



REDHILL HIGH SCHOOL
- CLYNDERWEN -

Safeguarding Policy

1. Statement of Purpose

Our aim is to provide a safe and secure environment for our students, and to fulfil our remit in terms of traditional Child Protection responsibilities. However, the school recognises that a Safeguarding Policy requires a broader view than that of the traditional Child Protection policy. A number of elements that would previously not have been within a Child Protection policy have been incorporated. However, absolute focus is maintained that the aim of this document is the protection and welfare of children and young people. The policy is also intended to outline clearly the steps and stages to be taken by all school staff in the event of a Safeguarding concern, as well as the culture of Safeguarding that should be integral to our collective and individual work. It should be read in conjunction with the Prevent Policy.

2. Scope

The Policy applies to all students and all staff without exception.

In this definition 'staff' includes all staff and volunteers working at Redhill High School, as well as all occasional workers, volunteers, contractors and directors. All adults on school site must be aware of the School's Safeguarding Policy as any adult as well as teachers can be the first point of disclosure for a child.

The policy ensures all allegations are referred to one of the Designated Safeguarding Officers, where they will be acted upon accordingly.

3. Policy Details

3.1 Role of the Directors

The main role of the Directors is to ensure there is an annual review of the Safeguarding policy and to support and monitor its implementation by the School.

3.2 Role of the Headmaster

The Headmaster will be responsible for writing, implementing and formulating the Safeguarding Policy, in conjunction with the Designated Safeguarding Person.

The Headmaster will ensure:

- All staff appreciate the importance of Safeguarding and understand the school's policy and their responsibilities. Where new or temporary staff members join, this process occurs on induction;
- Staff training needs are kept under review and training as necessary;
- Parents are made aware of the Safeguarding policy, which is available on the School website;
- Formal risk assessments are conducted by outside bodies as appropriate and updated on an annual basis;
- In addition routine security checks are carried out on an on-going basis by the Health & Safety Officer, overseen by the Headteacher;
- All crimes are reported to the Police.

3.3 Role of the Designated Safeguarding Person

The designated members of staff are:

Alun Millington (Headmaster) (DSP), Beth Millington (DSP) and Diana Brook (Associate DSP)

The link Board member is: Laura Tomp.

All staff working with children and vulnerable adults will receive training to familiarise themselves with Safeguarding children issues and responsibilities annually, as directed by the Designated Safeguarding Person.

The Board of Directors will receive a report on Safeguarding issues and duties discharged on an annual basis. The Designated Safeguarding Leads will keep a log of all allegations/concerns made whether they come from the students or staff, or other sources. All conversations concerning these allegations/concerns with other external agencies will be recorded.

3.4 Training

We will arrange six key areas of training:

- Induction Training;
- Awareness training for whole staff;
- Designated Safeguarding Person Training;
- Safer Recruitment Training;
- PREVENT Training;
- Training for Board of Directors;

- Training on specific issues: Female Genital Mutilation; Children Missing Education; Child Sexual Exploitation.

All staff members should receive regular safeguarding and child protection updates, as required, but at least annually. Training for DSP(s) should be updated every two years; and their knowledge and skills should be updated at least annually, to keep up with any developments relevant to their role.

4. Specific purposes

Redhill High School is committed to:

- a) Raising awareness to enable staff to identify children at risk of significant harm;
- b) Raising awareness of domestic abuse and relationships with young people;
- c) Raising the awareness of young people to the importance of staying safe on-line;
- d) Raising the awareness of the impact drugs and alcohol can have and the support available to young people;
- e) Raising staff and students' awareness about the impact of bullying;
- f) Raising awareness of the PREVENT Strategy;
- g) Providing clear procedures for reporting concerns;
- h) Establishing procedures for reporting and dealing with allegations of abuse against members of staff;
- i) The safe recruitment of staff.

5. Definitions

5.1 Child Abuse and Neglect

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. A child or young person up to the age of 18 years can suffer abuse or neglect and require protection via an inter-agency Child Protection Plan.

5.2 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after. This situation may be described as fabricated or induced illness by carer.

