



# **Child Protection/Safeguarding Training**

## **All Staff – 2016/17**

---

- Child Protection / Safeguarding Policy (December 2015)
- Staff Code of Conduct
- Child Protection / Safeguarding Information Sheet
- Whistle Blowing Policy
- Social Media Policy
- Action to be taken when an allegation of physical or sexual abuse is made

### Separate Document

- Keeping children safe in education (September 2016)

# GORDON'S SCHOOL

## CHILD PROTECTION AND SAFEGUARDING POLICY

### 1.0 Introduction

- 1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2015, and Surrey Safeguarding Children Board SSCB Child Protection Procedures.
- 1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.3 We recognise that all adults, including temporary staff<sup>1</sup>, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.
- 1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.5 The aims of this policy are:
- 1.5.1 To support the child's development in ways that will foster security, confidence and independence.
  - 1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
  - 1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
  - 1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
  - 1.5.5 To emphasise the need for good levels of communication between all members of staff.
  - 1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
  - 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
  - 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

### 2.0 Safe School, Safe Staff

- 2.1 We will ensure that:
- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
    - there is a Child Protection policy together with a staff behaviour (code of conduct) policy

---

<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self employed staff, contractors, volunteers working with children etc, and governors

- the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
  - the school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
  - a senior leader has been appointed as the Designated Safeguarding Lead (DSL),
  - on appointment, the DSL's undertake interagency training (SSCB Modules 1&2) and also undertake DSP 'New to Role' and the 'Update' Course every 2 years
  - all other staff have Safeguarding training updated annually or as appropriate
  - any weaknesses in Child Protection are remedied immediately
  - the Chair of Governors is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head Teacher
  - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website or by other means
  - the Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or through sex and relationship education (SRE).
  - that enhanced DBS checks are in place for the Chair of Governors
- 2.1.2 The DSL, Rob Pavis, is a member of the Senior Leadership Team. The Deputy DSL(s) are Sue Forster, Paul King, Tavia Duffield and Julie Unsworth. These Officers have undertaken the compulsory training delivered through the SSCB (Modules 1&2), and, upon appointment will undertake 'DSL New to Role' training followed by biannual updates.
- 2.1.3 SLT, the Assistant Bursar and at least one member of the governing body will also complete Safer Recruitment Training. This will be repeated every 5 years.
- 2.1.4 All members of staff and volunteers are provided with child protection awareness information at induction.
- 2.1.5 All members of staff are trained in and receive regular updates in e-safety and reporting concerns (Ref Appendix 3).
- 2.1.6 All other staff and governors, have child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.1.7 All members of staff, volunteers, and governors know how to respond to a pupil who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you suspect a Child is being Abused' (2015).
- 2.1.8 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy, and reference to it in our Parents' Handbook.
- 2.1.9 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- 2.1.10 Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- 2.1.11 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO<sup>2</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.2 Our procedures will be regularly reviewed and up-dated.
- 2.3 The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

---

<sup>2</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006.

- 2.4 All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
- 2.5 The policy is available publicly either on the school website or by other means. Parents/carers are made aware of this policy and their entitlement to have a copy of it via the school handbook/newsletter/website
- 2.6 All staff will be given a copy of part 1 of Keeping Children Safe in Education 2015 and will sign that they have read and understood it. Similarly this applies to the Governing Body in relation to part 2 of the same statutory guidance.

## **2.0 Responsibilities**

- 3.1 The DSL's are responsible for:
  - 2.1.1 Referring a child if there are concerns about possible abuse, to the Children's Services Area Referral, Assessment and Intervention Service (RAIS) Team<sup>3</sup>, and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MARF).
  - 2.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
  - 2.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 25<sup>th</sup> birthday, and are forwarded on to the child's next school or college.
  - 2.1.4 A copy of the CP file will be retained by the school until such time that the new school acknowledges receipt of the original file. The copy can then be shredded.
  - 2.1.5 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
  - 2.1.6 Liaising with other agencies and professionals.
  - 2.1.7 Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents.
  - 2.1.8 Ensuring that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team.
  - 2.1.9 Organising child protection induction, and annual update training for all school staff.
  - 2.1.10 Providing, with the Headteacher and Chair of Governors, and contributing to the "Audit of Statutory Duties and Associated Responsibilities" to be submitted to the Education Safeguarding Team at Surrey County Council annually.

## **4.0 Supporting Children**

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all children by:
  - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.

---

<sup>3</sup> All new referrals go to the Referral Assessment and Intervention Service for each area operating 8.00am to 6.00pm. DSL's may consult with an Assistant Team Manager by telephoning the Area RAIS Team. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898.

