

CHRIST'S HOSPITAL SCHOOL

SAFEGUARDING, WELFARE AND CHILD PROTECTION POLICY

Introduction

Christ's Hospital's mission is to provide a safe environment for the children in its care, particularly those in need. The safeguarding, welfare and protection of children are therefore fundamental to the school's purpose and existence.

1. The safety and welfare of the children at Christ's Hospital is the primary concern for all staff and the School will do all that it can to provide a secure, caring, positive and stimulating environment so that every pupil can learn in safety and which promotes the social, physical and moral development of the individual child.
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All staff are required to read at least Part 1 of DfE publication *Keeping Children Safe in Education 2016* (KCSIE page 4) and be aware that child protection incidents can happen at any time and anywhere; they should be alert to any possible concerns. **Any staff member who has a concern about a child's welfare should follow the referral process set out in this policy.**
3. All staff members will receive appropriate safeguarding and child protection training which is updated regularly. In addition, staff members will receive relevant updates via email, at staff meetings and via briefings as required, but at least annually, providing them with the relevant skills and knowledge to safeguard children effectively.

Aim

4. The aim of this policy is to state the School's arrangements for safeguarding pupils and for ensuring that the required standards of welfare and child protection are met.

References

5. The policy has been developed in accordance with the principles established by the Children Act 1989, 2004 and the Education Act 2002 and in line with the following publications:
 - *Keeping Children Safe in Education (KCSIE) - DfE September 2016;*
 - *Disqualification under the Childcare Act 2006 – February 2015;*
 - *Working Together to Safeguard Children - Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children – DfE March 2015;*
 - *Framework for the Assessment of Children in Need and their Families 2000;*
 - *Children and Young Persons Act, England (National Care Standards Commission (Inspection of Schools and Colleges)) 2002;*
 - *What to do if You are Worried a Child is Being Abused – March 2015;*
 - *Information Sharing – March 2015;*
 - *Sexual Offences Act 2003;*
 - *DfE guidance "Safeguarding Children & Safer Recruiting in Education";*
 - *Sussex Child Protection & Safeguarding Procedures;*
 - *Counter Terrorism and Security Act 2015 (Section 26) - March 2015;*
 - *Prevent Duty Guidance – DfE 2015;*
 - *Boarding Schools; National Minimum Standards;*
 - *Independent Schools Inspectorate Regulatory Requirements and Safe Working Practice (2015).*

Key contacts

6. Key Contacts for Child Protection matters are as follows:
 - **Designated Safeguarding Lead (DSL) Ruth Brading(Annex E) 07794 452 815**
 - Deputy DSL: Dayle Kirby 07973 431582

- Head Master: Simon Reid 01403 247432
- Deputy Heads: Jon Perriss and Marlene Fleming 01403 247789
- Governor responsible for Safeguarding: Bob Judson c/o Secretary to the Council (01403 246631)
- Treasurer of the Council of Christ's Hospital: Guy Pericone As above, or chair@christs-hospital.org.uk
- West Sussex Local Safeguarding Children Boards (LSCB) 01243 642965 / 0330 2225296
- Website for LSCB www.westsussex.gov.uk/lscb
- West Sussex Officer (LADO) 01403 229900 / 01903 694422
- West Sussex Police (CP Unit) 01273 470101
- Sussex Prevent Officer: Tony Cook 101 Ext 531355
- Children's Social Care (Horsham Office) 01403 229900 (Office Hours)
- Children's Social Care (West Sussex) 01903 694422 (Out of Hours)
- Forced Marriages Unit 01243 642555 (Out of Hours)
- Female Genital Mutilation unit (Home Office / NSPCC) 020 7008 0151
- Independent Schools Inspectorate (ISI) 0800 0283550
- Ofsted 020 7600 0100
- Children's Commissioner for England: Maggie Atkinson 0300 1234666
- Childline 0800 5280731
- NSPCC 0800 111111
- Kidscape Bullying Helpline 0800 800500
- Samaritans 0207 7303300
- 0845 7909090

The Council of Christ's Hospital

7. The Council of Christ's Hospital ("the Council") takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of pupils and to work together with other agencies to ensure that adequate arrangements are made within our School to identify, assess, and support those children who are suffering harm. Such issues are discussed and reviewed annually.
8. The Council is aware of the requirement to report to the Disclosure and Barring Service (DBS) within one month any concerns relating to staff, volunteers, trainees and sub contracted staff who may be deemed unfit to work with children, and undertake to fulfil this requirement. In addition a referral will be made to the National College for Teaching and Leadership containing the details of any teacher, who has been dismissed or left the School, where there are concerns that a prohibition order may be appropriate. Volunteers are subject to the recruitment checks at least as stringent as those outlined by the statutory guidance stated in KCSIE.
9. The Council undertakes to publish the School's Safeguarding, Welfare and Child Protection Policy on the School website. In addition, a hard copy will be made available to any parent or carer who requests it from the School Office.
10. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Outcomes

11. The intended outcomes of this policy are:
 - to support the child's development in ways that will foster security, confidence and independence;
 - to provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to;
 - to raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. This also applies to temporary and voluntary staff who will be fully briefed in Child Protection procedures prior to commencing employment;
 - to provide a systematic means of monitoring children known or thought to be in need of extra

support and / or at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children;

- to emphasise the need for good levels of communication between all members of staff;
- to provide a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse;
- to prevent people from being drawn into terrorism;
- to develop and promote effective working relationships with other agencies, especially social care and the Police;
- to ensure that all adults within our School who have substantial access to children have been checked as to their suitability and
- to ensure any identified deficiencies or weaknesses in child protection procedures will be remedied without delay.

