

# CHILD PROTECTION POLICY

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*This policy will be amended immediately should it prove insufficient at any point.  
Please also refer to EYFS Mobile Device and Digital Content Policy - Staff and ICT Acceptable Use Policy - Staff*

St Andrew's Prep is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and to work within the current legislative framework.

As far as Child Protection is concerned, the term 'child' applies to all pupils including children in the **EYFS**. The term staff applies to all employees including temporary staff, gap year pupils and volunteers, and to the Governors of the school.

The policy complies fully with the guidance given in '*Keeping Children Safe in Education 2016* (KCSiE), and '*Working Together to Safeguard Children 2015 (WTSC)*. It was written with reference to '*Sussex Child Protection and Safeguarding Procedures*' produced by the Local Safeguarding Children Boards of Brighton and Hove, East Sussex and West Sussex <https://sussexchildprotection.procedures.org.uk/page/contents>, the School's Designated Senior Lead for Safeguarding (DSL) will follow the guidelines published in this document. It has regard for the Singleton Report of March 2009 *The review of safeguarding in Independent Schools and Boarding Schools in England* and also The Prevent Duty Guidance 2015

The policy ensures that the School recognises and implements the following:

- the establishment and maintenance of a safe environment in which children can learn, feel secure, develop, be encouraged to talk and are listened to, where staff always act in the best interests of the children.
- a support network for children so that they know there are adults in the school whom they can approach if they are worried
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe through the curriculum, assemblies and in ICT, through Online Safety Awareness training
- guidance to staff on the support of pupils who are in need, at risk or have been abused including the possibility of radicalisation
- ensure that all staff are aware of the early help process, and understand their role in it
- ensure that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them
- safe recruitment procedures in checking the suitability of all staff members in compliance with Independent School Standards Regulations
- ensure all staff are aware of the Whistleblowing policy
- development, monitoring and review of procedures for identifying and reporting cases, or suspected cases, of abuse
- a referral will be made to Children's Services immediately if at any time there is a risk of serious harm to a child

- in our EYFS setting OFSTED will be informed of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises.
- the governors will ensure that the school contributes to interagency working in line with WTSC through effective implementation of the child protection policy and procedures and effective communication and good cooperation with local agencies.
- any deficiencies or weaknesses in child protection which may come to light will be remedied without delay

There is a procedure, outlined in the Boarding Handbook, for searching for and, if necessary, reporting any pupil missing from school. A written record is made of any such incident, the action taken, and any reasons given by the pupil for going missing

### **Recruitment of Staff**

The school operates safer recruitment procedures in accordance with the DfE guidance given in '*Keeping Children Safe in Education September 2016*', the Education (Independent School Standards) (England) Regulations 2014 and the National Minimum Standards for Boarding Schools 2015 and EYFS requirements 2017.

Consequently, all staff are vetted through the 'Disclosure and Barring Service' (DBS) to check whether there is anything in their past which would militate against them being employed at the schools. Under The Education (Provision of Information by Independent Schools) (England) Regulations 2003, the school is required to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used because he or she is considered unsuitable to work with children. Failure to make such a report constitutes an offence and the school could be removed from the DfE register of independent schools. The school will also make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had they not resigned). Disqualification by Association disclosures are now also carried out on an annual basis for all new staff and volunteers within the school.

The School seeks assurances that appropriate child protection checks and procedures have been carried out for adults who work with pupils from the School elsewhere, eg. taxi drivers, outward bound instructors, other adults who come into regular contact with the children etc. (see Safer Recruitment Policy)

### **Designated Senior Lead for Safeguarding (DSL)**

- DSL – Graeme Anderson, Deputy Head Pastoral
- Deputy DSL – Mrs J Stroud (School Matron)
- Deputy DSL specifically for EYFS – Carly Reigler (Nursery Manager)
- Others trained to Level 3 – Sarah Piper (School Listener), Gareth Jones (Headmaster)\*, Mark Tomsett (Head of Boarding)\*
- Governor responsibility for Child Protection and Safeguarding – Nicky Eckert (Chair of the St Andrew's Committee)\*

### **Training and awareness of Child Protection Issues**

**For the designated persons:**

The DSLs and responsible governor will be trained in Child Protection matters and inter-agency working matters every two years by the local children's services department. This covers child protection conferences, inter-agency working, supporting children in need, record keeping, safeguarding culture

**For all staff:**

The Induction and INSET programmes ensure that all staff members, including part-time, temporary, ancillary and any voluntary staff, understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the DSL. All new staff are made aware of their safeguarding responsibilities as part of their induction process. They will be given and required to read part one of KCSIE (updated in September 2016) and leaders read Annex A and made aware of the Child Protection / Safeguarding Policy, Prevention from Radicalisation & Extremism Policy, Wellbeing Policy and Staff Code of Conduct. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm. They will sign a form, to confirm this has been done and that they are aware of their responsibilities and of the identity of the DSL. This form will be kept in their personnel file. All governors will be given appropriate training in child protection and safeguarding matters to enable them to deliver their responsibilities as part of the governing body. Additionally there is a group training session for all new teaching staff during the Autumn Term and periodic INSET sessions, at least annually, to refresh the knowledge of all staff members and keep them up to date with new developments. Training will be updated every three years

**Record Keeping and Information Sharing**

A pupil with child protection issues will have a separate file as well as his/her main school file. The special, secure file for sensitive information will be kept by the senior DSL. Records will be kept of all allegations of abuse against all staff. Allegations of abuse against staff found to be malicious will be removed from staff files and no longer retained as before. Unsubstantiated or unfounded allegations will not be referred to in any references. The files will also contain information in relation to interagency communication and documents such as CAF assessments and relevant court orders etc. Governors will be updated termly of records which remain active.