- 4.4.2 Promoting a caring, safe and positive environment within the school.
- 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- 4.4.4 Notifying Social Care as soon as there is a significant concern.
- 4.4.5 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

## **5.0 Confidentiality**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Head Teacher or DSLs will disclose any information about a child to other members of staff on a need to know basis only.<sup>4</sup>
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

## **6.0 Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

## **7.0 Allegations against staff**

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All Staff should be aware of Surrey's Guidance on Behaviour Issues, and the school's own Behaviour Management policy.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction<sup>5</sup>
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head Teacher<sup>6</sup>.

---

<sup>4</sup> Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008

<sup>5</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website, also the [SCC E-safety toolkit](#)

<sup>6</sup> or Chair of Governors in the event of an allegation against the Headteacher

- 7.6 The Head Teacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)<sup>7</sup> at the earliest opportunity.
- 7.7 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 7.6 above, without notifying the Head Teacher first.
- 7.8 The school will follow the Surrey procedures for managing allegations against staff.
- 7.9 Suspension of the member of staff, excluding the Head Teacher, against whom an allegation has been made, needs careful consideration, and the Head Teacher will seek the advice of the LADO and HR Consultant in making this decision.
- 7.10 In the event of an allegation against the Head Teacher, the decision to suspend will be made by the Chair of Governors with advice as in 7.8 above.
- 7.11 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **8.0 Whistle-blowing**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistleblowing Policy.
- 8.3 Whistle-blowing re the Head Teacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

## **9.0 Physical Intervention**

- 9.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 9.2 Such events should be recorded and signed by a witness.
- 9.3 Staff who are likely to need to use physical intervention will be appropriately trained in the Positive Options technique.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.<sup>8</sup>

## **10.0 Anti-Bullying**

- 10.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. We keep a record of bullying incidents.

---

<sup>7</sup> Duty LADO 0300 200 1006

<sup>8</sup> 'Guidance on Safer Working Practices is available on the DfE website

## **11.0 Racist Incidents**

- 11.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

## **12.0 Radicalisation and Extremism**

- 12.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 12.2 Gordon's School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 12.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Gordon's School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- 12.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 3.
- 12.5 Gordon's School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 12.6 The school governors, the Head Teacher and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 12.7 This will be reviewed as part of the annual "Audit of Statutory Duties and Associated Responsibilities" that is monitored by the local authority and the Surrey Safeguarding Children Board.

### **Response**

- 12.8 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the Head Teacher and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Surrey Police must be contacted by dialling 999. In non urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
- 12.9 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **13.0 Prevention**

- 13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 13.2 The school community will therefore:
- 13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 13.2.1 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week,
  - 13.2.2 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 13.2.3 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, and awareness of risks linked with social media. .
  - 13.2.4 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

## **14 Domestic Abuse**

- 14.1 Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.
- 14.2 We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence.
- 14.3 Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.
- 14.4 The signs and symptoms of a child suffering or witnessing domestic abuse are similar to other forms of abuse or neglect. (See Appendix 2)

## **15 Health & Safety**

- 15.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

## **16 Monitoring and Evaluation**

- 16.1 Our Child Protection Policy and Procedures will be monitored and evaluated by:
- Governing Body visits to the school
  - SLT 'drop ins' and discussions with children and staff
  - Pupil surveys and questionnaires
  - Scrutiny of Attendance data
  - Scrutiny of range of risk assessments
  - Scrutiny of GB minutes
  - Logs of bullying/racist/behaviour incidents for SLT and GB to monitor
  - Review of parental concerns and parent questionnaires

***This policy also links to our policies on:***

*Behaviour*



*Staff Behaviour Policy / Code of Conduct*  
*Whistleblowing*  
*Anti-bullying*  
*Health & Safety*  
*Parental concerns*  
*Attendance*  
*Curriculum*  
*PSHE*  
*Teaching and Learning*  
*Administration of medicines*  
*Drug Education*  
*Sex and Relationships Education*  
*Physical intervention*  
*Safe Use of Technology*  
*Risk Assessment*  
*Recruitment and Selection*  
*Child Sexual Exploitation*

**Rob Pavis**  
**Deputy Head (Pastoral)**

**Richard Whittington**  
**Chair of Governors and Safeguarding Governor**

**Written: December 2015**  
**Date of Review: December 2016**

## **Appendix 1**

### **Recognising signs of child abuse**

## **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

## **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

## **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments

- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

## **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

## Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

## Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

**Developmental Sexual Activity** encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

**Inappropriate Sexual Behaviour** can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity including any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

## Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Surrey multi-agency protocol “Working with Sexually Active Young People” available at [www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding), by choosing Safeguarding Children – Protocols and Guidance for Professionals. Assessment, Consultation and Therapy (ACT) 01306 745310 can also assist professionals in identifying sexual behaviour of concern in children and adolescents.

## Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause.
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

## Appendix 2

### Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

#### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- ❖ FGM brings status/respect to the girl – social acceptance for marriage
- ❖ Preserves a girl's virginity
- ❖ Part of being a woman / rite of passage
- ❖ Upholds family honour
- ❖ Cleanses and purifies the girl
- ❖ Gives a sense of belonging to the community
- ❖ Fulfils a religious requirement
- ❖ Perpetuates a custom/tradition
- ❖ Helps girls be clean / hygienic
- ❖ Is cosmetically desirable
- ❖ Mistakenly believed to make childbirth easier

#### Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

#### Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities

- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and call the Contact centre.

### **Domestic Abuse**

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self harm and anxiety.

### **What are the signs to look out for?**

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

### **What should I do if I suspect a family is affected by domestic abuse?**

To talk through your concerns call the Surrey Domestic Abuse Helpline on 01483 776822 or talk to your local outreach service.

East Surrey Domestic Abuse Services - Covering Reigate & Banstead, Mole Valley and Tandridge - 01737 771350

Your Sanctuary Outreach Service Covering Woking, Runnymede and Surrey Heath - 01483 776822

North Surrey Outreach Service - Covering Epsom & Ewell, Elmbridge and Spelthorne - 01932 260690

South West Surrey Outreach Service - Covering Guildford and Waverley - 01483 577392



## Appendix 3

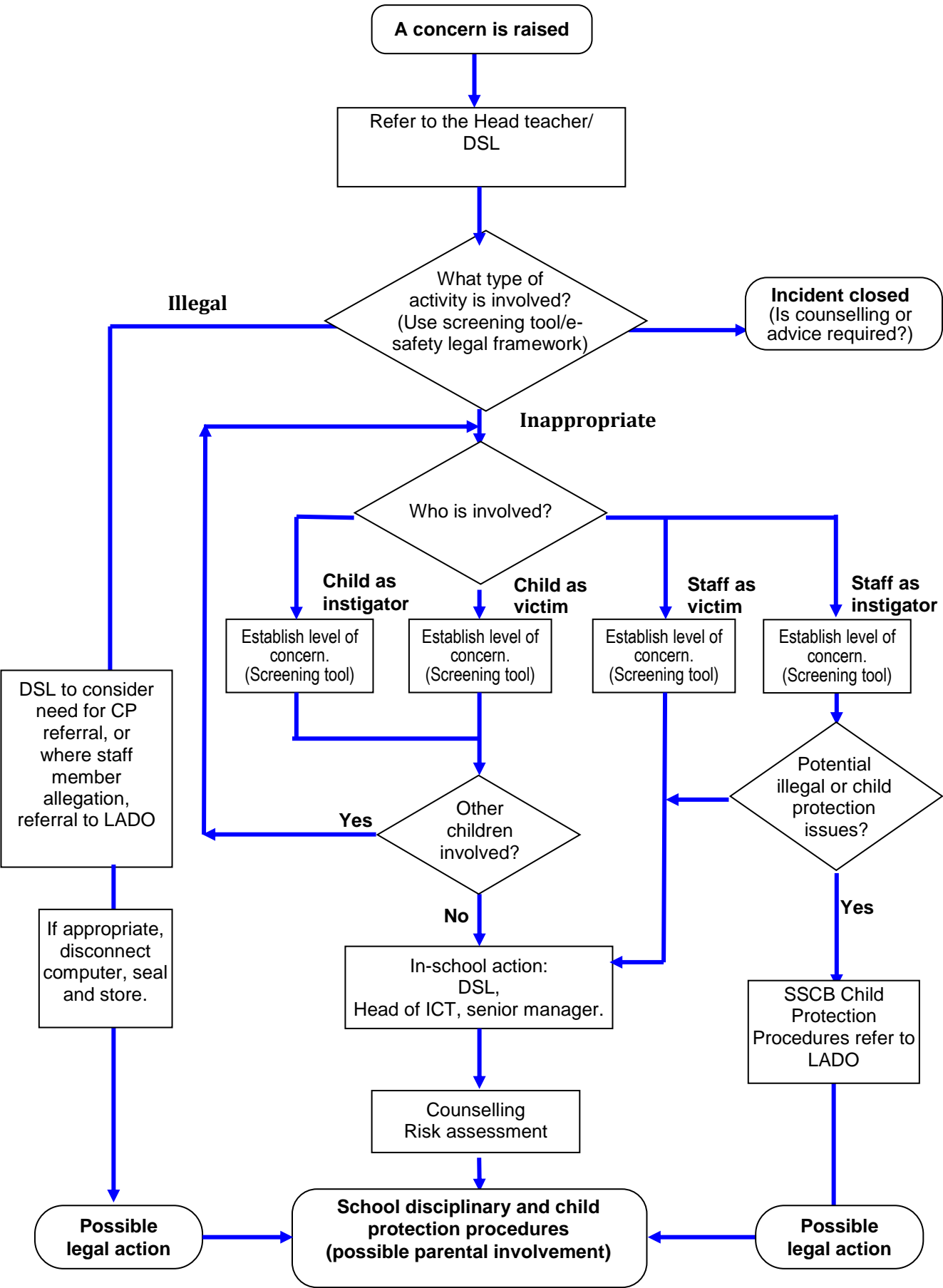
### INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.  
We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;

- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

# What to do if you have an e-safety concern:



Duty LADO: 0300 200 1006 (Local Authority Designated Officer)  
Children's Services Area Teams

## Appendix 5

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

**GORDON'S SCHOOL**  
**STAFF CODE OF CONDUCT**

**1. INTRODUCTION**

This guidance has been produced to help staff establish the safest possible learning and working environments which safeguard young people and reduce the risk of staff being falsely accused of improper or unprofessional conduct.

**2. DUTY OF CARE**

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from sexual, physical and emotional harm. Failure to do so may be regarded as professional neglect.

The duty of care is, in part, exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

**3. EXERCISE OF PROFESSIONAL JUDGEMENT**

This guidance highlights behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

Staff should always consider whether their actions are warranted, proportionate and safe, and applied equitably.

**4. POWER AND POSITIONS OF TRUST**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

**5. CONFIDENTIALITY**

Members of staff:

- are expected to treat information they receive about children and young people in a discreet and confidential manner
- should seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them
- need to be cautious when passing information to others about a child/young person
- need to know and understand all elements of the school's Child Protection Safeguarding Policy.

**6. BEHAVIOUR**

All staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

Staff should not:

- make sexual remarks to, or about, a pupil
- discuss their own sexual relationships with or in the presence of pupils
- discuss a pupil's sexual relationships in inappropriate settings or contexts
- make (or encourage others to make) unprofessional or inappropriate comments or about students which might humiliate them.

## 7. **DRESS AND APPEARANCE**

At all times staff dress and appearance must be appropriate, formal and professional and should mirror the requirements made of pupils. Male members of staff should wear a suit/tie or formal jacket/trousers and tie. Female members of staff should ensure that their dress is smart and formal eg trouser/skirt suit, dress or skirt and jacket/smart cardigan. PE/sports staff should wear appropriate Gordon's School sports wear or sports kit which should be cleaned regularly. Staff must not wear shorts in the dining hall. Support staff should wear appropriate dress/uniform as designated for their role.

Piercings are limited to ears, however, discrete nose piercings may be allowed for religious or cultural reasons. Ear piercings and earrings should be discrete and in keeping with Gordon's ethos. No other piercings are allowed and this includes lip, face, eyebrow etc.

Visible tattoos are discouraged and where present should not be offensive to others. Where they are deemed to be offensive they should be appropriately covered.

## 8. **GIFTS, REWARDS AND SELECTION OF PUPILS**

There are occasions when children or parents wish to pass small tokens of appreciation to staff eg at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

Staff must not give personal gifts to pupils.

Staff should exercise care when selecting pupils for school teams, productions, trips and/or specific work tasks in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity.

See Anti-corruption and Bribery policy.

## 9. **INFATUATIONS**

Staff need to be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a heterosexual or homosexual infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted and for allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with them, or a colleague, should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken.

## 10. **SOCIAL CONTACT**

Staff should not establish or seek to establish social contact with pupils **or parents** for the purpose of securing a friendship or to pursue or strengthen a relationship.

Staff should:

- always approve any planned social contact with pupils or parents with senior staff

- advise senior management of any social contact they have with a pupil which may give rise to concern
- report and record any situation which they feel might compromise the school or their own professional standing
- refrain from sending personal communication to pupils e.g. letters and cards unless agreed with senior staff.