School procedures

12. Our School procedures for safeguarding children will be in line with the West Sussex LSCB procedures. We will ensure that:
 - all staff and volunteers are subject to appropriate child protection checks and all senior staff responsible for recruitment have undertaken safer recruitment training;
 - all members of the Council understand, fulfil their responsibilities and have undertaken training;
 - our DSL has undertaken the appropriate DSL training, including in inter-agency working and PREVENT training in awareness of the risk of children being drawn into extremism, and subsequent refresher courses every two years delivered through the Safeguarding Unit.
 - both of the Deputy Heads have undertaken the appropriate DSL training;
 - the Headmaster, all staff and volunteers engaged in regulated activity receive training as specified by the LSCB at least every three years, including how to identify pupils at risk of radicalisation;
 - all staff are required to read at least Part 1 of KSCIE 2016. All senior leaders and those who work directly with children must also read KCSIE Annex A;
 - School Monitors and peer mentors are given a briefing on child protection in their induction course following their appointment and
 - a yellow laminated card titled, 'School Child Protection team' is in every house and the names of those with DSL responsibilities told to all of the pupils. On the reverse are details on 'Supporting a child who tells about abuse.'
13. Dr. Ruth Brading (DSL), Mr. Dayle Kirby (Assistant DSL) and both of the Deputy Heads are qualified trainers.
14. All members of staff, volunteers, senior pupils in positions of responsibility and governors know:
 - the definitions of abuse (see Annex A);
 - the signs and symptoms of abuse (see point 24 and Annex B);
 - how to respond to a pupil who discloses abuse (see point 25);
 - what to do if they are concerned about a child (see point 22) and
 - the difference between a concern and a child in immediate danger and the required action in each case.
15. In addition:
 - all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the School's Safeguarding, Welfare and Child Protection Policy on the website, and reference to it in our introductory School pack;
 - our lettings policy includes written confirmation that the lessor has checked the suitability of adults working with children on School sites at any time;
 - where services or activities are provided separately by another body, not under the direct management of the School, we will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and to liaise with the School in these matters where appropriate;
 - community users organising activities for children are aware of the School's child protection guidelines and procedures;
 - we will ensure that our selection and recruitment of staff meets the requirements as set down in

- KCSIE and complies fully with the Independent Schools Standards Regulations. Further details are in the school's Recruitment and Selection Policy and
- we will ensure that there is at least one member of each staff interview panel who has completed the Safer Recruitment course. A list of those who have completed the course is held by the HR department.
16. Our procedures are reviewed and updated annually. The Bursar's Assistant, Derek Hart, sends out reminders to staff that oversee the policies to ensure that they are up to date.
 17. The name of the DSL will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse (see School Calendar).
 18. As part of their induction programme, all new members of staff will be made aware of our Safeguarding, Welfare and Child Protection Policy, the Code of Conduct for Staff, the Whistleblowing Policy and the identity of the DSL; they will also be given a copy of KCSIE 2016 (part 1 and Annex A).
 19. All members of staff are made aware of the Code of Conduct for Staff, for their own protection and welfare as well as that of the pupils. See point 64 for more detail on Staff training.
 20. Storage and transfer of child protection files: a file is opened for each child about whom a referral is made; this is kept in a locked cabinet in a lockable room; a chronology sheet is maintained logging events such as requests to see the file. If the child changes school, CP files are transferred securely, separately from the main school file; a confirmation receipt is obtained and we record the date, number of pages sent and name of the person to whom the file was sent. A conversation with the DSL at the new school takes place. If a child with a CP file leaves School we retain the file until the child is 25 then destroy it (or retain, with a retention policy in place). School policy outlines these systems.
 21. Receipt of phone calls concerning CP children, those on CP plans and other children that we are concerned about: switchboard operators are advised to transfer such calls directly to the DSL. If a caller claiming to be a professional wants to be called back, a name and switchboard number is taken so that the caller's identity can be checked.

Responsibilities

22. The Designated Safeguarding Lead (DSL – and see Annex E) is responsible for:
 - referring a child within 24 hours if there are concerns about possible abuse, to the Social Care Assessment Team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made;
 - keeping written records of concerns about a child even if there is no need to make an immediate referral;
 - ensuring that all such records are kept confidentially and securely, in accordance with the School's Information Security and Data Protection Policy, and are separate from pupil records;
 - ensuring that an indication of further record-keeping is marked on the pupil records;
 - liaising with other agencies and professionals;
 - ensuring that either the House parents or Heads of Year attend Strategy Meetings, core groups, or other multi-agency planning meetings, contribute to assessment, and provide a report which has been shared with the parents;
 - ensuring that any pupil that is subject to a child protection plan who is absent without explanation for two days is referred to their key Social Care Team;
 - organising child protection training for all School staff;
 - providing, with the Headmaster, an annual report for the Council, detailing changes and reviews of relevant policy and procedures, training undertaken by the DSL and by all staff and governors, number and type of incidents/cases and number of children subject to a child protection plan (anonymised). This will be done by the end of July each year and
 - ensuring that all staff are aware of their responsibilities as set out in this policy.

If staff have any reason to be concerned about the physical, mental or emotional state of a

child at Christ's Hospital, then they should pass on that information to a Houseparent (HsM) as soon as they can. The HsM will then pass that information on to the Deputy Head or the DSL and they in turn will notify the Headmaster and, if appropriate, the local Children's Social Care office.

23. The responsibilities of the West Sussex Designated Officer (LADO) include:

- the provision of advice; and
- to preside over the investigation of any allegation or suspicion of abuse directed against anyone working at the School. Due to the national boarding nature of the school, our pupils come from a variety of different areas. We are aware that different county council/borough agencies interpret Child Protection legislation in different ways; there is not a national homogeneous approach to procedure. Therefore, direct contact with the Local Authority Designated Officers from the relevant county/borough is done at the earliest available opportunity. Some boroughs use the term Designated Officer and some use Local Authority Designated Officer (LADO); both do the same job.

