allegation. If there is intervention by the LADO or Police, all interviews will be conducted by them. School personnel must not investigate in any way, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally for advice and without naming the school or the individual.
- Some rare allegations will be so serious they require immediate intervention by children's social care services and/or Police. The LADO should be informed of all allegations that come to the school's attention and appear to meet the criteria so they can consult Police and children's social care services as appropriate.
- The Case Manager will work with the LADO, Police and Children's Social Care Services as appropriate as to the sharing of information with school personnel and parents and seek advice how to manage this situation to avoid speculation, press and media interest.
- The Case Manager will keep records of all meetings and documents, the content and circumstances of the allegation, decisions made and reasons for these, action taken and the final outcome. A summary of these records will be kept on the accused person's confidential personnel file and retained indefinitely, even if the person leaves the school. These records will provide accurate information where future DBS disclosures reveal information from Police lists regarding an allegation that did not result in a criminal conviction.
- The Case Manager will inform the accused person about the allegation as soon as possible after consulting the Chair of Governors and provide as much information as possible at that time. If the Police or Children's Social Services need to be involved, the Case Manager will not share information until those agencies have been consulted.
- If the allegations are found to be malicious or unfounded they will be removed from personnel records and not be referred to in references.
- Where it is clear that an investigation by the Police or Children's Social Services is unnecessary, the Case Manager and colleagues should consider the next steps to take, depending upon the nature and circumstances of the allegation and the information available. This will range from taking no further action to possible dismissal or a decision not to use the person's services in the future. Suspension should not be the default position unless there is no other reasonable alternative.
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the Police if there are grounds for believing a criminal offence may have been committed).

**Support:**

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

- The Governors have a duty of care to their employees and volunteers. They should ensure they provide effective support for anyone facing an allegation throughout the process and provide the employee with a named contact if they are suspended. They should act to minimise the inherent stress in the allegation process. They should advise the individual to contact their trade union, if they have one, or a colleague for support. They should also be given access to welfare counselling or

medical advice where this is provided by the School. Social contact with colleagues will not be prevented unless there is evidence that such contact is likely to prejudice the collection of evidence.

- Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or Police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parent or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.
- Parents and carers should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.
- In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the Police as appropriate, should consider what support the child or children involved may need.
- If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with *Working Together to Safeguard Children (2018)*. If the allegation is about physical contact, the strategy discussion or initial evaluation with the Police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

### **Confidentiality**

1. It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. Reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provisions for this commenced on 1<sup>st</sup> October 2012.
2. The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).
3. ACPO( Association of Chief Police Officers) guidance dictates that the Police will not normally provide any information to the press or media, unless the individual is charged with a criminal offence.

Deviation from this guidance needs permission from the magistrates' court to request the lifting of reporting restrictions.

4. The case manager should take advice from the LADO, Police and children's social care services to agree the following:
  - who needs to know and, importantly, exactly what information can be shared;
  - how to manage speculation, leaks and gossip;
  - what, if any information can be reasonably given to the wider community to reduce speculation; and
  - how to manage press interest if and when it should arise.

### **Resignations and "Compromise Agreements"**

5. If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made if the initial criteria are met (see first page). If the accused person resigns or their services ceases to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school from making a DBS referral when the criteria are met would likely result in a criminal offence being committed and the school would not be complying with its legal duty.
6. So-called 'compromise agreements', by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in these cases. 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 Disclosure and Barring Service (DBS) where circumstances require that.
7. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

### **Record keeping**

8. Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.
9. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the Police about an allegation that did not result in a criminal

conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

10. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on employment retention. (See footnote on page 45 of KCSIE – September 2018)

### **References**

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

### **Timescales**

12. It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations must be investigated as a priority to avoid any delay. Target timescales are given below:

- the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases.
- It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.
- For those cases where it is clear immediately that the allegation is unfounded or malicious, they should be resolved within one week.
- Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about Child Protection, the employer should discuss with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

### **Oversight and Monitoring**

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

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

- liaising with the LADO;
- taking part in the strategy discussion or initial evaluation;

- subsequently reviewing the progress of those cases in which there is a Police investigation; and
- sharing information on completion of the investigation or any prosecution.

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

### **Suspension**

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

17. Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of significant harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the Case Manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO.

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

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

19. These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The Case Manager should consider the potential permanent professional reputational damage to

employees that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.

20. If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.
21. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.
22. Children's social care services or the Police cannot require the Case Manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Governing Body of the school, who are the employers of staff at the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the Police, the LADO should canvass Police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

### **Information Sharing**

23. In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.
24. Where the Police are involved, wherever possible the employer should ask the Police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the Police to share relevant information without delay at the conclusion of their investigation or any court case.
25. Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

### **ACTION FOLLOWING A CRIMINAL INVESTIGATION OR A PROSECUTION**

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

### On conclusion of a case

27. If the allegation is substantiated and the person is dismissed or the Governing Body ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the Case Manager and their personnel adviser whether to refer the case to the DBS for consideration of inclusion on the barred lists; or to refer to the National College for Teaching and Leadership (NCTL).
28. The school will fulfil its legal requirement to make a referral to the Disclosures and Barring Service within a month of leaving the school, any person whether employed, contracted, a volunteer or a student whose services are no longer used because he or she is considered unsuitable to work with children, having engaged in conduct that harmed, was likely to cause harm, or posed a risk of harm to a child. **The school is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Where a referral has been made to the DBS, it is not necessary also to make a referral to the NCTL. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an NCTL referral.**
29. Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The Case Manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still at the school.

