



Safeguarding and Student/pupil Protection Policy
(This policy should be read in conjunction with the policies listed below)

“If any of you put a stumbling-block before one of these little ones who believe in me, it would be better for you if a great millstone were hung around your neck and you were thrown into the sea”.

Mark 9: 42

Background

St Martha's School is a Catholic foundation under the direction of the Sisters of St Martha. It exists in order to promote the spiritual, aesthetic, intellectual and physical well-being of every student/pupil put into its care, in the spirit of the gospel,

“Anyone who welcomes the least of these little ones welcomes me” (Luke 9:48)

The student/pupil is at the centre of any school. In a Catholic school the student/pupil is the measurement for entry into the Kingdom, “Unless you become a little student/pupil you will not enter the Kingdom of Heaven” (Matthew 18:3) It is essential, therefore, that every student/pupil who enters a Catholic school does so knowing that they will be treated as a gift to the school, given freely by God through the parents or guardians.

Each person is made in the image and likeness of God, and therefore is endowed with immense dignity, and has the right for that dignity to be recognised and respected at all times. Any offence against the dignity and rights of the human person is an offence against God. The violation of the human person is always wrong; the violation of the dignity of a student/pupil by any abuse is wrong, but in particular sexual abuse is especially evil.

In the Old Testament, both the Law and the prophets challenge God's People to respect and safeguard the rights of the most vulnerable. In the New Testament, Jesus shows a special tenderness and regard for the rights and well-being of the student/pupil.

The Church is called to be a community that gives witness to the love of God by valuing and caring for the most vulnerable, especially students and pupils. The Church therefore, proclaims the dignity of all student and pupils and strives to ensure the safety and well-being of every student/pupil in its care and to protect them from abuse by whomsoever it is perpetrated.

St Martha's is committed to safeguarding and promoting the welfare, both physical and emotional, of every student/pupil, inside and outside the school premises.

This Policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safe recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to students/pupils.
- Educating students/pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any student/pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Headmaster and staff members understand their responsibilities, under safeguarding legislation and statutory guidance, to be alert to the signs of student/pupil abuse and to refer concerns to the designated safeguarding lead.
- Ensuring that the Headmaster and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The schools designated safeguarding lead is: Sister Teresa

In the absence of the designated safeguarding lead, student/pupil protection matters will be dealt with by: Mrs Alison Orr

The Designated governor is Sr Irene Brogan.

Definition

For the purposes of this Policy, St Martha's will define safeguarding and protecting the welfare of students and pupils as: protecting students/pupils from maltreatment; preventing impairment of their health or development; ensuring that students/pupils grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all students/pupils to have the best outcomes.

Legal framework

This Policy will have consideration for and be in compliance with the following legislation and statutory guidance:

- Children's Act 1989.
- Education Act 2002.
- Education (Health Standards) (England) Regulations 2003.
- Children's Act 2004.
- Safeguarding Vulnerable Groups Act 2006.
- Education (Pupil Referral Units) (Application of Enactment) (England) Regulations 2007.
- School Staffing (England) Regulations 2009.
- Education (Independent School Standards) (England) Regulations 2010.
- Equality Act 2010.
- Education (Non-Maintained Special Schools) (England) Regulations 2011.
- Protection of Freedoms Act 2012.
- Working Together to Safeguard Children 2013.
- Keeping Children Safe in Education 2014.

Roles and responsibilities

The Governing body has a duty to:

- Ensure that the school complies with its duties under the above student/pupil protection and safeguarding legislation.
- Ensure that the policies, procedures and training in the school are effective and comply with the law at all times.
- Ensure that the school contributes to inter-agency working in line with the statutory guidance '*Working Together to Safeguard Children 2013*'.
- Ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures established by the Local Safeguarding Children Board (LSCB).
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headmaster or other Governor.
- Ensure that there is an effective Child Protection Policy in place together with a Staff Behaviour Policy/Code of Conduct.

- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of designated safeguarding lead as an explicit part of the role-holder's job description. There should always be cover for the designated safeguarding lead.
- Consider how student/pupils may be taught about safeguarding, including online, and through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Prevent people who pose a risk of harm from working with students/pupils by adhering to statutory responsibilities to check staff who work with them, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that there are procedures in place to handle allegations against members of staff or volunteers.
- Ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.
- Ensure that there are procedures in place to handle allegations against other students/pupils.
- Ensure that students/pupils wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual students/pupils through ensuring there are systems in place for students/pupils to express their views and give feedback.
- Put in place appropriate safeguarding responses to students/pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation and prevent the risks of their disappearance in future.

The Headmaster has a duty to:

- Safeguard students'/pupil wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.

The designated safeguarding lead has a duty to:

- Refer all cases of suspected abuse to the Local Authority Children's Social Care, the Local Authority Designated Officer (LADO) for student/pupil protection concerns, the DBS, and the Police in cases where a crime has been committed.
- Liaise with the Headmaster to inform him of safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part-time staff members.

- Be alert to the specific needs of students/pupils in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage among all staff members, a culture of listening to students/pupils and taking account of their wishes and feelings; in any measures the school may put in place to protect them.
- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this duty.
- Ensure the school's Child Protection Policy is available publically and parents are aware of the fact that referrals regarding suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that the student/pupil protection file is copied when transferring to a new school.

Other staff members should:

- Safeguard students'/pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which students and pupils can learn.
- Identify students/pupils who may be in need of extra help or who are suffering, or likely to suffer, significant harm.
- Take appropriate action, working with other services as required.
- Support social workers to take decisions about individual students/pupils, in collaboration with the designated safeguarding lead.

Safer recruitment

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Will be responsible on a daily basis, for the care or supervision of students/pupils.
- Regularly work in the school at times when students/pupils are on school premises.
- Regularly come into contact with students/pupils under 18 years of age.

The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State for Education, using the Employer Access Online service.

- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Verifying the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, then the school will follow the advice set out on the GOV.UK website.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate.
- Verifying professional experience and qualifications, as appropriate.
- A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment.
- An online update check may be undertaken through the DBS Update Service if the applicant has subscribed to it and gives their permission.
- An enhanced DBS check with barred list information may be requested if there are concerns about an applicant even if he/she has worked in regulated activity in the three months prior to appointment.
- An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.
- Written information about previous employment history will be obtained from the candidate and the appropriate checks undertaken to ensure information is not contradictory or incomplete.
- References will be obtained directly from the referee and scrutinised with all concerns satisfactorily resolved, prior to confirmation of employment.
- References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- Written notification will be obtained from any agency or third-party organisation contracted by the school, confirming that the organisation has carried out the same checks on an individual who will be working at the school that the school would otherwise perform.
- Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- An enhanced DBS certificate and barred list check must be obtained for all trainee teachers.
- The school will refer to the DBS anyone who has harmed a, poses a risk of harm to a student/pupil, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity.
- A supervised volunteer who regularly teaches or looks after students/pupils is not in regulated activity.
- No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after students/pupils on an unsupervised basis or provide personal care on a one-off basis.

- An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- Unless there is a cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- Governors that are volunteers shall be treated on the same basis as other volunteers.
- The school will ensure that any contractor or employee of the contractor, working at the school has been subject to the appropriate level of DBS check.
- Contractors without a DBS check will be supervised if they will have contact with students/pupils.
- The identity of the contractor will be checked upon their arrival at the school.
- The school will ensure that policies and procedures are in place to protect students/pupils from harm during work experience placements.
- The school will set up and maintain a single central record of whether or not the following checks have been carried out or certificates obtained from members of the governing body and all staff members, volunteers and other individuals working with students/pupils in school:
 - An identity check.
 - A barred list check.
 - An enhanced DBS check.
 - A prohibition from teaching check.
 - Further checks on people living or working outside the UK.
 - A check of professional qualifications.
 - A check to establish the person's right to work in the UK.
- DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in the Data Protection Act 1998.
- A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

Training

- Staff members will be made aware of systems and policies within their school which support safeguarding during their inductions.
- The designated safeguarding lead should undergo updated student/pupil protection training every two years.
- The Headmaster and all staff members should undergo student/pupil protection training which is updated regularly, in line with LSCB advice.

Reporting

- Staff members should raise any concerns that they may have about a student/pupil with the school's designated safeguarding lead, including situations of abuse which may involve other staff members.