Possible signs of abuse

24. Physical Indicators (See Annex B).

- Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

25. If a pupil makes a disclosure of abuse to you, follow these steps:-

- sit down quietly with them;
- make it clear that you cannot promise confidentiality, but that the information will only be passed on to those who need to know to be able to help them;
- listen to the child and be as supportive as you can, but do not ask leading questions or make judgemental comments;
- if the child is in a fit state to return to School activities and is not at risk of imminent further harm, let them know that you will pass the information on to the DSL immediately. If not, contact the DSL immediately to decide what help is most appropriate for the child at that point. If the allegation has been made against the DSL, then the Headmaster or, in his absence, the Treasurer of Council should be contacted;
- immediately after the interview, record the conversation as accurately as you can using the actual words and phrases used by the child if possible and
- pass this written information onto the DSL as soon as possible. She will then inform the Headmaster or a Deputy Head as necessary and contact the LADO for advice.

If there is a risk of immediate serious harm to a pupil, anyone can make a referral to Children's Social Care (DfE Keeping Children Safe in Education 2016 para 28).

26. It is important that the child does not have to recount unhappy details any more than is necessary. The School has no power/right to investigate. Our primary concern is to safeguard the welfare of the child.

27. The DSL will then act in the following way:

- if the allegation is an out-of-school matter, advice may be sought from the LADO and where necessary referred to the appropriate Social Services office and/or the Police;
- if the allegation is an in-school matter involving another pupil, advice will be sought from the LADO. Thereafter, the matter may be referred to Children's Social Care Services and/or the Police if necessary. In this case the Headmaster is likely to become involved;

- if the allegation is an in-school matter involving a member of staff or a volunteer working at the School, the matter will always be referred to the Headmaster, who will ensure that the matter is referred to the LADO as quickly as possible, and within one working day, to the Children's Social Care, and the Police, if a criminal offence is suspected. If the Headmaster is out of school, refer the matter to the Treasurer of the Council;
- the Headmaster may then seek further guidance from the appropriate authorities but it remains his responsibility to see that the allegations are dealt with appropriately;
- if the allegation concerns the Headmaster, the DSL will act in accordance with paragraph 45; and
- if the matter concerns a risk of radicalisation the School will contact the Police and the local Channel board.

28. The two guiding principles in all this must be:

- if in doubt, speak out, and
- the welfare of our children comes before all else.

Supporting children

29. We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self-worth.

30. We recognise that the School may provide the only stability in the lives of children who are in need of support or who have been abused or are at risk of harm.

31. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to either aggressive or withdrawn. Changes in behaviour are monitored closely and are reported to DSL if there are concerns.

32. Our School will support all pupils by:

- encouraging self-esteem and self-assertiveness, through the curriculum, whilst not condoning aggression or bullying;
- promoting a caring, safe and positive environment within the School;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- Cause for Concern (C4C) meetings occur every Thursday to coordinate information on pupils on whom members of staff have concerns. This is run by one of the Deputy Heads (JEP) and attended by the Assistant Head (Pastoral), the Senior Nurse, the Heads of Year and the Head of TLS (Teaching and Learning Support). This follows on from earlier training highlighting the 'safeguarding jigsaw';
- welfare meetings occur every week (either Monday or Tuesday) involving medical staff, counsellors, the DSLs, Chaplain, Head of TLS and Deputy Heads. Specific cases are reviewed and action points put into place;
- regular communication within the SLT: weekly meetings of the whole SLT and daily meetings between the Headmaster and both Deputy Heads. Pupils welfare is discussed in these forums;
- the Deputy Heads meet weekly with the Chaplain to discuss any welfare concerns;
- there are fortnightly formal House Parent meetings where welfare concerns and safeguarding are raised;
- peer mentors support the younger pupils in the school. They are mentored themselves by the Head of TLS;
- each house has its own support system: Nursemaids and Big Friendly Deps (BFDs) ensure that each child is supported;
- tutorial meetings occur weekly and any issues that arise are communicated to the relevant House Parent;
- Matrons play an important role in the support structures in the houses;
- posters around the school titled, 'Who Can I Turn To?' ensure that the profile of care for one another is high;
- the above points clearly demonstrate clear communication channels and a Team Around the Child (TAC) approach;
- notifying the Assessment Team as soon as there is a significant concern so that a coordinated

- offer of early help (e.g. MASH, TAC or CAF) may be made using inter-agency support;
- providing continuing support to a pupil about whom there have been concerns who leaves the School by ensuring that appropriate information is forwarded under confidential cover to the pupil's new School and ensuring the School medical records are forwarded as a matter of priority and
- reporting to the DBS any member of staff, whose services are no longer used because he/she is considered unsuitable to work with children, within one month of leaving the School.

Confidentiality

33. We recognise that all matters relating to child protection are confidential.
34. The Headmaster or DSL will disclose information about a pupil to other members of staff on a need to know basis only.
35. All staff must be aware that they have a professional responsibility to share appropriate information with other agencies in order to safeguard children.
36. Staff should be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
37. We will always undertake to share our intention to refer a child to Children's Services with their parents/carers **unless to do so could put the child at greater risk of harm**, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

Supporting staff

38. We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
39. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate. Counselling support is also available through the Medical Centre, as well as other training and support opportunities.
40. New members of staff are trained within the first month of starting and there is full in-school training provided every 2-3 years.