## 11. **COMMUNICATION WITH PUPILS USING TECHNOLOGY (see Social Media Policy)**

Communication with children and adults, by whatever method, should take place within professional boundaries and staff should avoid any personal subject matter. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, webcams, websites and blogs.

Staff should not give their personal contact details to pupils including email, home or mobile telephone numbers unless the need to do so is agreed with senior staff. Internal email systems should only be used in accordance with school policy.

Staff should:

- only use equipment provided by school to communicate with children
- only make contact with children for professional reasons and in accordance with any school policy
- recognise that text messaging pupils is rarely an appropriate response to a child in a crisis situation or at risk of harm. It should only be used as a last resort when other forms of communication are not possible.

### **Facebook**

Staff with Facebook and social media accounts must ensure privacy systems are in place. They must not accept pupils or parents as “friends”.

## 12. **PHYSICAL CONTACT AND INTERVENTION**

There are occasions when it is appropriate for staff to have physical contact with pupils but it is crucial that they only do so in ways appropriate to their professional role. Staff should be familiar with the School Policy on Physical Restraint.

Staff should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay, tickling or fun fights
- always encourage children, where possible, to undertake self-care tasks independently.

## 13. **PUPILS IN DISTRESS**

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Staff should:

- consider the way in which they offer comfort to a distressed pupil
- always tell a colleague when and how they offered comfort to a distressed child
- record situations which may give rise to concern.

#### 14. **PHYSICAL EDUCATION AND OTHER ACTIVITIES WHICH REQUIRE PHYSICAL CONTACT**

Some staff, for example those who teach PE and games or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

#### 15. **SHOWERS AND CHANGING**

Staff should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms/bedrooms/dorms in boarding Houses, announce their intention of entering
- avoid remaining in the room unless pupil needs require it.

Staff should not:

- change in the same place as children
- shower with children.

#### 16. **BEHAVIOUR MANAGEMENT**

Staff should adhere to the guidelines in the Behaviour and Discipline Policy.

#### 17. **SEXUAL CONTACT**

The Sexual Offences Act 2003 states that it is “an offence for any adult to intentionally behave in sexual ways in relation to a child aged under 18 where the adult is in a position of trust in respect of the child”.

Staff must:

- not pursue sexual relationships with children and young people either **in or out of school**
- avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

#### 18. **ONE TO ONE SITUATIONS**

Staff should:

- avoid meetings with pupils in remote, secluded areas of school
- ensure there is visual access and/or an open door in one to one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague.



## 19. HOME VISITS

The need to visit a pupil's home rarely, if ever, occurs at Gordon's School. Any such visit must be discussed with a member of the Senior Leadership Team in advance.

## 20. TRANSPORTING CHILDREN AND YOUNG PEOPLE

In certain situations e.g. out of school activities, staff or volunteers may agree to transport children in their own car or school minibus eg to take a child to hospital. Staff should take note of guidance relating to insurance if they are using their own car. This is available from the Deputy Head (Pastoral). Male members of staff must not drive a female pupil on their own in a car/minibus.

Staff should:

- plan and agree arrangements with all parties (ie staff, **parents**, pupils) in advance, reporting the reason for the journey, route, time of arrival etc
- ensure that they are alone with a child for the minimum time possible
- be aware that the safety and welfare of the child is their responsibility.

## 21. EDUCATIONAL VISITS AND AFTER SCHOOL CLUBS ETC

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after school activity.

During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. These should be agreed with the Trips and Visits Coordinator Cath Holmes.

Staff should:

- always have another adult present in out of school activities, unless otherwise agreed with senior staff in school
- undertake a risk assessment and have parental consent to the activity
- ensure that their behaviour remains professional at all times.

## 22. FIRST AID AND ADMINISTRATION OF MEDICATION

Unless there is an emergency, only Medical Centre staff and House staff should administer medication / "homely remedies". Otherwise only trained first aiders should do this. Staff must be familiar with the school's Medical Policy.

## 23. CURRICULUM

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

Staff should:

- have clear written lesson plans
- not enter into or encourage inappropriate offensive discussion about sexual activity.

## 24. PHOTOGRAPHY, VIDEOS ETC

Staff must not:

- take, display or distribute images of children unless they have consent to do so/it is part of a planned lesson/activity
- take images of children using personal mobile telephones.

## 25. INAPPROPRIATE IMAGES

Staff should take extreme care to ensure that students are not exposed, through any medium, to inappropriate or indecent images.

Staff must

- ensure that pupils are not, through the use of any medium, exposed to indecent or inappropriate images
- follow the school policy on the use of IT equipment.