5.3 Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example, by witnessing domestic abuse within the home or by being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

5.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

5.5 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the 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.

5.6 Cyber Abuse

Cyber abuse can take on 2 forms:

- 1. Sexual Cyber Abuse*

Usually involves the grooming of a young person by chatting in chat rooms on-line. Internet offenders manipulate young people into criminal sexual relationships by appealing to young people's desire to be appreciated, understood, take risks and find out about sex.

Many victims go voluntarily to meet and have sex with Internet offenders, but these are nonetheless sex crimes that take advantage of inexperienced and vulnerable young people. Internet offenders target teens who are willing to talk on-line about sex. All images of children in a sexualised condition on the internet and mobile phone technologies represent an actual event of child abuse. Recent guidance has been published in respect of 'sexting'. Sexting may be defined specifically as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet'. This guidance is available at:

<https://www.thinkuknow.co.uk/professionals/guidance/sexting-guidance-wales/>

A summary of the guidance is below:

When an incident involving youth produced sexual imagery comes to a school or college's attention:

- the incident should be referred to the Designated Safeguarding Person for child protection (DSP) as soon as possible;
- The DSP should hold an initial review meeting with appropriate school staff. The DSP may wish to seek general advice from their School Community Police Officer;
- there should be subsequent interviews with the young people involved (if appropriate);
- parents or carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to social services and/or the police immediately in line with the school, college or other educational setting's usual arrangement.

There are further detailed aspects to the guidance with respect to viewing and deleting images, managing the situation directly vs contacting the police straightaway and how and when to inform parents: the guidance should be

always be consulted in possible cases of 'sexting'. The School notes that it is important for staff to consider the advice that 'Adults should not view youth produced sexual imagery unless there is good and clear reason to do so' i.e. action can be based on what adults have been told about the images.

2. Bullying

Using the internet and mobile phone technology to bully someone online or using their mobile phone to film students or staff for the purpose of bullying. The perpetrator of bullying would be subject to Redhill High Student Behaviour Policy.

5.7 Child Sexual Exploitation

Child sexual exploitation is the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person and grooming process employed by perpetrators renders them powerless to recognise the exploitative nature of relationships and unable to give informed consent.

5.8 Domestic Abuse

"Tackling Domestic Abuse: The All Wales National Strategy" (2005) defines domestic abuse as:-

'Domestic abuse is best described as the use of physical and/or emotional abuse or violence, including undermining of self-confidence, sexual violence or the threat of violence by a person who is or has been in a close relationship.'

Domestic abuse can go beyond actual physical violence. It can also involve emotional abuse, the destruction of a spouse's or partner's property, their isolation from friends, family or other potential sources of support, threats to others including children, control over access to money, personal items, food, transportation and the telephone, and stalking.

It can also include violence perpetrated by a son, daughter or any other person who has a close or blood relationship with the victim/survivor. It can also include violence inflicted on, or witnessed by, children. The wide adverse effects of living with domestic abuse for children must be recognised as a child protection issue. The effects can be linked to poor educational achievement,

social exclusion and to juvenile crime, substance abuse, mental health problems and running away and homelessness. Domestic abuse is not just a “one-off” occurrence, it is often frequent and persistent.’

The definition has recently been extended to cover 16 & 17 year old victims and to include controlling and coercive behaviour.

Domestic Violence Disclosure Scheme - Clare's Law

The Domestic Violence Disclosure Scheme gives members of the public a ‘right to ask’ police where they have a concern that their partner may pose a risk to them or where they are concerned that the partner of a member of their family or a friend may pose a risk to that individual.

5.9 FGM / Prevent

Please see additional specific policies.

6. Recognising Signs of Abuse – Guidance for staff

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in this policy, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child. The following information should help you to be more alert to the signs of possible abuse.

6.1 Physical Abuse

Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child’s medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the ‘soft’ parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later. The physical signs of abuse may include: unexplained

bruising, marks or injuries on any part of the body; multiple bruises - in clusters, often on the upper arm, outside of the thigh; cigarette burns; human bite marks; broken bones; scalds, with upward splash marks; multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse: fear of parents being approached for an explanation; aggressive behaviour or severe temper outbursts; flinching when approached or touched; reluctance to get changed, for example in hot weather; depression; withdrawn behaviour; running away from home.