- The safeguarding lead will decide whether to make a referral to child social care, but any staff member can refer their concerns to child social care directly.
- The referrer shall press child social care for re-consideration if the decision was taken not to undergo an early help assessment and the student/pupil's situation does not improve.
- The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs co-ordinator (SENCO), general practitioner (GP), family support worker, and/or health visitor.
- An inter-agency assessment will be undertaken where a student/pupil and family could benefit from co-ordinated support from more than one agency. These assessments should identify what help the student/pupil and family require in preventing needs escalating to a point where intervention would be needed.
- A student/pupil will immediately be referred to children's social care if there is a risk of immediate serious harm to a student/pupil.

We recognise that there are a number of policies that are relevant to safeguarding and promoting student/pupils and pupils welfare. These include the following:

Anti Bullying
 Behaviour policy
 Drugs and Substance Misuse
 Educational visits
 Equal Opportunities
 First Aid
 Health & Safety
 PSHCE curriculum
 Recruitment and Selection
 Sex and Relationship
 Special Educational Needs
 Staff handbook (guidance on staff conduct)
 Visitors, guests and Enquiries Policy
 Work Experience

We will ensure that these policies are updated on a regular basis to reflect the changing needs of our students and pupils.

We will consult with our students/pupils to ensure their voice is heard.

The Governing Body will undertake an annual review of the Safeguarding and Child Protection Policies and scrutinise any relevant records in respect of the efficiency in which the related duties have been discharged.

Student/pupil Protection Procedures

Aim

To safeguard and promote the welfare of the student/pupil and to work with outside agencies as required.

Rationale

- The DSP will keep the Headmaster fully informed of any cases.

- The named persons will attend student/pupil protection training sessions at least every two years.
- Compulsory whole staff training takes place annually prior to the start of the school year or as part of the induction process for staff joining at other times.
- Staff are made aware of the procedures and informed of the DSP and deputy.
- Staff are aware of the Forms used for reporting cases of abuse. See Appendix 2 and standard forms, Pastoral in Knowledge Worker.
- Records and reports related to student/pupil abuse are kept in a secure file in the DSP's office marked 'Confidential Records of Abuse'.
- The school will be working under the guidelines and procedures as set out in the Diocese of Westminster.
- In all cases guidance is sought from the Barnet Safeguarding Child Protection Board.

The details in this policy are aimed at adult abuse of students/pupils. For a situation of abuse by one or more student/pupil against another, the DSP will be advised and the procedures of both the anti-bullying and behaviour policies will be followed.

Harm can take a number of forms: emotional, physical, sexual and harm by neglect. We understand that sexual abuse can damage all aspects of a person's life: their personal relationships, their spiritual growth and their ability to function in the world.

The following student/pupil Protection Procedures are to be used in school to ensure:

- the protection of all students and pupils from actual or possible harm
- that criminal or inappropriate behaviour by those working formally or informally within the school context can be identified and properly dealt with
- that as a consequence of these procedures, all those who work with student and pupils are also protected
- that all staff are alert to signs of abuse both in the school and from outside
- that those who have suffered abuse in the past are helped and protected
- that all those working with student/pupils are formally vetted by the appropriate authorities prior to appointment
- that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the regulations and guidance given in Safeguarding student and pupils and Safer Recruitment in Education
- that safeguards are established for those working with student and pupils by identifying good practice
- that every suspicion or complaint of abuse is dealt with appropriately
- that all student and pupils who have been abused are supported in accordance with the Child Protection Procedures

The school unhesitatingly accepts and will maintain the principle that the student/pupil is of paramount consideration when dealing with any matter of alleged abuse of minors: that is, that all other considerations are secondary to the protection of minors from actual or possible abuse.

If any member of staff has any concerns about a student/pupil he/she must inform the designated teacher.

Information regarding his/her concerns should be recorded by the member of staff in writing on the same day and given to the designated teacher. The message must be a clear, precise and factual

account of the observation. Include visible injuries, signs of neglect and explanations on how the injuries have been caused. Report accurately what the student/pupil has said, the time, date and names of any other person present.