If a child suffering abuse leaves the school relevant information will be transferred to the new school and key workers will be informed as appropriate.

**What to do when abuse is suspected**

Any member of staff may become aware of a pupil in distress, or suspicious that a pupil may have been maltreated. It makes no difference whether the abuse is suspected or alleged to be taking place at home, at school or elsewhere. Whether parents, relations, staff, other adults, or pupils may be involved, the welfare of the child at risk is the first priority. Staff will be alerted should peer abuse, such as bullying, become evident.

Possible abuse by one or more pupils against another pupil must be referred to an external safeguarding agency where there is risk of significant harm.

The school will be alert to pupils' relationships and the potential for peer abuse (particularly within the boarding environment). Appropriate provision will be made for responding to these issues and any inappropriate relationships in boarding or potential for abuse by peers will be dealt with through the behaviour policy.

### **What are the indicators of a potential Child Protection issue?**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

#### **Physical Abuse**

##### 1.1 Definition:

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

##### 1.2 Visible Signs:

- injuries to any part of the body
- children who find it painful to walk, sit down, to move their jaws or are in some other kind of pain
- injuries which are not typical of the bumps and scrapes associated with children's activities
- the regular occurrence of unexplained injuries
- the child who is frequently injured, where even apparently reasonable explanations are given

##### 1.3 Behavioural Signs:

- furtive, secretive behaviour
- uncharacteristic aggression or withdrawn behaviour
- compulsive eating or sudden loss of appetite
- the child who suddenly becomes ill co-ordinated
- the child who finds it difficult to stay awake
- the child who is repeatedly absent

##### 1.4 What to Listen for:

- listen for confused or conflicting explanations of how the injuries were sustained
- evaluate carefully what is said and preferably document if verbatim
- consider if the explanation is in keeping with the nature, age and site of the injury

##### 1.5 Consider:

- what do you know about the family
- is there a history of known or suspected abuse
- has the family been under stress recently
- do you have concerns about the family

## Emotional Abuse

### 2.1 Definition:

The persistent emotional maltreatment of a child such as to cause severe and 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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### 2.2 What to look for:

The recognition of emotional abuse is based on observations over time of the quality of relationships between parent/carer and the child

#### 2.2a Parent/Carer behaviours:

- poor attachment relationship with the child
- unresponsive or neglectful behaviour towards the child's emotional or psychological needs
- persistent negative comments about the child
- inappropriate or inconsistent developmental expectations of the child
- parental problems that supersede the needs of the child
- dysfunctional family relationships including domestic violence

#### 2.2b Child behaviours:

- emotional indicators such as low self-esteem, unhappiness, fear, distress, anxiety
- behavioural indicators such as attention seeking, opposing, withdrawn, insecure
- physical indicators such as failure to thrive/faltering growth, delay in achieving developmental, cognitive or educational milestones

## Sexual Abuse

### 3.1 Definition:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in

preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3.2 There may be no recognisable signs of sexual abuse but the following indicators may be signs that a child is or has been sexually abused.

3.3 Physical Signs:

- signs of blood or other discharge on the child's underclothes
- awkwardness in walking or sitting down
- tummy pains
- regression into enuresis
- tiredness

3.4 Behavioural Signs:

- extreme variations in behaviour eg. anxiety, aggression or withdrawal
- sexually provocative behaviour or knowledge that is incompatible with the child's age and understanding
- drawings and or written work which are sexually explicit (indirect disclosure)
- direct disclosure. It is important to recognise that children have neither the experience nor the understanding to be able to make up stories about sexual assault

## Neglect

4.1 Definition:

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. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.2 What to look for:

Indicators of neglect are recognisable in the child, in the parent/carers behaviours and within the home environment.

4.2a Physical Signs:

- abnormal growth including failure to thrive
- underweight or obesity
- recurrent infection
- unkempt dirty appearance
- smelly
- inadequate/unwashed clothes
- hunger
- listlessness

4.2b Behavioural Signs:

- attachment disorders
- indiscriminate friendliness
- poor social relationships
- poor concentration
- developmental delays
- low self esteem

4.2c Environmental Signs:

- insufficient food, heating and ventilation in the home
- risk from animals in the household
- inappropriate sleeping arrangements and inadequate bedding
- dangerous or hazardous environment

Some points to consider:

- many forms of abuse have no physical symptoms
- the diagnosis of abuse is difficult, even for experts
- delay in reporting suspicions of abuse could be disastrous

Additional forms of abuse will include children also being vulnerable to:

- Domestic violence (DV)
- Being involved in gangs
- Child Sexual Exploitation (CSE)
- Honour Based Violence (HBV)
- Forced marriage
- Peer on peer abuse could include 'Sexting' and 'Banter'

We recognise that some of the most vulnerable children are those with SEND.