6.2 Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children. Changes in behaviour which can indicate emotional abuse include: neurotic behaviour e.g. sulking, hair twisting, rocking; being unable to play; fear of making mistakes; sudden speech disorders; self-harm ☒ fear of parent being approached regarding their behaviour; developmental delay in terms of emotional progress.

6.3 Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously. The physical signs of sexual abuse may include: pain or itching in the genital area; bruising or bleeding near genital area; sexually transmitted disease; vaginal discharge or infection; stomach pains; discomfort when walking or sitting down; pregnancy.

Changes in behaviour which can also indicate sexual abuse include: sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn ☒ fear of being left with a specific person or group of people; having nightmares; running away from home; sexual knowledge which is beyond their age, or developmental level; sexual drawings or language; bedwetting; eating problems such as overeating or anorexia; self-harm or mutilation, sometimes leading to suicide attempts; saying they have secrets they cannot tell anyone about; substance or drug abuse; suddenly having unexplained sources of money; not allowed to have friends (particularly in adolescence); acting in a sexually explicit way towards adults.

6.4 Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children. The physical signs of neglect may include: constant hunger, sometimes stealing food from other children; constantly dirty or 'smelly'; loss of weight, or being constantly underweight ☒ inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include: ☒ complaining of being tired all the time; not requesting medical assistance and/or failing to attend appointments; having few friends; mentioning being left alone or unsupervised.

6.5 Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are: *physical*: pushing, kicking, hitting, pinching and other forms of violence or threats; *verbal*: name-calling, sarcasm, spreading rumours, persistent teasing; *emotional*: excluding (sending to Coventry), tormenting, ridiculing, humiliating. Persistent bullying can result in: depression; low self-esteem; shyness; poor academic achievement; isolation; threatened or attempted suicide.

Signs that a child may be being bullied can be: coming home with cuts and bruises; torn clothes; asking for stolen possessions to be replaced; losing dinner money; falling out with previously good friends; being moody and bad tempered; wanting to avoid leaving their home; aggression with younger brothers and sisters; doing less well at school; sleep problems; anxiety ☒ becoming quiet and withdrawn.

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context.

7. Procedures

7.1 Responding to an Allegation – Guidelines for Staff and Students

If a student states to a member of staff that abuse has taken place, they should be listened to carefully. The following points give guidance on how to proceed with a student who makes an allegation:

- The member of staff receiving the allegation should remain calm;
- The student should be listened to carefully, but not interviewed or asked to repeat the account. As soon as it becomes clear that the student is making an allegation of abuse, it is important that the student is gently informed that the listener cannot keep this information to themselves, that the listener has a legal duty to pass it on to the Designated Safeguarding Person(s). No-one should offer confidentiality to the student;
- The listener should not interview the student, but they can question the student to ensure they understand fully what the student is saying. The listener should make sure the questions are simple and not leading. For example, if a student says they have been hurt, the question would be 'How were you hurt' as opposed to 'Did someone hit you'. Care should be taken to ensure assumptions are not made about what a student is saying'
- As soon as possible the listener should note down all the details, including timing, setting, who was present, what was said on the SD1 form (see Appendix 1). They should ensure the account reported is verbatim to the student's own words or as close as is possible;
- The completed SD1 form must be given to a Designated Safeguarding Person. No other paper or electronic copies should be kept;

- The Designated Safeguarding Person will explain the line of action they have to take, so that the person taking the disclosure can inform the student of the next stage. It may be appropriate for the Designated Safeguarding Person to meet with the student;
- Support with a Student Counsellor will be offered to learners where a disclosure has been made. Where sexual abuse/rape has been present, then a referral to the Sexual Assault Referral Centre (SARC) should be offered as a matter of course.

A guidance sheet is included in Appendix 2 for convenience.