Allegations against staff

41. All School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Clear guidelines for staff are laid out in the School's Code of Conduct for Staff; this was part of whole staff training on the 1st September 2016. There is reference in this policy to the Sexual Offences Act 2003. There are also policies on educational visits, personal living accommodation, overnight supervision and exams that reference the Safe Working Practice (2015).
42. We understand that a pupil may make an allegation against a member of staff.
43. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster who will also inform the designated person (unless he or she is the subject of the allegation) since the designated person will have received a higher level of training. In the event of absence of the designated person, or if he or she is the subject of the allegation, one of the Deputy Heads (who are both also trained in child protection procedures) will be informed.
44. The Headmaster on all such occasions will discuss the content of the allegation with the LADO without delay (KCSIE para 152).
45. If the allegation made to a member of staff concerns the Headmaster the person receiving the

allegation will immediately inform the Treasurer of the Council and in his absence the Designated Governor who will consult as above, without notifying the Headmaster first.

46. Suspension of the member of staff, excluding the Headmaster, against whom an allegation has been made, needs careful consideration and the Headmaster will seek the advice of the LADO and the Human Resources Manager. The suspended member of staff will be allocated one named member of staff to provide support and accommodation off-site during the suspension from duties pending an investigation.
47. In the event of an allegation against the Headmaster, the decision to suspend will be made by the Treasurer of the Council with advice as above.
48. We have a procedure for managing the suspension of a contract for a community user, in the event of an allegation arising in that context including providing accommodation off campus for the duration of the suspension.

Whistleblowing

49. We recognise that children cannot be expected to raise concerns in an environment where staff are not expected to do so.
50. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak in the first instance to the DSL for guidance.
51. Staff are expected to raise any concerns they may have about the actions of colleagues or School practices which may put pupils at risk of abuse or serious harm with the DSL/LADO or the local Children's Services as soon as possible. The raising of such concerns in good faith will be free from any form of retribution or disciplinary action. Staff may wish to refer to 'Public Concerns at Work' (Tel: 0207 404 6609 or email: whistle@pcaw.co.uk) for support and guidance should such issues arise.

Physical intervention

52. The School's Policy on the Use of Force to Restrain or Control Pupils by staff intervention is set out separately and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times, it must be the minimal force necessary to prevent injury to another person.
53. Such events must be recorded, signed and dated.
54. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Allegations of abuse made against other children

55. Staff should recognise that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways, such as sexting, bullying, sexually touching/assaulting or pupils being subject to initiation/hazing type violence. Christ's Hospital School is very clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up".
56. Any allegations of peer on peer abuse must be treated very seriously and reported without delay to the DSL and/or one of the Deputy Heads who will initiate an investigation. This could lead to the suspension or expulsion of a pupil from the School. The pupil(s) subjected to the abuse may require support and counselling. Also: 1) we may refer such abuse to local agencies and 2) perpetrators of the abuse (as well as those subjected to it) will be considered 'at risk'.

Anti - Bullying

57. Our policy on anti - bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures where a child is suffering, or is at risk of suffering, significant harm. This includes homophobic and gender related

bullying and cyber-bullying as well as bullying via social networking sites or other digital means.

Children with special educational needs and disabilities

58. Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children which can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and
 - there may be communication barriers and difficulties in overcoming these barriers.

Racist incidents

59. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Pupils missing education

60. A pupil who fails to turn up at the start of term, or after a Leave Weekend, or a day pupil who does not attend at School may be exhibiting signs of abuse, or potential abuse. The Deputy Head is immediately informed. After determining that there is no acceptable reason for the absence, the procedures stated in this policy should therefore be followed, paying particular attention to the School's duty to report a child missing from education under the circumstances set out at Annex A of KCSIE.

Prevention

61. We recognise that the School plays a significant part in the prevention of harm to our pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
62. The School community will therefore:
- establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to: there are both school and house council forums;
 - recognise and respond swiftly to inappropriate relationships between pupils and the potential for abuse by their peers;
 - ensure that all children know where there is an adult in the School whom they can approach if they are worried or in difficulty;
 - implement suitable IT filtering systems to keep pupils safe when accessing the internet at School;
 - establish a protocol to ensure the suitability and appropriate supervision of visiting speakers;
 - teach pupils about online safety and how to build resilience to the risks of radicalisation, in order to fulfil our Prevent duty;
 - and include across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
 - All pupils are taught about the risks associated with sexting, how to handle cyber-bullying or threats of revenge pornography and the safe use of cyber-space. This includes information on how to seek help if the pupil has made a mistake and is compromised. This was specifically dealt with in a whole school tutorial on 17th January 2017.
 - There is a dedicated online safety section of the school website to educate parents about this issue.

Promotion of good behaviour

63. Christ's Hospital insists on positive codes of behaviour in staff and pupils. All members of the community sign the Christ's Hospital "Charter" every September which sets down the need for respect and tolerance. This is reinforced by a consistent approach to discipline from staff and strong School leadership. The pupils understand the expectations of behaviour as set out in the guidance documents. Rewards and sanctions are clear and consistent (see separate policy) and action is taken against pupils who are found to have made malicious allegations against staff.