## 26. ACCOMMODATION ON SITE

Staff should not invite one or more pupils into their home unless the reason to do so has been firmly established and agreed with senior staff. It is not appropriate for private living space to be used to meet pupils.

**Under no circumstances** should pupils be asked to assist staff living on site with jobs or tasks in their private accommodation.

This guidance also applies to all persons living in or visiting the accommodation.

Staff should:

- be vigilant in maintaining their privacy when living in on-site accommodation
- be mindful of the need to avoid placing themselves in vulnerable situations
- be mindful of the need to maintain professional boundaries
- be circumspect about asking pupils to undertake personal jobs or errands.

## 27. WHISTLE BLOWING

Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Staff should be familiar with the Whistle Blowing Policy and report any behaviour by colleagues that raises concern.

**Staff should be familiar with the Child Protection / Safeguarding Policy and understand that they have a duty to report any child protection concern to the Child Protection Liaison Officer in school.**

---

This guidance summarises "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" 2009.

**Rob Pavis**  
**Deputy Head (Pastoral)**

**September 2016**

## GORDON'S SCHOOL

### CHILD PROTECTION / SAFEGUARDING INFORMATION SHEET

All staff should be aware of the basic procedures to be followed should a situation arise in which a Gordon's School pupil wished to confide in them. Please read the following carefully.

#### The Four Categories of Significant Harm

- **Neglect** – Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- **Physical Abuse** – This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- **Sexual Abuse** – This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
- **Emotional Abuse** – Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

#### What to do when a pupil wants to tell you about something that has happened

- Listen very carefully
- **Do not promise confidentiality**
- Make written notes as soon as possible, quoting the child's words and noting anything that you have said
- Do not take it upon yourself to *investigate* what the pupil has told you.
- Do not tell the person about whom the pupil has complained
- Contact Rob Pavis (the DSL – Designated Safeguarding Lead) or one of the Deputy DSLs (below) immediately.



Rob Pavis  
DSL  
Ext 2224



Sue Forster  
Deputy DSL  
Ext 2215



Julie Unsworth  
Deputy DSL  
Ext 2216/2255



Paul King  
Deputy DSL  
Ext 2263



Tavia Duffield  
Deputy DSL  
Ext 2222

#### Possible Indicators of Abuse – General Signs

- Changes in normal behaviour/attitude
- Social withdrawal
- Restlessness and aimlessness
- Sleeping and eating disturbance
- Unexplained change in work ethos
- Recurrent stomach/headaches
- Any unexplained bruising
- Self-harming

(This is not a definitive list but may be of use when there are concerns).

#### Writing a report on what you have been told

- Note the date, time, and your name
- Note the who/what/where/when of the accusation
- Quote the child's words as far as possible
- Note your own opinion if it is relevant, preferably with justification
- Reflect on why you have logged the incident
- Hand the report to one of the DSLs

# **GORDON'S SCHOOL**

## **WHISTLEBLOWING POLICY**

### **1. Introduction**

The Gordon Foundation and Gordon's School (the School) are committed to the highest standards of quality, honesty, openness and accountability.

As part of that commitment, the School encourages employees or others with genuine concerns about any aspect of work to come forward and express those concerns. We recognise that employees will need to come forward on a confidential basis.

### **2. Purpose of the Policy**

Employees are often the first to realise that there may be something seriously wrong. However, employees may not express their concerns because they feel that speaking up would be disloyal to their colleagues or the School. They may also fear harassment or victimisation. Each person working for the School needs to realise that they not only have the right, but also a duty to report any improper actions or omissions.

The School also recognises and appreciates that staff who raise concerns regarding malpractice or wrongdoing are an asset to the School, and not a threat. This policy makes it clear that they can raise concerns without fear of victimisation, subsequent discrimination or disadvantage. The Whistleblowing Policy is intended to encourage and enable staff to raise genuine concerns within the School.

### **3. Scope of the Policy**

There are existing procedures in place to enable employees to raise grievances about their own employment. The Whistleblowing Policy is intended to cover serious concerns that fall outside the scope of other procedures, in accordance with the Public Interest Disclosure Act 1998. A protected disclosure means a disclosure which is made in the public interest by a worker who has a reasonable belief that:

- a criminal offence;
- a miscarriage of justice;
- an act creating risk to health and safety;
- an act causing damage to the environment;
- a breach of any other legal obligation; or
- concealment of any of the above;

is being, has been, or is likely to be, committed.