### **The concept of Significant Harm**

The Children Act 1989 introduced the concept of Significant Harm that justifies compulsory intervention in family life in the best interests of the child. Significant harm is measured against the severity, extent, duration, frequency, extent of premeditation and the degree of threat and coercion involved.

All staff must be aware of the differences between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children's Services immediately; the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, no consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Members of Staff should discuss any suspicion or worry they may have about any pupil who is possibly at risk with a DSL.

### The Role of the DSL

The senior responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The DSL is responsible for promoting the educational achievement of children who are looked after and works with the Virtual Educational Establishment Head to discuss how to support the progress of looked after children and meet the needs identified in the child's personal education plan. The DSL will liaise with agencies providing early help services and coordinate help for children in need of support.

If a member of staff reports a suspicion to the DSL, the DSL will then be responsible for any action which may be necessary and will follow the Sussex Child Protection and Safeguarding Procedures. The DSL will contact Children's Services [telephone number is 01323 747373 or 01323 335905/6 (out of hours)] within 24 hours of any disclosure or suspicion of abuse. The school will never attempt to investigate the allegation of abuse before contacting the Children's Services. The police will be informed from the outset in cases of serious harm. [Police Child Protection team Tel; 101 ask for Eastbourne].

### What to do –

If any member of staff is approached by a child who wants to tell them about abuse, or a worry of this kind, they should:

- Allow them to speak freely.
- Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the pupil.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this-; this is the remit of Social Services and the Police.
- At an appropriate time tell the pupil that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the pupil what will happen next. The pupil may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the Designated Safeguarding Lead.
- Write up your conversation as soon as possible and hand it to the DSL. Hand over any contemporaneous notes that you took to the DSL.
- Seek support if you feel distressed but do not discuss the disclosure or the people involved.

- You must respect the confidential nature of this duty however and pass on the information to the DSL as soon as possible, if the interview takes place without them being present.

Having comforted the child and reassured him/her that you will help, you must immediately contact the relevant DSL or Headmaster.

**Then:**

- Do not tell other people about the situation – this could cloud the issue later.
- If it is alleged that one or more pupils have abused another pupil, please follow the same procedures with the alleged victim. Another colleague (or colleagues) should be charged with the task of isolating the alleged abuser(s). All the individuals concerned should be kept apart until the DSL has given instructions about the next step(s). See anti-bullying policy
- All information is treated in the strictest confidence. Information sometimes has to be shared, but those providing the information will be involved in how this comes out.

**What might the School do with the information you provide?**

- At least record it; it may not seem significant straight away, but may add to further information received later
- Telephone professional agencies for advice without giving names (the DSL and the school will be named) (SPOA)
- Telephone professional agencies for advice, providing the necessary names for records to be checked (SPOA)
- May be referred to an external agency such as the Social Services Department of the Local Authority (SPOA), the Child Protection unit of the Police, without investigation within the school
- Make a full referral in accordance with Sussex Child Protection and Safeguarding Procedures including referring cases to the Channel programme where there is a radicalisation concern as required.

The DSL will always let you know what will happen to information you provide. Where practically possible, and with the advice of professional agencies, the anonymity of a referring colleague will be protected. The school would not investigate or contact parents before contacting Children's Services (SPOA).

**Allegations against Staff**

**LADO (Local Authority Designated Person)**

Amanda Glover, Operations Manager Safeguarding (LADO) 07825782793 or 01323 466606 or [amanda.glover@eastsussex.gov.uk](mailto:amanda.glover@eastsussex.gov.uk), East Sussex County Council, St Marks House, 14 Upperton Road, Eastbourne. BN21 1EP is the contact person with the Local Authority for safeguarding issues.

**Role of the LADO**

The function of the LADO is to provide advice and preside over any investigation of any allegation of abuse directed against anyone working at the school. Due weight will be given to the views of the LADO and to the policy when making a decision about suspension.

If an allegation is made against a member of staff or volunteer, the Headmaster should be informed immediately. In his absence the Designated Governor should be contacted. Staff should not contact parents or any outside agency. The headmaster will discuss the allegation with the LADO and the school will make no attempt to investigate prior to contacting the LADO. Should the case manager deem necessary, then the police will also be involved from the outset in cases of serious harm. The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. Appropriate support will be provided and a link person appointed to keep the accused informed. The School has procedures for dealing with allegations against staff (and volunteers who work with children, including governors) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures (which are set out fully in Appendix 3 follow the guidance in chapter 4 of *Keeping Children Safe in Education (KCSIE)* and the DfE guidance *Dealing with allegations of abuse against teachers and other staff* (DfE-00061-2011) and should be used where the member of staff or volunteer has allegedly:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child, or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

### **Allegations against the DSL**

Where an allegation or complaint is made against the DSL or any other member of staff or a volunteer, the matter should be reported immediately to the Headmaster. Where appropriate, the Headmaster will consult with a DSL and all allegations will be discussed with the LADO before further action is taken. The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. Appropriate support will be provided and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate.