64. Staff are properly trained through INSET/CPD programmes and parents/other agencies are brought in where necessary. Heads of Year oversee the smooth transition of pupils through key stages of School life and the pastoral support available to pupils structured through HSMs/tutors is explicit. Staff are given the necessary training through compulsory INSET day training once a term. Certain topics, for example Child Protection Training updates, Staff Code of Conduct, Fire training are regularly on the INSET programme and other topics are introduced as they arise, for example WRAP training.
65. Prevent training includes the identification of children who may be vulnerable to radicalisation and know what to do when they are identified. The school is able to build resilience to radicalisation by promoting Fundamental British Values and enable them to challenge extremist views – the latter points are delivered through the tutorial programme, PSHE lessons chapel talks, assemblies and the Charter.
66. In addition, INSET sessions are held in the evenings during term which staff are encouraged to attend when relevant to them, for example Finance & Budgets for HODs & budget holders. These sessions also provide an opportunity for staff who have attended out of school courses to cascade the information down to other staff, for example Staff Resilience. Outside agencies are periodically brought into school to provide extra training, for example on Restorative Justice and the Dangers of Social Media.
67. Pupils receive continuous training and pastoral support in the school programme: Heads of Year oversee the smooth transition through the various stages of school and teenage life, holding regular Year Group Assemblies and overseeing Induction of their particular year group whilst all pupils have a tutor whom they see in a weekly timetabled slot and there is pastoral structure in the boarding houses through HsMs, Matrons, Peer Support Mentors, Pupil Mentors and the 'family tree' system.
68. Special provision is made for pupils with special educational needs or disabilities as required (see separate policy).

Health & Safety

69. Our Safety, Health, Environment and Fire Policy, set out in a separate document reflects the consideration we give to the protection of our children both within the School environment, and for example, when they are away from the School undertaking trips and visits.

Response to shortcomings

70. We will monitor and evaluate the effectiveness of our safeguarding and child protection procedures on a continual basis. Should any deficiency or weakness in safeguarding arrangements be identified, the School will remedy it without delay.

Author: JEP

Date of Last Review: August 2017

Annexes:

- A. Definitions of abuse, disclosure guidelines and safe working code
- B. Signs of abuse
- C. Policies and procedures

- D. Flowchart for allegations against staff
- E. The Designated Safeguarding Lead (DSL) at Christ's Hospital

DEFINITIONS OF ABUSE, DISCLOSURE GUIDELINES AND SAFE WORKING CODE

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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.

Emotional abuse

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.

Sexual abuse

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.

Neglect

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.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can range from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. There is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. Some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation

Since 2003 it has been illegal not only to practice Female Genital Mutilation (FGM) in Britain but also to take British residents overseas for the procedure. This is a criminal offence and must be reported to Children's Social Care and the police.

Teachers should be alert to girls talking about 'going abroad for a special ceremony or 'to become a woman' and contact Local Safeguarding Children's Board without delay. Teachers will report to the DSL, and then passed onto the Police (within MASH), if they discover that FGM appears to have been carried out on a girl under 18.

Forced Marriage

Guidance on Forced Marriage Act 2007: Forced marriage is a form of abuse to both male and female young people. All public bodies are required to make it clear that it is contrary to British Law and, in accordance with their public duty to prevent breaches of the law; forced marriage is a reportable offence. Police and Children's Social Care services should be contacted immediately. It is not a religious issue and should be reported without apprehension.

Bullying

Bullying is another type of behaviour that could in certain circumstances be considered as a form of abuse. Bullying is deliberate, hurtful behaviour, usually repeated over a period of time where it is difficult for those being bullied to defend themselves. Bullying can be verbal, written and/or physical. It may involve cyber-bullying which is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself. See Christ's Hospital Anti-Bullying Policy for further details.

Domestic violence

This is violence in the home environment between parents, or towards the child. Pupils could be witnesses to such abuse or be the victim of such actions. The weekly welfare group discusses cases where we are aware that this has happened in the past and communication made to children's services where appropriate.

The London estates where some of our pupils come from can be dangerous places; gang or youth based violence and honour based violence are a risk for a small minority. We work closely with the families, police and local social services to ensure that there is a flow of information so we can support the child as much as possible.

Radicalisation

The School has due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Young people are susceptible to grooming by extremists, particularly online.

Staff have Prevent training as part of an e-learning package and start of term WRAP training.

Staff need to be alert to signs that young people might be being drawn into extremism, particularly in their use of social media.

There is also an awareness that radicalisation is not only ISIS and other Islamic groups reported in the media; other far right/left groups and religious extremists are just as relevant, but often overlooked. These signs may include:

- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside school, such as in their homes or community groups, especially where pupils have not actively sought these out;
- pupils accessing extremist material online, including through social networking sites;
- graffiti symbols, writing or art work promoting extremist messages or images;
- peer or parental reports of changes in behaviour, friendship or actions and requests for assistance;
- use of extremist or 'hate' terms to exclude others or incite violence;
- intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture;
- attempts to impose extremist views or practices on others;
- pupils voicing opinions drawn from extremist ideologies and narratives and the expression of extremist views, defined as: 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty

and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

Guidelines to follow if you suspect, or are told of abuse

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, once you are sure the child is settled, write brief notes of what they are telling you while they are speaking, if not, do so immediately after speaking to the child.

These may help later if you have to remember exactly what was said – and to keep your original note, however rough and even if you wrote it on the back of something else (it is what you wrote at the time that may be important later and would be required if a case came to court – not a tidier and improved version you wrote up afterwards). Try and use the words of the child in your records.

3. Do not give a guarantee that you will keep what is said confidential or secret.

If you are told about abuse you have a responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.

4. Don't ask leading questions that might give your own ideas of what might have happened.

Not "did he do X to you?" – just ask: "what happened?"

5. Once you have a concern, dissuade the young person from giving further details. It is not your duty to investigate.
6. Immediately tell the DSL (Ruth Brading), unless she is herself accused or suspected of abusing, in which case tell the Headmaster. If the Headmaster is involved then report it to the Treasurer of the Council or the Governor with responsibility for Child Protection.
7. Keep it confidential.
8. Discuss with the DSL whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
9. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people.

Social Services staff and the Police are the people trained to do this – you could cause more damage and compromise possible criminal proceedings.