'Whistleblowing' means the confidential raising of problems or concerns within the School in accordance with the provisions of this policy. This will include any illegal, immoral, irregular, dangerous or unethical activity under their employer's control. This can cover a wide range of matters, including mismanagement, bribery, fraud and health and safety failures.

### **4. Safeguarding against Harassment or Victimisation**

No member of staff will suffer a detriment or be disciplined for raising a genuine and legitimate concern.

The School will take a zero tolerance approach to any act of harassment or victimisation (including informal pressures) and will take appropriate action to protect staff when they raise a genuine and legitimate concern.

## 5. Unsubstantiated Allegations

Any employee who makes an allegation that turns out to be unfounded will not be penalised for being genuinely mistaken. If, however, an allegation is made frivolously, maliciously or for personal gain, disciplinary action may be taken.

## 6. Confidentiality

All concerns will be treated in confidence but, at the appropriate time, the whistleblower may be asked to come forward as a witness, and this will be discussed with them.

## 7. Anonymous Allegations

This policy encourages staff to put their name to their allegation whenever possible.

The School will take all concerns raised seriously. However, concerns expressed anonymously are much less powerful but will be considered at the discretion of the School. In exercising this discretion the factors to be taken into account would include;

- the seriousness of the issues raised;
- the credibility of the concern; and
- the likelihood of confirming the allegation from attributable sources.

## 8. How to Raise Concerns

In most cases you should be able to raise your concerns with your immediate manager or another manager. If, for some reason, this is not possible you should speak to the Head Teacher, the Bursar or the Assistant Bursar. Concerns may be raised verbally or in writing. You can also contact 'Public Concern at Work', a charitable body that provides free confidential advice regarding whistleblowing. Their website address is [www.pcaw.org.uk](http://www.pcaw.org.uk) or they can be contacted on 0207 404 6609

The earlier the concern is expressed the easier it is to take action. In order to assist with the investigation employees should provide as much detail and supporting evidence as possible regarding their concern. Although staff are not expected to prove beyond doubt the truth of the allegation, it will need to be demonstrated to the person contacted that there are sufficient grounds for concern for the person who raises them to have a reasonable belief that they exist.

The whistle blower may invite a recognised Trade Union representative or a work colleague to be present during any meetings or interviews in connection with the concerns raised.

## 9. How the School will Respond

If a concern is raised the School will look into it carefully and thoroughly. The person receiving the concern will ensure that a written account of it is made. This will help with the subsequent investigation by making sure that everyone involved is clear about what is being raised.

When a concern is raised, managers should undertake the following actions:

- Take the concern seriously
- Consider the concerns fully and objectively
- Recognise that raising a concern can be a difficult experience for employees
- Ensure confidentiality

## **10. Initial Enquiry**

In order to protect the individuals, and those accused of misdeeds or possible malpractice, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. If urgent action is required, this will be taken before any investigation is conducted.

The purpose of the initial enquiry is to ascertain if the conduct or behaviour involves a senior manager or a member of staff, so that further enquiries and investigation can be progressed accordingly.

Concerns or allegations raised which fall within the scope of established procedures will be referred for consideration under those procedures.

## **11. Investigation**

A referral of a concern will be acknowledged within ten working days, with an indication of how the School proposes to deal with the matter and the likely timescale. If it is not possible to complete the initial enquiries within the ten working days, the letter of acknowledgement will explain. If a decision is made not to investigate, the reasons will be given.

The employee raising the concern with a manager, will, subject to legal constraints, be advised in writing of the outcome of the investigation and, where appropriate, what action is being taken. This may include changes to working practices to ensure that a similar situation does not occur again.

Written records of all interviews will be kept throughout the investigation together with written details of any action taken. The investigation will result in a written report and recommendations for corrective action, which will be passed to the manager responsible for deciding whether formal action shall be taken.

## **12. Monitoring Arrangements**

Confidential records will be kept of all matters raised through the Whistleblowing Policy and the Governing Body will receive reports with an assessment of the effectiveness of the policy and any emerging patterns.