### **Allegations against the Headmaster or Chairman of Governors or other Governors**

Where an allegation or complaint is made against the Headmaster, the person receiving the allegation should immediately inform the Chairman of the Governing Body (Mr Philip Broadley), or in his absence the Designated Governor (Mrs Nicky Eckert), without notifying the Headmaster. Any such allegations will be discussed with the LADO before further action is taken. Where an allegation is made against a Governor, the person receiving the allegation should immediately inform the Chairman of the Governing Body or, in their absence, the Headmaster.

If an allegation is against a governor then the matter should be referred directly to the Chairman of Governors who will in turn consult the LADO. If the allegation is against the Chairman of Governors, the matter should be referred direct to the LADO who will in turn provide further advice. Historical allegations of abuse by staff should be referred to the police.

### **Allegations against Boarding Staff**

If a member of the boarding staff is suspended in circumstances of a child protection nature, the school will provide alternative accommodation.

## Whistleblowing

All staff have the responsibility to speak up about safeguarding and welfare matters. Staff must report concerns or allegations about behaviour of colleagues or practices which are likely to put pupils at risk of abuse or serious harm. If there is concern that the School might not be following proper procedures in a child protection matter, staff or parents may contact one of the outside agencies directly without any fear of repercussions. It must be remembered that safeguarding is everyone's responsibility and anyone can make a referral to Children's Services.

LADO Amanda Glover 07825782793 (01323 466606) or, if there is concern about a boarder: OfSTED Whistleblowing Hotline (0300 123 3155 8) and/or [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk)

Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

## Availability of the Child Protection Policy

The Policy is available on the School's website: [www.standrewsprep.co.uk](http://www.standrewsprep.co.uk)

## Policy Review

This policy, together with the School's Child Protection procedures and the efficiency with which these procedures have been administered are reviewed annually by the School Governors. There is also an annual audit of the school's procedures following the East Sussex Audit tool. Safeguarding is a standing item on Governor meeting agendas. Any historical issues and indeed issues contained in KCSIE such as looked after children, FGM, mental health, self-harm, body image etc. will be considered during any review and suitable amendments made.

## Appropriate Conduct with Pupils (also see Appendix 2)

Staff must be aware of appropriate conduct with pupils in order to avoid allegations and misunderstandings:

- Avoid physical contact with pupils wherever possible.
- If you must be alone with a pupil, be careful, eg. ensure that you are visible to others; report scheduled meetings to the pupil's house staff or your line-manager.
- If you must transport a pupil in your car, ensure that you are not alone and that you have informed relevant senior staff.
- Do not give pupils personal contact details, eg. Mobile telephone numbers, home addresses or e-mails or direct messaging sites.
- Do not exchange personal or private information/opinions with pupils.
- Do not make contact with pupils on Facebook or other social networking sites.

- If you have concerns regarding an incident or pupil behaviour in the light of these guidelines, please discuss these with the DSL.
- Do not make derogatory comments to pupils, even in jest, and treat them with the utmost respect.
- Do not single children out or encourage favouritism.
- Do not rely upon your good name.

Please refer to your contract and to the Staff Code of Conduct for the relevant disciplinary procedures.

### **Mobile Devices**

The use of any mobile device by staff (including mobile telephones) shall be in accordance with the Mobile Device and Digital Content Policy (including EYFS).

As part of the contractual obligation between parents of a pupil and the school, it is agreed that photographs and or moving images may be taken and used by the school in accordance with normal custom and practice. Such custom and practice will include: set piece photographs of the school, house, team, theatre cast and snapshots of school activities. Photographs taken for the purpose of recording a child or a group of children participating in activities or celebrating their achievements is an effective form of recording progress in the Early Years Foundation Stage. It has also been custom and practice for independent schools to use images of their pupils for marketing purposes, such as in prospectuses and promotional videos or displays on its website, inclusion in newsletters or publication in local media. The terms and conditions of Admission specify that parents who do not want their child's photograph or image to appear in any of the school's promotional material must make sure that their child knows this. Admissions will circulate a list of such pupils to all staff. This policy covers all those in the EYFS setting. Please refer to the EYFS Mobile Device and Digital Content Policy.

See Appendix 5- EYFS Mobile Device and Digital Content Policy

### **Informing OFSTED**

With regard to EYFS pupils, the DSL will inform OfSTED of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. This will be done as soon as reasonably practicable, but at the latest within 14 days of the allegations being made.