10. As soon as possible the DSL (or the Headmaster) should refer the matter to the local Social Services Department or the Police if a criminal offence is suspected (helped by your notes).

Follow their requests about what to do next. They will set up any necessary investigations, and can advise you – that is their statutory job.

Never think that abuse is impossible in the School or group or that the accusation against someone you know well and trust is bound to be wrong.

Make sure that your senior young people know the points on this sheet as well as the responsible adults e.g. Monitors/Deps).

Children and young people often tell other young people, rather than staff or other adults about abuse.

Safe working code (see also Staff Code of Conduct)

All members of Christ's Hospital should be encouraged to demonstrate exemplary behaviour when working with pupils in order to protect children/pupils from abuse and themselves from false allegations.

The following are common-sense examples of how to create a positive climate. Further clarification may be

obtained from the IRSC document entitled '**Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings**' which can be found at:
<http://www.childrenengland.org.uk/upload/Guidance>

Always:

Always put the welfare of the pupil first.
Always treat all pupils equally.
Always treat all pupils with respect and dignity.

Always maintain a safe and appropriate distance with pupils.
It is an abuse of trust for staff or pupils to have an intimate relationship with a child.

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 Body.

Always report any injury that occurs to the Medical Centre, along with the details of any treatment given.

Always keep the door open or sit in front of a window if a private conversation with a pupil is considered important and the room does not have glass in the door.

Always ensure that another adult is aware that such an interview is taking place.

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.

Always use a School vehicle through an official booking if you have to transport a pupil. If you have to travel alone, the pupil should be seated in the rear of the vehicle and you should inform another member of staff of the times, destination and purpose of the journey.

Never:

Never engage in rough, physical or sexually-provocative games

Never share a room overnight with a pupil

Never go into a pupil's room unless you have a valid reason for doing so. Knock on the door first and identify yourself. Always leave the door open.

Never allow or engage in any form of inappropriate touching

Never allow pupils to use inappropriate language without challenge.

Never make sexually suggestive comments to a pupil, even in fun.

Never deliberately reduce a pupil to tears as a form of control.

Never allow allegations made by a pupil to go without challenge, unrecorded or not acted upon.

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 or adult of the timings and the reason for doing so.

Never give your private email address or telephone number to a pupil– always use school email addresses and mobile telephone numbers.

Do not 'socialise' with pupils on social networking sites. Keep a professional distance at all times.

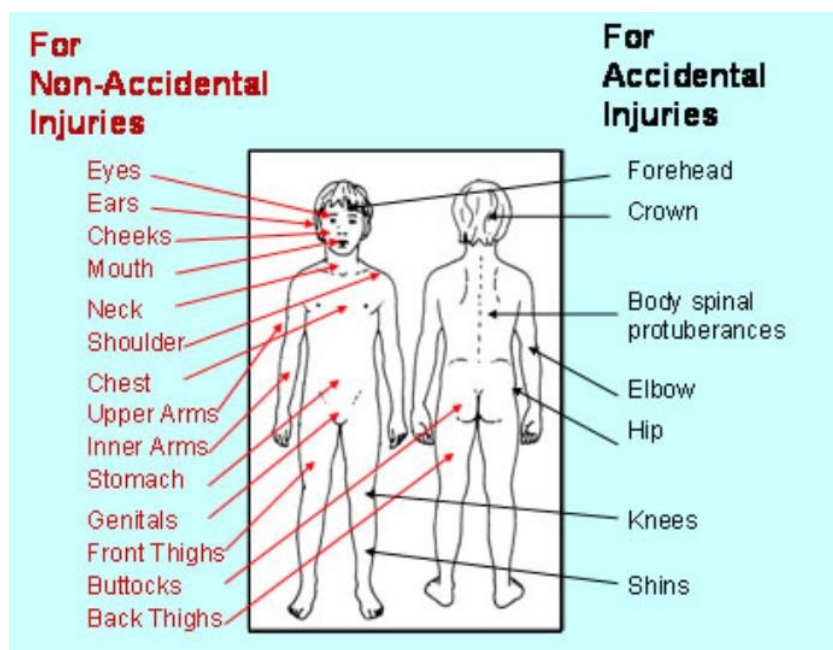
Staff should avoid arranging any meetings with individual students away from school premises.

SIGNS OF ABUSE

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol, or
- display sexual knowledge or behaviour beyond that normally expected for their age.



Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the Designated Safeguarding Lead to decide how to proceed.

It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.

POLICIES AND PROCEDURES

This policy should be read in conjunction with the following related documents:

Internet and Intranet

- Access, Security and Visitors Policy
- Anti-Bullying Policy
- Boarding Policy
- Concerns and Complaints Policy
- Equality and Diversity Policy
- Expectation of Pupil behaviour
- ICT Code of Conduct for Pupils
- Missing Pupil Policy
- Safeguarding Pupils on Off Site Activities
- Search of Pupils' Rooms Policy

Intranet Only

- Contractors Policy
- Child Protection Procedure – Quick Guide Recruitment and Selection Policy
- Quick Guide to Running a Trip at CH
- Code of Conduct for Staff (Staff Standards and Behaviour)
- Policy on the Use of Force to Restrain or Control Pupils
- Segregation of Staff and Pupil Toilets and Washing Facilities
- Critical Incident Card for Trips Self-Harm Policy
- Registration Policy