The Designated Teacher will advise the Headmaster and following consultation will decide if the concerns should be reported to Social Services department. If a referral is made to the Social Services the Designated teacher will ensure that a written report of the concern is sent to the Social Worker within 48 hours.

Students/pupils identified as being 'At Risk' or who have been placed on the student/pupil protection register will be monitored closely.

If a student/pupil known to be on the student/pupil Protection Register changes school the designated teacher will inform the Social Worker responsible for the case and transfer appropriate records to the receiving school.

THE CATEGORIES OF STUDENT/PUPIL ABUSE

The welfare of the student/pupil is a paramount consideration. When a member of staff is concerned that a student/pupil may be suffering any form of abuse the Child Protection Officer should be consulted as soon as possible. The student/pupil need not be questioned first. The following may help you to recognise signs of abuse.

Physical abuse

Definition: Is a physical injury to a student/pupil where there is definite knowledge, or a reasonable suspicion, that the injury was inflicted or knowingly not prevented, this includes for example, deliberate poisoning and attempted drowning or smothering and Munchausen's syndrome by proxy.

Possible signs of physical abuse:

- unexplained injuries or refusal to discuss them
- cigarette burns
- long bruises – possibly made by a belt
- teeth marks
- fingertip/slap marks or bruises
- history of bruises/injuries with inconsistent explanations
- bilateral black eyes
- untreated injuries

Typical behaviours associated with physical abuse:

- wary of physical contact
- self destructive tendencies
- aggression towards others
- fear of medical treatment
- unexplained patterns of absence that could be in order to hide injuries
- does not expect to be comforted
- seems less afraid than other students/pupils
- seeks to know what is going to happen to them

Neglect

Definition: The persistent or severe neglect of a student's/pupil's health or development, or the failure to protect a student/pupil from exposure to any kind of danger (cold or starvation) or extreme failure to carry out important aspects of care.

Typical signs:

- poor hygiene
- dirty clothes
- poor skin conditions
- dirty teeth/infested hair/underwear
- inadequately clothed
- failures to provide glasses
- ill-fitting shoes
- anaemia
- Typical behaviours associated with neglect:
- Preoccupied with food – steals food
- Gains weight when away from home
- Overly tired
- Unable to concentrate on school work
- Poor language skills
- Poor co-ordination development
- Frequently absent

Sexual abuse:

Definition: Actual or likely sexual exploitation of a student/pupil or adolescent by involvement in sexual activities they do not truly comprehend, to which they are unable to give informed consent, which violate social taboos or family roles, or which are against the law.

Typical signs and behaviours:

- Detailed sexual knowledge for age
- Promiscuity
- Excessively affectionate or sexual
- Awkwardness in sitting down or walking
- Constipation or soiling

Emotional abuse:

Definition: Actual or likely severe adverse effect on the emotional and behavioural development of a student/pupil caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment.

Typical signs and behaviours:

- Being introverted
- Withdrawn – in extreme cases
- Thumb-sucking / biting /rocking
- Depressed
- Antisocial
- Destructive

Child Protection – What do staff have to do?

(The following guidelines are also supported by the Staff INSET held every September, with notes available in Knowledge worker following TRAINING(CPD)/ CPD SESSIONS 2013/14 /15 Child protection)

Who is there to help?

Students and pupils are provided with strong pastoral support. They are given advice in their handbook (p14) and on the school Intranet and on the RE notice board, where they can go to if they are troubled or in need of help or support. The services of Childline are publicised for all.

Any member of staff who is told of an incident or who has a strong suspicion of physical or sexual abuse happening to a student/pupil at school, at home, or outside the school, **must** report this to the DSP (Sr Teresa) immediately, or, if she is absent, to the second DSP (Mrs Orr).

School staff should **not** investigate reports of physical or sexual abuse themselves. Alleged victims, perpetrators, those reporting abuse and others involved should **not** be interviewed by staff if it is clear that there is an allegation of abuse.

Similarly, if staff observe injuries that appear to be non-accidental, they must discuss their concerns with the DSP. Any concerns about emotional abuse or neglect must also be discussed with the DSP.

It is important to note that staff **must not** promise total confidentiality to student/pupils who make allegations or disclosures because of their duty of care to those student/pupils and pupils. (see below)

Staff should make a written record of any disclosure or serious allegation and give a copy to the DSP immediately.