OfSTED  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD  
03001231231

### Contact Details and Information I

<b>ESCC switchboard</b>	01323 747200
<b>Local Area Designated Officer</b> – Amanda Glover <a href="mailto:amanda.glover@eastsussex.gov.uk">amanda.glover@eastsussex.gov.uk</a> <i>(- for allegations against staff)</i>	07825782793 or 01323 466606
<b>Single Point of Advice (SPoA)</b> will provide advice to practitioners on concerns they have about children at Level 3 or 4 (targeted/specialist and child protection services) on the <a href="#">continuum of need</a> . The SPoA can be contacted Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm. <a href="mailto:0-19.SPOA@eastsussex.gov.uk">0-19.SPOA@eastsussex.gov.uk</a> <i>(- for children in need of additional support)</i> Out of Hours Emergency	01323 464222  01273 335905 / 01273 335906 01323 466606 101
Sussex Prevent Team. <a href="mailto:prevent@sussex.pnn.police.uk">prevent@sussex.pnn.police.uk</a>	
<b>Education support behaviour and attendance services</b>	01323 747456
<b>Senior DSL</b> Graeme Anderson <a href="mailto:ganderson@standrewsprep.co.uk">ganderson@standrewsprep.co.uk</a> DSL Jane Stroud <a href="mailto:jstroud@standrewsprep.co.uk">jstroud@standrewsprep.co.uk</a> Carly Reigler (EYFS) <a href="mailto:creigler@standrewsprep.co.uk">creigler@standrewsprep.co.uk</a> Mark Tomsett (Boarding) <a href="mailto:mtomsett@standrewsprep.co.uk">mtomsett@standrewsprep.co.uk</a>	01323 744841 / 733203 01323 744834 01323 744830 01323 733023
<b>Headmaster</b> Gareth Jones <a href="mailto:gebjones@standrewsprep.co.uk">gebjones@standrewsprep.co.uk</a>	01323 744840
<b>Designated Governor</b> – Mrs Nicky Eckert <a href="mailto:nicky@chalvington.net">nicky@chalvington.net</a>	01323 733203
<b>Chairman of the Governors</b> – Mr Philip Broadley	07718 637092
<b>Childline</b>	08001111
<b>NSPCC</b>	0808 808 5000
<b>Charities Commission (Eastbourne College Charity)</b> Reg: No 307071	0845 3000218
<b>OFSTED</b> <a href="mailto:Ofstedenquiries@Ofsted.gov.uk">Ofstedenquiries@Ofsted.gov.uk</a>	0300 123 1231

**Child Protection and Safeguarding Procedures website** [www.czone.eastsussex.gov.uk](http://www.czone.eastsussex.gov.uk)  
**East Sussex Local Safeguarding Children Board** [www.eastsussexlscb.org.uk](http://www.eastsussexlscb.org.uk)

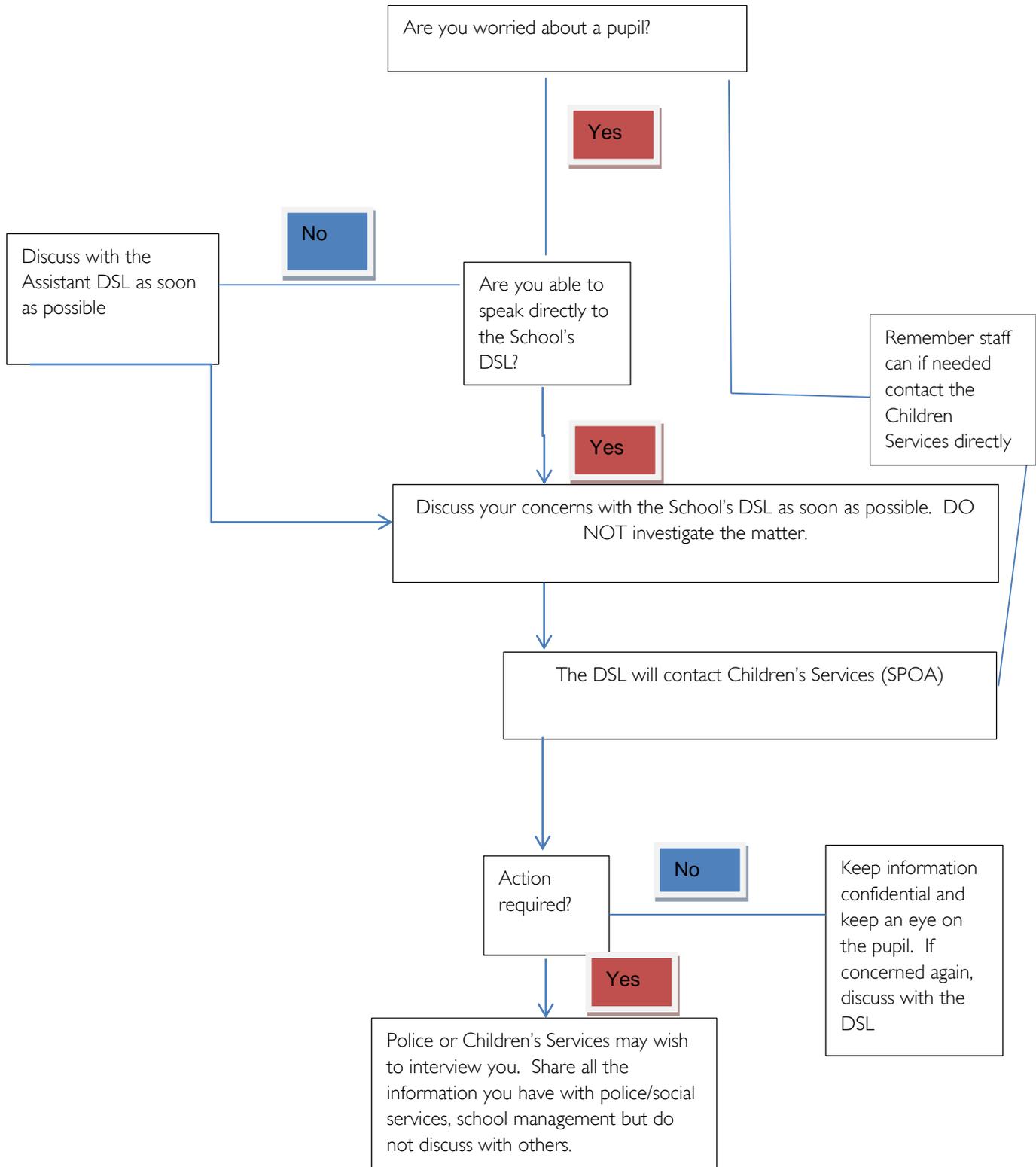
### Related Policies (relating to the general well-being of children including those in need and at risk.)