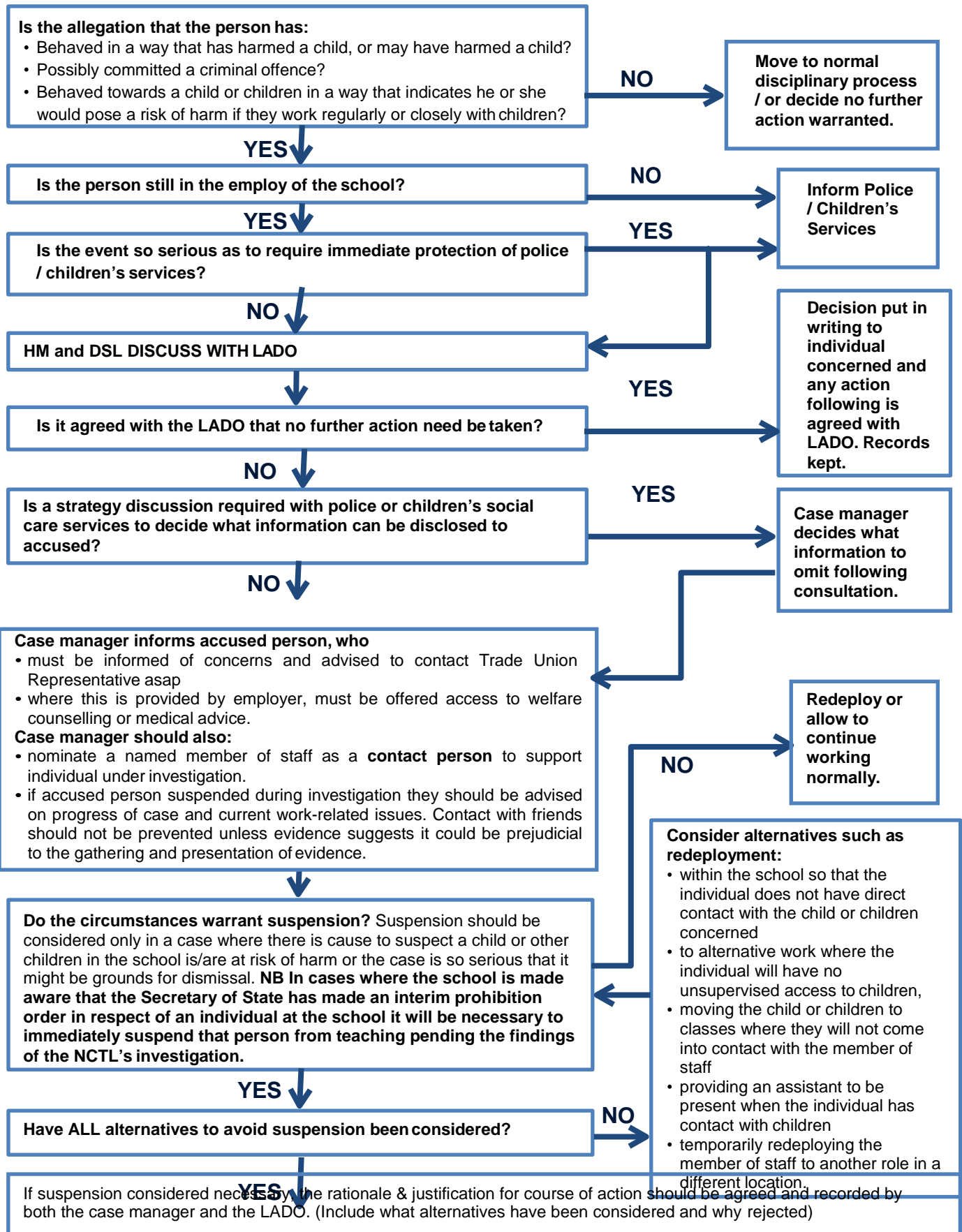
Staff Employment Policies and Procedures