7.2 Reporting on Allegations of a Student Abusing Another Student

Should an allegation of child abuse or vulnerable adult abuse be made against a student by another student, the Designated Safeguarding Person needs to be contacted immediately. The Designated Safeguarding Person will inform Social Services to determine if the police should be contacted as a matter of course.

Both sets of parents or carers will be informed, if under the age of 18 years and a decision will be made whether to suspend the accused student, pending outcome of any investigation by Social Services and the Police.

7.3 Forced Marriage

The Difference Between an Arranged and a Forced Marriage

The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. A clear distinction must be made between a forced marriage and an arranged marriage. In arranged marriages the families of both spouses take a leading role in arranging the marriage but the choice whether to accept the arrangement remains with the individuals. In forced marriage at least one party does not consent to the marriage and some element of duress is involved.

Forced marriage is primarily an issue of violence against women. Most cases involve young women and girls aged between 13 and 30 years, although, there is evidence to suggest that as many as 15% of victims are male.

Forced Marriage is a criminal offence, the offences can include, abduction, physical violence, threatening behaviour. Sexual Intercourse without consent is rape in this context.

How to proceed if you suspect a student may be forced into a marriage against their will

If you suspect that one of your students is being forced into a marriage against their will, contact the Designated Safeguarding Person, who will make an assessment whether to contact MEWN, Social Services or go directly to the Forced Marriage Unit with the Police.

8. Reporting and Dealing with Allegations of Abuse Against Members of Staff

8.1 Introduction

In rare instances, staff of education institutions have been found responsible for child abuse. Because of their frequent contact with children and young people in a variety of situations, including the wider caring role, staff may have allegations of abuse made against them. Staff relationships with students may lead to allegations against them being made by students or parents. The School recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. The School recognises the need to manage situations where there are allegations of abuse.

It is imperative that those dealing with an allegation maintain an open mind and those that investigations are thorough and not subject to delay. The School recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It also recognises that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the School will do so with sensitivity and will act in a careful, measured way.

8.2 Scope

These procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word "staff" is used to denote all these groups.

8.3 Procedures: Making an Allegation Regarding Concerns over Another Staff Member

Staff wishing to raise concerns about another member of staff should report directly to the Headmaster. The Discloser should contact the Board of

Directors, who will arrange contact between one of the designated board members and the Discloser. The designated board members will make a recommendation to the Headmaster on how to proceed with the allegation. The Headmaster will then decide on how to deal with the matter in conjunction with the Designated Safeguarding Person who will then follow the normal procedure.

8.4 Allegations against a Director

Any allegation made about a Director should be referred directly to Pembrokeshire Social Services (see contact details below - 8.6).

8.5 Procedures: Receiving an Allegation from a Child

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in Appendix 2 for dealing with disclosure.

The allegation should be reported immediately to the Headteacher, unless the Headmaster is the person against whom the allegation is made, in which case the report should be made directly to the designated Director.

Immediately an allegation is made, as well as consulting with the Social Services and/or the Police, the Headmaster (or designated person if the allegation is against the Headteacher) should:

- i. Obtain written details of the allegation, signed and dated from the person who received the allegation. (Not from the student who made and/or was the subject of the allegation) The written details should be countersigned and dated by the Headmaster (or designated person);
- ii. Record information about times, dates, locations and names of potential witnesses.

8.6 Initial Procedure to be Followed by the Headmaster (or designated person) of an Allegation of Abuse / Assault being made Against any Member of School Staff

1. When a member of staff becomes aware of an allegation made by a student that they have been abused / assaulted by a member of staff, then the matter must be reported to the Headmaster immediately.

2. As soon as the Headmaster has received this allegation then the he must telephone the Principal Officer within Pembrokeshire Social Services with responsibility for Safeguarding in order to discuss the allegation. No internal investigation can be commenced until the matter has been discussed with the Principal Officer. The Social Services contact details are:

- During Office Hours: Assessment Team – Tel: 01437 776444
- Email: ccat@pembrokeshire.gov.uk
- Outside of Office Hours: Emergency Duty Team – Tel: 08708 509508

It is immaterial whether the allegation is considered as being one of low level inappropriate physical contact (or any other form of low level abuse) that in the opinion of the School can be resolved by an internal investigation. Once the allegation is made then the matter must be reported via the above contact details.