**Josephine Boorman**  
**Assistant Bursar**

**Reviewed: July 2016**

**Review Date: July 2018**

## **ACTION TO BE TAKEN WHEN AN ALLEGATION OF PHYSICAL OR SEXUAL ABUSE IS MADE**

1. Any staff member to whom an allegation of physical or sexual abuse is made should:
  - limit any questioning to the minimum necessary to seek clarification only, strictly avoiding 'leading' the pupil or adult who has approached them by making suggestions or asking questions that introduce their own ideas about what may have happened. (Do **not** ask questions like 'Did s/he do x to you?', using instead a minimum number of questions of the 'Tell me what has happened' type)
  - stop asking any more questions as soon as the pupil or adult has disclosed that he or she believes that something abusive has happened to him or her, or to someone else
  - tell the informing pupil or adult that the staff member will now make sure that the appropriate people are brought in to follow the problem up (these will include the specialist social worker, and that worker may need to involve the police)
  - ask the informing pupil or adult what steps they would like to be taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes
  - refer the matter the same day, with all relevant details, to the Designated Staff, the Head Teacher or the Governor with specific responsibility for Child Protection, as above. (If this cannot be done, the staff member him/herself should contact the Social Services Local Area Designated Officer as below)
  - make a handwritten record as soon as possible of what they have been told, using the child's words as far as possible, and make a copy of this available to the Designated Staff or Head Teacher.

### **2. When an allegation is passed on**

On receiving an allegation of physical or sexual abuse, the Designated Staff, the Head Teacher or the Governor with specific responsibility for Child Protection, should:

- take any steps needed to protect any pupil involved from risk of immediate harm. (This may involve allocating an appropriate member of staff, as far as possible a person chosen by the pupil him/herself to stay with him or her. Similarly an inspector receiving an allegation of abuse at the school may stay with the pupil concerned until suitable arrangements for his/her protection are made)
- not interview or investigate the allegation further, but refer the matter the same day to the Local Authority Designated Officer (LADO). He/she should speak personally to the LADO and not rely on leaving a message
- consult the LADO (or officer deputising for him/her) and follow his/her advice about contacting parents, other staff, police, doctor or alleged perpetrator or witnesses direct. Agree with the LADO (or officer deputising) any necessary next steps in relation to:
  - informing a pupil's parents (there are circumstances where it would be inappropriate to inform parents immediately when an allegation has been made)

- medical examination or treatment for the pupil (again, there are circumstances where medical evidence will be needed)
- immediate protection that may be needed for a pupil who has been the victim of abuse, a pupil who has given information about abuse, and a pupil against whom an allegation has been made (each of these may now be at risk)
- informing other appropriate people at the school (including any other members of staff) of the allegation and its investigation. (Care should be taken at this stage, as knowledge of an allegation or impending investigation can lead to a serious risk of the alleged perpetrator 'covering up' evidence that may be sought by police – or putting pressure on others to remain silent)
- informing the placing authority, if there is one
- (contacting the LADO will initiate an independent investigation if this proves to be necessary, and the LADO will arrange, within pre-set time limits, the involvement of the relevant specialist police personnel and if necessary a meeting of the agencies who may need to be involved, together with the school).

- 2.1 Inform the pupil or adult who made the initial allegation of what the next steps are to be, having agreed these with the LADO. (It may be helpful for the call to the LADO to be made while the pupil or adult is waiting, so that he or she can be told the likely next steps immediately after the call. If this is not possible the pupil or adult should be told the next step as soon as possible after the call).
- 2.2 Inform the Head Teacher (unless he is the subject of any of the allegations or suspicions) of the allegation and the action taken as above, and agree necessary further action in line with these standards.
- 2.3 The Head Teacher makes the decision whether to suspend from duty, pending investigation, any staff member who is alleged to have abused a pupil or pupils. (The decision to suspend should be based on firm grounds such as the accused could impede an investigation, there is a continued threat of harm or the allegations are so serious that they are likely to be grounds for dismissal).
- 2.4 Take any necessary steps for the longer term protection and support of each pupil who has made allegations of abuse, or is alleged to have suffered from abuse, taking his or her wishes fully into account. (This may involve the pupil receiving continuing support and protection from a staff member chosen by him/her, or changing boarding accommodation, or returning to his/her parents temporarily).
- 2.5 Take any necessary steps to protect and support a pupil who is alleged to have abused another. (The allegation may not later be substantiated, but even if it is, the school continues to have a statutory welfare responsibility towards this pupil while he/she is at the school). Ensure that any pupil being interviewed by the police has available a supportive member of staff of his/her own choice to accompany him/her if this becomes necessary.
- 2.6 Notify the LADO of the action taken as soon as possible.
- 2.7 Notify the Department for Education of any allegation against a member of staff that is being investigated by the Children and Young People's Services and/or police.
- 2.8 Ensure co-operation and information sharing by and with the school in any subsequent investigation by the Children and Young People's Services or police.



2.9 Make arrangements where feasible for any pupil who has been the subject of abuse to receive any necessary continuing counselling and support, by agreement with his/her parents where appropriate.

**Rob Pavis**  
**Deputy Head (Pastoral)**

**September 2015**