The DSP must report any disclosure or serious allegation to the Barnet Safeguarding Student/pupils and pupils Board (BSCB) Office within 24 hours and follow this up with a written report within 48 hours.

If staff are not happy with the action taken by the DSP, they should refer the matter themselves directly to BSCB.

Abuse and neglect continue because of the secrecy and silence which surround them. Don't think "What if I'm wrong?" think "What if I'm right?" and make sure that your report any suspicions of abuse.

Practical Advice for Staff regarding student/pupil Protection Issues

If a student/pupil makes a disclosure of abuse it is important to:

- listen attentively
- be calm and reassuring
- be non-judgemental
- avoid condemning the alleged abuser

- allow the student/pupil to express her feelings – do not make assumptions about them
- give the student/pupil as much time as she needs to talk – if necessary contact Reception to arrange emergency cover for lessons
- always use open questions such as ‘is there anything else you need to tell me?’ – avoid leading questions such as ‘did they ...’
- tell the student/pupil that she was right to tell someone
- reassure her that it is not her fault
- explain what will happen next
- carefully record the discussion as soon as possible after the event – try to write ‘verbatim’ what the student/pupil has said.
- sign and date this record recording the time, setting and any staff involved in the discussion.

Guidance for staff on recognising signs of possible abuse are also available in the staff handbook. Any suspected deficiencies or weakness in the student/pupil Protection arrangements must be reported to the DSP who will remedy the procedures without delay.

What to do if a student/pupil discloses information

Basic check: Listen; Stop; Reassure; affirm; Report

Listen to the student/pupil but do not jump to conclusions, ask leading questions or put words into their mouth. If a student/pupil makes a disclosure to a member of staff, she/he must write a record of the conversation, distinguishing between fact, observation allegation and opinion. They should not take any action but must sign and date the note. This information should be passed on to the Designated Person. If the allegation is made against the Designated Person, the information should be passed to the Headmaster. If the allegation is against the Headmaster it must be passed to the designated Governor for student/pupil Protection.

Confidentiality

- A student/pupil may feel more confident giving information to a member of staff if they feel it will not be divulged. Staff have a professional responsibility to share relevant information with the designated agencies. The member of staff must explain to the student/pupil that they must inform the appropriate people who can help. They must reassure the student/pupil that their situation will not become widely known within the school and that the information will only be shared with those who need to know.
- In general professionals should seek to discuss any concerns about a student/pupil with the family and where possible seek their agreement to make a referral. This should only be done where it will not place the student/pupil at risk of harm. Where there are reservations about involving the family, this should be clarified with outside agencies and a decision made about whether, when and by whom the parents should be told about the referral.
- In circumstances of suspected abuse parents should not be contacted as a matter of course.

Record Keeping:

When a student/pupil has made a disclosure the member of staff should:

- Make brief notes immediately after the conversation
- Not destroy the original notes in case they are needed
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the student/pupil
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or aspirations

Support:

- As it is a stressful experience to deal with a disclosure it is important that the member of staff seeks support for his/herself and discusses this with the designated person.

Allegations Involving School Staff:

- If a student/pupil or parent makes a complaint against a member of staff, the person receiving the complaint must take it seriously and inform the DSP.
- Any member of staff who suspects that a student/pupil or pupil may have been abused by another member of staff, either at School or elsewhere, must immediately inform the DSP. Or the Headmaster in the case of the DSP being the subject of the complaint. A record should be made of the concerns or allegation. If further action is necessary the DSP will make a referral direct to the Local Authority acting under the guidance of the BSCB. If the Headmaster considers an internal investigation is necessary this will be carried out by a Senior Member of the Leadership Team.
- Following an allegation of abuse, the DSP and the Headmaster should not make their own decisions over what appear to be borderline cases. In such cases the local authority must be contacted for initial informal advice. This should be done through the BSCB from whom advice can be obtained and jeopardising any police investigation will therefore be avoided.

When informed the Headmaster must contact the DSP (unless the DSP is the object of the allegation) who will have higher level of training than the Headmaster. If the Headmaster is absent the matter must be referred immediately to the Chair of Governors. If the concerns are about the Headmaster, the matter should be reported to the DSP who will then inform the Chair of Governors. The Headmaster of student/pupil Protection for the Diocese of Westminster will also be informed by the DSP.