A request may be made at this stage for a referral form, called a MARF (Multi-Agency Referral Form). This is available via the following link:

<http://cysur.wales/home/contacts-useful-links/reporting-concerns-child/>

3. The purpose of this Strategy Discussion is to decide whether the allegation is of such a serious nature that a Senior Strategy Meeting will need to be held, or to decide whether the allegation does not meet the threshold for such a meeting and can therefore be handed back to the School to investigate and conclude as an internal matter.

4. The criteria that will decide whether that threshold has been met are as follows:

- i. that there is cause to suspect a child is suffering or likely to suffer significant harm and/or
- ii. a criminal offence against a child has been committed and/or
- iii. the individual employee has behaved towards a child in a way that indicates he/she is unsuitable to work with children.

5. In addition to the above, a further consideration will be whether the Police have received or are likely to receive a complaint regarding the allegation.

6. In the event of one or more of those criteria being met then a Senior Strategy Meeting will in all likelihood be held. However, all situations are

different and all circumstances will be taken into account before a final decision as to whether to hold a meeting is reached.

7. When the meeting is called it will be held within 2 working days of the discussion and details of the composition, purpose and outcome of the meeting can be found commencing at Paragraph 4.3.6.2 of the All Wales Child Protection Procedures 2008 (pages 309 to 313).

8. In summary, the meeting will be chaired by the Principal Officer from Social Services and the attendees will normally comprise of the Headmaster, the Police, and Health Service. The meeting will be minuted and treated as confidential.

9. The meeting will discuss the allegation and agree the next steps forward in respect of any investigation and how to deal with the member of staff during that investigation period.

10. If deemed applicable, then a follow up meeting(s) is likely to be held in order to properly conclude the process.

8.7 Enquiries and Investigations

Child protection enquiries by Social Services or the Police are not to be confused with internal, disciplinary enquiries by the School. The School may be able to use the outcome of external agency enquiries as part of its own procedures.

The School shall hold in abeyance its own internal enquiries while the formal Police or Social Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform with the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the Headmaster (or designated person) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Headmaster (or designated person) is responsible for ensuring that the School gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Headmaster (or designated person) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the Police or other investigating agency, the Headteacher (or designated person) shall:

- i. Inform the child/children/parent/carer making the allegation that the investigation is taking place and what the likely process will involve;
- ii. Ensure that the parents/carers of the child making the allegation that the investigation is taking place and what the likely process will involve;
- iii. Inform the member of staff against whom the allegation was made that the investigation is taking place and what the likely process will involve;
- iv. Inform the Chair of the Board and/or the designated link Director of the allegation and the investigation.

The Headmaster (or designated person) shall keep a written record of the action taken in connection with the allegation.

Media attention during an investigation of an allegation can add to the problems for the member of staff and may even hinder an investigation. The School will carefully manage all media relations sensitively and appropriately. Regrettably, it is often the case that the media become aware of allegations through parents or students. Any briefings to staff and governors will emphasise the need to avoid media coverage. Staff have the protection from the Human Rights Act 2000 to protect 'privacy'. Advising the member of staff of any early indications of media interest and or coverage will be essential.

Potential Outcomes from Strategy Meeting

There are various outcomes that may result from a strategy meeting. If the matter is referred to the Police or Social Services the School will be guided by these agencies on how to deal with the matter. It is likely that this will result in an external investigation. Decisions on whether to suspend the member of staff and/or invoke the disciplinary procedure will be done in consultation with these organisations. The strategy meeting may decide that the School can investigate the matter and report back the outcome back to the strategy group. If this is the case then the matter will be dealt with using the School Disciplinary procedure. The final outcome could be that the strategy meeting may decide there is no case to investigate.

8.8 Suspension of Staff

Please refer the Staff Disciplinary Policy for guidance on suspension of staff. Consideration will be given to alternatives: e.g. paid leave of absence;

agreement to refrain from attending work; change of, or withdrawal from, specified duties.