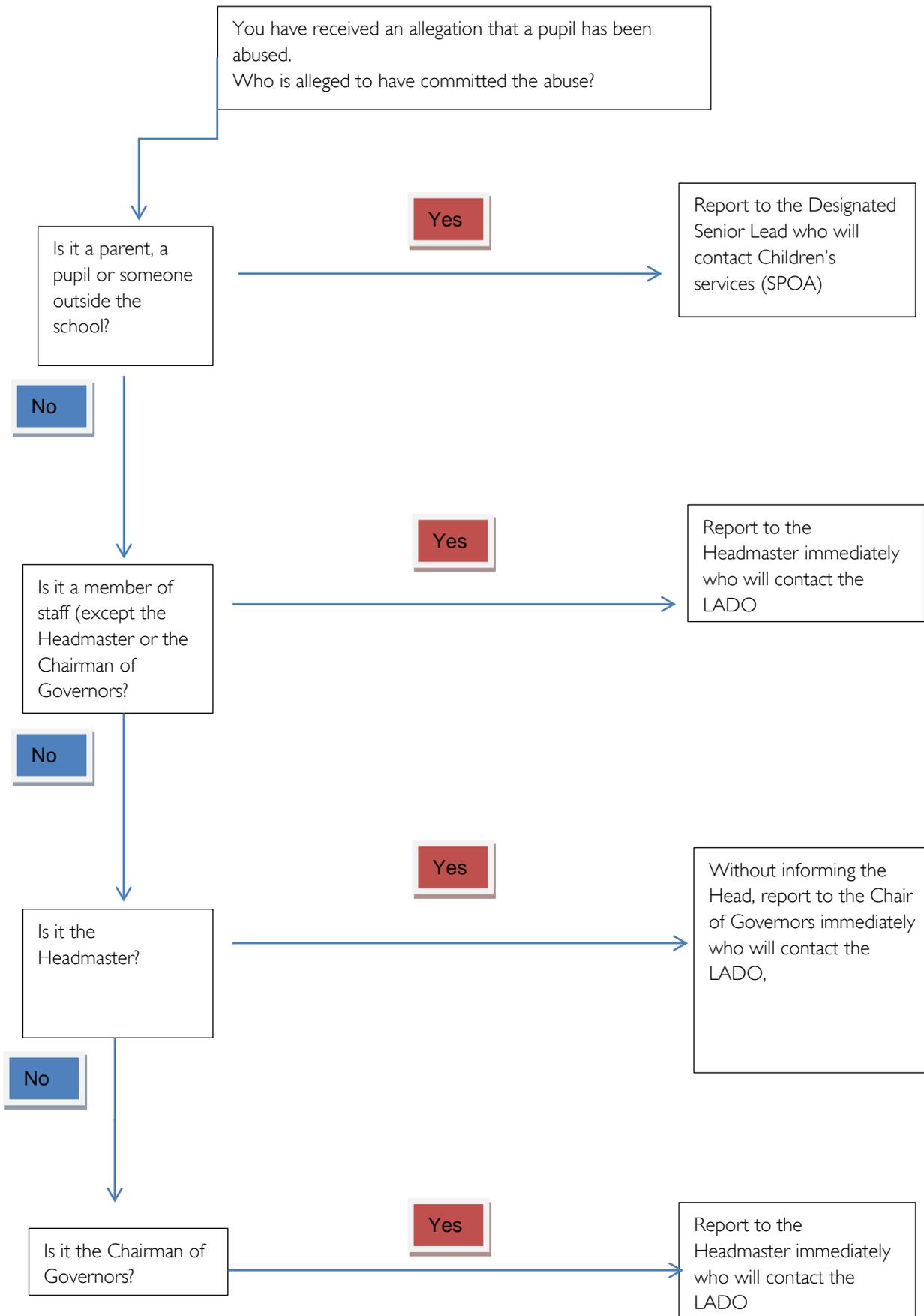
Safer recruitment	Fire Safety	Preventing Extremism and radicalisation 2015
Medical Policy	Rewards and Sanctions Policy / PrePrep Behaviour Policy	Well Being Policy
E Safety	Mobile Device and Digital Content Policy (EYFS Staff)	Prevention of radicalisation and extremism.
Anti-Bullying	Health and Safety Policy	
PSHE Programme	Educational Visits policy	
Attendance	SEND	
Staff Code of Conduct	Whistleblowing Policy	