The procedure for dealing with allegations against staff should not compromise student/pupil protection but should be consistent with the principles of natural justice.

Procedure

- Allegations of abuse against another member of staff **must** be reported immediately to the DSP unless she is the person against whom the allegation is made. In this case, it must be reported to the Headmaster who will refer to the BSCB. If the Headmaster is the subject of the allegation, the case must be referred to the Chair of Governors, without informing the Headmaster first, who will refer it to the BSCB.

- An investigation will be carried out urgently to assess the substance of the allegation. If there are sufficient grounds for further investigation, there may be a need to remove the member of staff from the situation whilst an investigation is undertaken. Suspension is understandably very distressing for the accused person and disruptive for the school, and therefore is a decision that merits very careful consideration.
- Suspension is most likely to occur when it is necessary for the conduct of the investigation to proceed unimpeded, or where student/pupils or pupils, or others are at risk or likely to be at risk. Suspension may or may not be appropriate and should not be undertaken without good reason. Where suspension is a possible outcome, the teacher will be called to an interview with the Headmaster, informed of the accusation and advised to seek the help of his or her teacher organisation. The teacher will be given opportunity to make representation concerning the suspension.
- Any suspension on full pay is a neutral act in law designed to safeguard the interests of all concerned and does not imply either blame or punishment.

Full details of **Barnet Safeguarding Student/Pupils Board** procedures can be found at [www.barnet.gov.uk/safeguarding-student/pupils and pupils-board](http://www.barnet.gov.uk/safeguarding-student/pupils-and-pupils-board)

Avoidance of compromising Circumstances

All staff are vulnerable to accusations by students/pupils and must avoid circumstances which might lead them to be alone with a student's/pupil's in circumstances where they cannot be observed or overlooked. Avoid interviewing in rooms without windows in doors, or leave the door open. Use a room where someone else is likely to enter at any time or pass by. Be wary of the risk of allegation in one-to-one tuition, sports coaching, conveying students/pupils by car, social networking with students/pupils and so on.

Reporting unsuitable staff ISA requirements

The Headmaster must inform the Independent Safeguarding Authority (ISA), within one month of leaving the school, any person (whether employed. Contracted, a volunteer or a student/pupil) whose services are no longer used because he or she is considered unsuitable to work with student/pupils.

The school will follow the relevant legislation as found in The Education (Provision of Information by Independent Schools)(England) Regulations 2003

All recruitment procedures conform to the requirements of the ISA.

CONFIRMATION OF A STUDENT/PUPIL PROTECTION REFERRAL

Student/pupil's Name.....

.....D.O.B.....

Address:.....

.....

Telephone No: Home.....Work:.....

Parents' Names:.....

.....

Date of Referral:.....Time of Referral:.....

Referred To:.....

Referrer's Name:

Name of School:Telephone No:

Concerns Referred/Raised:

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Upon completion by the designated teacher for student/pupil protection, this form should be sent to the relevant social services team.

LIST OF USEFUL PHONE NUMBERS

Borough of Barnet	All enquiries	0208 359 2000
	Fax	0208 359 2000
	Direct line	0208 359 4438

Social Services – Eastern Area
42 Lytton Road,
New Barnet
Herts
EN5 5BY

Telephone Number 0208 449 5511

Fax 0208 364 9918

Ask for the Duty Officer

Referrals: Monday – Friday 9.30 am – 11.30 am

Out of hours Service number: 0208 359 2000

Full details of **Barnet Safeguarding Student/pupils Board** procedures can be found at [www.barnet.gov.uk/safeguarding-student/pupils and pupils-board](http://www.barnet.gov.uk/safeguarding-student/pupils-and-pupils-board)

ISA, PO BOX 181, Darlington DL1 9FA. Tel 03001231111

Full guidelines from annual Staff INSET on student/pupil Protection and Safeguarding are contained in Knowledge Worker. Contact Alison Orr for any further details.

(22nd October 2015) Full staff training on Safeguarding and Protection.

Inset in September will be carried out by Mrs Orr