The parents/carers of the child making the allegation will be informed of the suspension. They will be asked to treat the information as confidential. Consideration will be given to informing the student making the allegation of the suspension.

8.9 The Disciplinary Investigation

The disciplinary investigation will be conducted in accordance with the existing staff disciplinary procedures. The student/s making the allegation and/or their parents will be informed of the outcome of the investigation and proceedings. This should occur prior to the return to school of the member of staff (if suspended).

The Headmaster (or designated person) will give consideration to what information should be made available to the general population of the School.

8.10 Allegations without foundation

Vexatious allegations may be indicative of problems of abuse elsewhere. A record should be kept and consideration given to a referral to the Social Services in order that other agencies may act upon the information.

In consultation with the designated senior member of staff and/or the designated Director, the Headmaster shall:

- i. Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be given to offering counselling/support;
- ii. Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome;
- iii. Where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child;
- iv. Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

8.11 Records

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed about the School's statutory duty under the Safeguarding Vulnerable Groups Act 2006 to inform the DBS.

9. Monitoring Effectiveness

Where an allegation has been made against a member of staff, the Designated Safeguarding Person, together with the senior staff member with lead responsibility should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the School's procedures and/or policies and/or which should be drawn to the attention of the Board of Directors. Consideration should also be given to the training needs of staff.

10. Informing Parents – Guidance

In general, that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSP who will decide on the appropriate response, who will seek the guidance of Social Services. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from Social Services.

11. Reviewing the policy

This Policy has been developed with reference to Circular 005/2008 – "Safeguarding Children in Education: The Role of local authorities and governing bodies under the Education Act 2002"), Circular 009/2014 – Safeguarding Children in Education: Handling Allegations of Abuse against teachers and other members of staff and Keeping learners safe The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002, and "Keeping learners safe The role of local

authorities, governing bodies and proprietors of independent schools under the Education Act 2002” (Welsh Government, 2015).

The Headmaster will actively evaluate the effectiveness of this policy by monitoring the staff group’s understanding and application of the procedures within this policy as their overall duty to safeguard children.

Appendix 1 - SI1 form

SI1 FORM

Date: _____

Name of person reporting disclosure: _____

Position of person reporting disclosure: _____

Name of Student: _____

Student's DOB: _____ Year group: _____

Name(s) of suspected abuser(s): _____

Details of alleged abuse: (including dates, time and place of alleged abuse)

Details of other younger people or vulnerable adults who may have had contact with alleged abuser: (Names and DOB)

Details and age of who else lives in the household

Actions taken:

Signed: (Designated Person) _____

Signed: (Reporting Person) _____

Appendix 2 - Guidelines for Staff Dealing with an Allegation made by a Student

Following the allegation, you will need to:

1. Listen carefully to the allegations the student is making, asking the student to clarify anything you do not understand;
2. Reassure the student that they haven't done anything wrong and it is not their fault;
3. Record these facts accurately on the SI1. If a SI1 is not immediately to hand, record the details of the allegation on a piece of paper ensuring that the following as a minimum is recorded: a. your name b. student's full name c. student's address d. student's DOB e. name and telephone number of the person with parental/legal responsibility for the student;
4. Read back the recorded facts for the student to confirm as accurate;
5. Keep the student fully informed about what you are doing and what is happening throughout the process;
6. Transfer all the information on to a SI1 as soon as you are able to do (the Safeguarding Person will be able to provide this for you);
7. Designated Safeguarding Person to be informed immediately and given a copy of the SI1 form to deal with the allegation. Do not send SI1 in the post.

DO NOT:

- Promise confidentiality. Be honest about your position, who you have to tell and why
- Ask leading questions (e.g. did your mother do this to you?)
- Press the student for any more information than they are willing to give
- Make promises (e.g. this will never happen again)

Explain to the student at the earliest possible moment that you may have to report the matter.

Continue to provide support to the student whilst awaiting further instruction from the Designated Safeguarding Person.