Author / reviewed by:	Graeme Anderson	
Date of policy:	December 2018	
Review frequency:	Yearly	
Review Date:	December 2019	

Signatories:	Headmaster:   Chairman of Governors: 	
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Appendix I: Guide – What to do if an allegation is received





## Appendix 2: Useful Outline Guidance

Always	Never
Always put the welfare of the pupil first.	Never engage in rough, physical or sexually provocative games with pupils.
Always treat all pupils equally	Never show favouritism to any one pupil.
Always watch your speech, tone of voice, and body language.	Never allow abusive peer activities, e.g. initiation ceremonies, bullying, ridiculing.
Always treat all pupils with respect and dignity.	Never go into a pupils' room unless you have a valid reason for doing so. Knock on the door first and identify yourself. Always leave the door open.
Always maintain a safe and appropriate distance with pupils. It is not appropriate for staff or pupils to have an intimate relationship with a child.	Never allow or engage in any form of inappropriate or intrusive touching.
Always ensure that, if any form of physical contact is required, it should be provided openly. In sporting situations this should be in accordance with guidelines provided by the appropriate national Governing Council	Never allow pupils to use inappropriate language without challenge.
Always report any injury that occurs to the Medical Centre, along with details of any treatment given.	Never make sexually suggestive comments to a pupil, even in fun.
Always ensure that another adult is aware if you are going to be alone with a pupil at any time.	Never allow allegations made by a pupil to go without challenge, unrecorded or not acted upon.
Always be as unobtrusive as possible if required to supervise pupils changing or showering. Such supervision must focus on the safety of pupils. Wherever possible, ensure that two adults are present.	Never invite or allow pupils to stay with you at your home unsupervised. Residential staff should only invite pupils into their accommodation if they are in pairs or groups, and they must inform another member of staff of the timings and the reason for doing so.
Always respect a pupil's privacy, especially in showers, changing rooms, and lavatories.	Staff should avoid arranging any meeting with individual pupils away from school premises.
Always think carefully about giving your private email address or telephone number to a pupil – preferably use school email addresses and phone numbers	Never share sleeping accommodation with pupils.
Try to avoid allowing children to involve you in excessive attention-seeking that is overtly physical sexual in nature in particular.	Never allow unknown adults access to children. Visitors should be accompanied by a known person.
Control and discipline pupils without physical punishment.	Never scapegoat, ridicule, or reject a pupil.

## Appendix 3 – Allegations against Staff

### Disclosure of information

The Headmaster will inform the accused person of the allegation as soon as possible after the LADO has been consulted. The parents or carers of the pupil/pupils involved will be informed of the allegation as soon as possible if they do not already know of it. Where the LADO advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the Headmaster should not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed. The parents or carers should be kept informed of the progress of the case, including the outcome of any disciplinary process.

### Support

The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless external agencies object to this. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available for the individual, as appropriate. In the case of on-site boarding staff, it may be necessary to remove them from their lodging pending the results of any investigation.

### Action to be taken against the accused

Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps to be taken with the Headmaster (or the Chairman of the Governing Body where the allegation is against the Headmaster). The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to summary dismissal or a decision not to use the person's services in the future.

It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Headmaster how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff, but in some instances it may be appropriate to appoint an independent investigator as advised by the LCSB.

### Suspension

Suspension must not be an automatic response to an allegation and should only be considered in a case where:

- there is cause to suspect a pupil or other pupils at the School is or are at risk of significant harm, or
- the allegation warrants investigation by the police, or
- the allegation is so serious that it might be grounds for dismissal

The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, unfounded or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment.

### Criminal proceedings

The School will consult with the LADO following the conclusion of a criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the police investigation or trial and the standards of proof applicable.

### **Return to work**

If it is decided that the person who has been suspended should return to work, the School should consider how to facilitate this, for example, a phased return may be appropriate and/or the provision of a mentor to provide assistance in the short term. The School should also consider how to manage the contact with the pupil/pupils who made the allegation.

### **Ceasing to use staff**

If the School ceases to use the services of a member of staff (or a governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used

and there will be a prompt and detailed report to the Disclosure and Barring Service (DBS). The school may consider a referral to the National College of Teaching and Learning if the member of staff has been dismissed or has resigned prior to a potential dismissal. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governing Body without delay.

### **Resignation**

If a member of staff (or a governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a prompt and detailed report being made to the DBS in appropriate circumstances.

### **Timescales**

All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unfounded or malicious, the case should be resolved within one week. It is expected that most cases of allegations of abuse against staff will be resolved within one month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Headmaster should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, it should be held within 15 working days.

### **Unfounded or malicious allegations**

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's policy.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate

**Record keeping**

Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of 10 years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from employee's records and not referred to in references



DSL's only

Date:
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Time:
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Action(s) taken:

Outcome(s):

Review Date:

This form and any other notes taken must be passed directly to the DSL or an assistant in their absence as soon as possible.