### In respect of malicious or unsubstantial allegations

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

### Learning Lessons

31. At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the Case Manager to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and Case Manager should consider how future investigations of a similar nature could be carried out without suspending the individual.
32. Also, at the conclusion of a case, this policy will be reviewed by the Head Teacher and Chair of Governors to determine whether the School's procedures could be improved to help to prevent similar events happening in the future.

Reviewed and ratified by Governors February 2018

Reviewed September 2018, due to be ratified by Governors November 2018

Next review February 2019

**Related Policies:**

<b>Safer Recruitment Policy and Procedures</b>	<b>Mobile Devices/Cameras Policy</b>	<b>Anti-Bullying Policy</b>
<b>Cyber Bullying Policy e-Safety Policy</b>	<b>Behaviour and Discipline Policy</b>	<b>Safe Working Practice and Staff Code of Conduct Whistle-Blowing Policy</b>
<b>Policy on Children Missing from Education</b>		

Reference: *Keeping Children Safe in Education Part Four (September 2018)*  
*Working Together to Safeguard Children 2018*  
*Information Sharing (March 2015)*

**IMPORTANT CONTACTS:**

**The Designated Safeguarding Lead (DSL) is Mrs Anne Roberts, the Head**

**Teacher, in whose absence is Mrs Joanne Farmer, the Deputy Head Teacher and Deputy Designated Safeguarding Lead (DDSL)**

**The Designated Safeguarding Lead for EYFS, Mrs Angela Dobric EYFS Leader**

**The Nominated Governor is Mrs Nora Griffin – 0161 980 8917**

**The Chairman of Governors is Sr Jacinta Davenport- 0161 928 1440**

**The Designated Safeguarding Lead or Deputy will liaise with and will take advice from:**

**The LADO (Local Authority Designated Officer):** Anita Hopkins and Kate Dean (Early Years Designated Officer for Safeguarding)

**Trafford Safeguarding Children Board**

Quay West, Safeguarding Unit, Second Floor,  
Trafford Wharf Road, Trafford Park

M17 1HH

Tel 0161 912 5024 Mob 07739 856681

Fax 0161 912 1286

[anita.hopkins@trafford.gov.uk](mailto:anita.hopkins@trafford.gov.uk)

**Trafford Safeguarding Children Board - contact: 0161 912 5031/ 0161 911 8687**

[linda.crabtree@trafford.gov.uk](mailto:linda.crabtree@trafford.gov.uk) / [dorothy.macpherson@trafford.gov.uk](mailto:dorothy.macpherson@trafford.gov.uk)

**Referrals may also be made to and full local procedures are available from:**

**Manchester Social Services – contact: [www.gmsafeguardingchildren.co.uk](http://www.gmsafeguardingchildren.co.uk),  
[www.greatermanchesterscb.proceduresonline.co](http://www.greatermanchesterscb.proceduresonline.co) 0161 234 5001**

**Cheshire East LSCB 0300 123 5012 [www.cheshireeast.lscb.org.uk](http://www.cheshireeast.lscb.org.uk)  
Cheshire West LSCB 01606 275 099 [www.cheshirewest.lscb.org.uk](http://www.cheshirewest.lscb.org.uk)**

**Local Police**

Greater Manchester Police Child Protection Officer  
0161 872 5050 and 101 ( non-emergency Police number) 999 (emergency number)

**The DFE dedicated helpline for advice:** 020 7340 7264 and [counter-extremism@ education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

**Regional Channel Co-ordinator: 0161 856 6325 Ext.66373 / [paul.meadows@gmp.pnn.Police.uk](mailto:paul.meadows@gmp.pnn.Police.uk)**

**OTHER USEFUL CONTACT NUMBERS:**

**Disclosure and Barring Service** 0870 909 0811

Darlington DL1 9FA

[dbdispatch@db.s.gov.uk](mailto:dbdispatch@db.s.gov.uk) (NOTE do not send any email with confidential information unless asked to do so by DBS)

NSPCC: 0800 800 5000

OFSTED: 0300 123 1231

Piccadilly Gate, Store Street, Manchester M1 2WD

**SCHOOL ADVISORS:**

**The Diocesan Child Protection Officer,**

Curial Offices, 2 Park Road South, Prenton. CH43 4UX  
Tel 0151 652 9855

**The School's Legal Advisor**

Mr Nick Watson, Stone King  
13 Queen Square, Bath, BA1 2HJ  
01225337599

**The School's Advisor on Child Protection**

Paul James, Barabarani Education Services,  
Fox House, Tythe Barn, Alton, Staffs, ST10 4AZ  
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