## Appendix 5 – EYFS MOBILE DEVICE AND DIGITAL CONTENT POLICY - STAFF

This policy applies to all members of the EYFS staff academic and non – academic and is intended to be read in conjunction with the Acceptable Use Policy (Staff) and Child Protection and Safeguarding Policy.

As part of the contractual obligation between parents of a pupil and the school, it is agreed that photographs and or moving images may be taken and used by the school in accordance with normal custom and practice. Such custom and practice will include: set piece photographs of the school, house, team, theatre cast and snapshots of school activities. Photographs taken for the purpose of recording a child or a group of children participating in activities or celebrating their achievements is an effective form of recording progress in the Early Years Foundation Stage. It has also been custom and practice for independent schools to use images of their pupils for marketing purposes, such as in prospectuses and promotional videos or displays on its website, inclusion in newsletters or publication in local media. The terms and conditions of Admission specify that parents who do not want their child's photograph or image to appear in any of the school's promotional material must make sure that their child knows this. Admissions will circulate a list of such pupils to all staff. This policy covers all those in the EYFS setting.

### Use of digital and video images both Photographic and video (Staff):

- o When taking digital images / video, the emphasis should always be for educational or reporting aims.
- o No device should be used for any recording purposes in bedroom accommodation, changing facility, swimming pool, bathrooms etc (The Marketing Office may take specific photographs as appropriate.)
- o Images / video should always be taken using **school supplied** equipment (A memory card supplied by the school can be used in personal equipment) School equipment will be securely stored.
- o Images should never be stored on personal devices which includes but is not limited to mobile devices, laptops, internal camera memory, memory sticks, iclouds or portable hard drives
- o Images should be stored on a secure password protected area of the school network
- o If personal storage devices have been used to transfer images / video these should be deleted once transferred onto the school network. This should be done on-site.
- o Care should be taken when taking digital images / video that pupils are appropriately dressed and are not participating in activities that might bring the school or other individuals into disrepute. Images taken must be deemed suitable without putting the child/children in any compromising position that could cause embarrassment or distress.
  
- o Photographs that are to be published in either digital or hard copy platforms should be selected carefully and passed for publication by the Marketing Office
- o Staff should make pupils and parents aware of any instance where photography or videography may be used. At times when staff require photographs for study purposes consent will be sought from parents and discussed with them regarding their use.
- o Staff should refrain from uploading or using images of anyone in the St Andrew's community which could bring the school into disrepute in any manner.

### **Taking of Images by parents and friends:**

Parents and friends often wish to take images of their children at school plays and concerts or sporting activities. Courtesy and good manners require that the following rules are respected:

- Visitors must use their cameras with consideration and confine their photography to the relevant event;
- If visitors ask whether they can take photographs, they should be reminded that whilst it is permissible under the Data Protection Act 1998 to take photographs for personal use, publication of such images may be unlawful. The school will remind parents of this through events programmes and publications wherever possible;
- Where a play or concert or other event is subject to copyright and performing rights restrictions, visitors will not be permitted to take images, photographs or video film. Filming or videography is not permitted in the swimming pool.
- No images should be taken of the children during events such as swim galas and parents will be reminded of this at the start of each event.

### **Use of Images as part of student records:**

Pupils will be required to have a photograph taken for personal pupil records. These images are subject to the Data Protection Act 1998 and will therefore:

- Be stored on the secure network provided area
- Not be used for any other purpose without the permission of the pupil or their parent(s)
- Not be distributed or shown to any unauthorised party

### **Request by third parties:**

- From time to time third parties may request still or moving images of pupils for external publication. Such requests shall be handled by the Marketing Office who will gain the necessary permission of the pupil or their parent(s)
- Photography and filming by newspaper journalists or television film crews will only take place under supervision once authorised by the Director of Marketing or their appointed person.
- If published, pupils will only be named if deemed appropriate and necessary by the Director of Marketing.

### **Mobile Phone Use**

Staff use of mobile phones during their working school day:

- Mobile phone calls may only be taken at staff breaks or in staff members' own time and in the designated staff areas. Staff bringing such personal devices into the Nursery must ensure there is no inappropriate or illegal content on the device
- Mobile phones should be switched to silent, stored out of sight and left in a safe place during lesson times. The school will not take responsibility for items that are lost or stolen. All mobiles should be password protected and Bluetooth etc switched off.
- Staff should never contact pupils and try to avoid contacting parents from their personal mobile phone. They should not give their mobile phone number to pupils. If a member of staff needs to make telephone contact with a pupil, a school telephone should be used. School mobiles are available from the Facilities Bursar.
- Staff should never send to, or accept from, colleagues or pupils, texts or images that could be viewed as inappropriate. Concerns will be taken seriously, logged and investigated appropriately. The school reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use. Should inappropriate material be found then our computers the headmaster

- will contact the LADO immediately.
- As noted above, with regard to camera mobile phones, a member of staff should never use their phone to photograph a pupil(s), or allow themselves to be photographed by a pupil(s).

This Policy will be reviewed annually or sooner if deemed necessary or if relevant new guidance must be taken into account. Non-compliance will be dealt with through the school's disciplinary procedures.