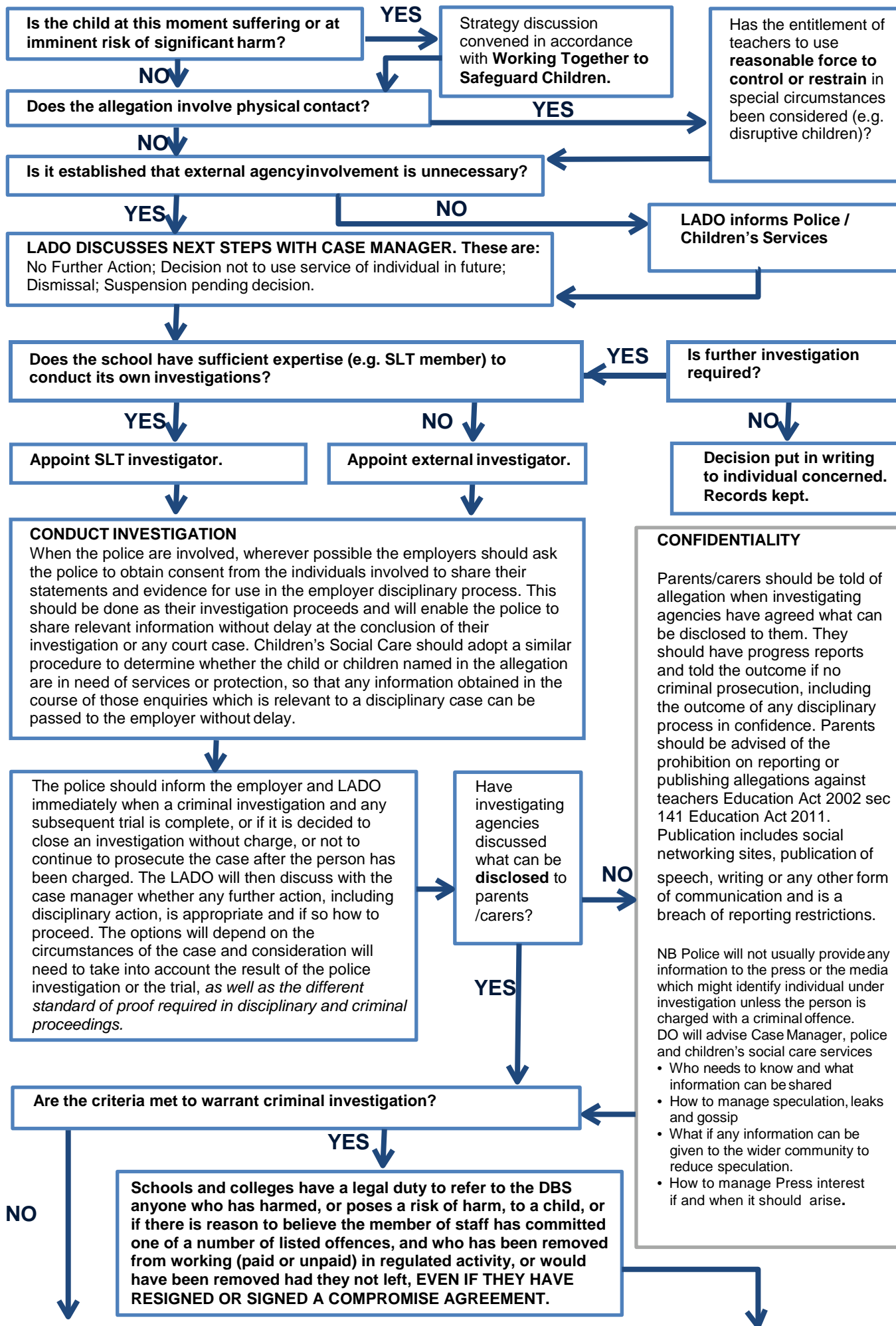
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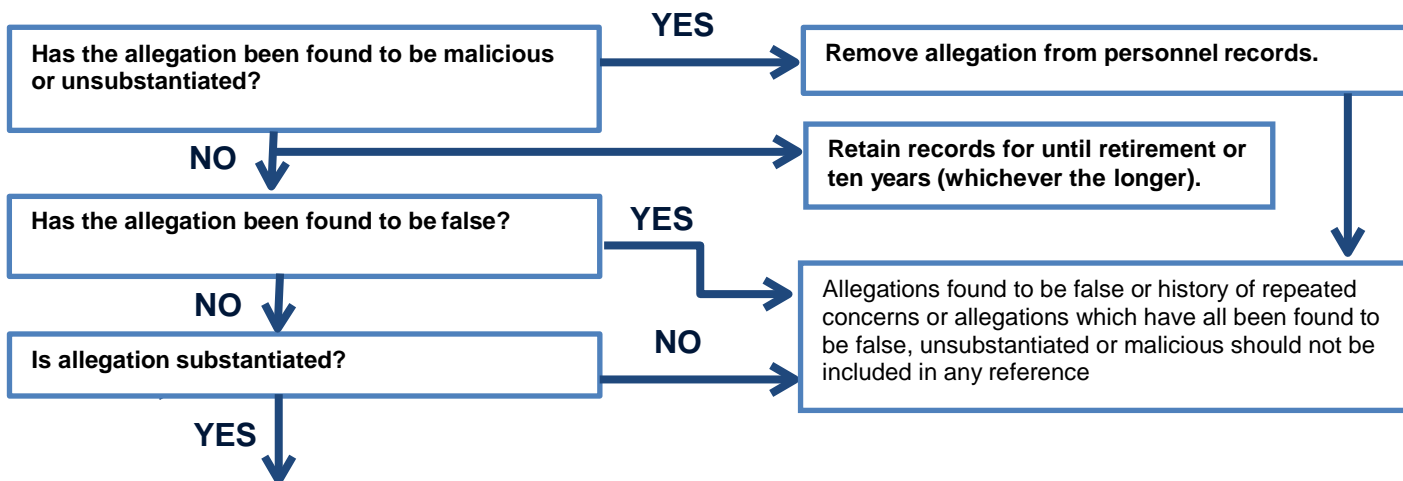
- CH IT Terms and Conditions
- Criminal Records Checks Policy
- Guidelines for Opposite Sex Staff Working in Boarding Houses
- ICT Code of Conduct for Staff
- Recruitment and Selection Policy
- Code of Conduct for Staff (Staff Standards and Behaviour)
- Whistleblowing Policy

ANNEX D (OF SAFEGUARDING AND CHILD PROTECTION POLICY)

FLOWCHART FOR ALLEGATIONS AGAINST STAFF – see Note 1







If allegation substantiated and the employer cease to use person's services the LADO should discuss with case manager, personnel adviser and discuss whether the school will decide to make a referral to DBS for consideration of inclusion on the barred lists is required and, in the case of teaching member of staff, whether to refer the matter to the National College for Teaching and Leadership to consider prohibiting the individual from teaching.

At the conclusion of A CASE THAT IS SUBSTANTIATED the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. These should include issues arising out of suspension of a staff member; the duration of the suspension and whether or not suspension was justified. The LADO and the case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

TIMESCALES

Timescales aim to resolve cases as quickly as is consistent with a fair and thorough investigation and will **depend on nature, seriousness and complexity of allegation.**

TARGETS: 1 week if clearly the allegation is unsubstantiated or malicious.

Where initial consideration decides no criminal offence, employer must deal with it taking advice from LADO. If **no disciplinary action** aim for **decision in 3 working days.** If a **disciplinary hearing required** aim for **15 working days**

If it becomes a police matter during the investigation the police will set a target date for review; if the Crown Prosecution Service become involved the review date should take place no later than 4 weeks after the initial evaluation

OVERSIGHT AND MONITORING: LADO responsible for liaison with case manager and police, if involved, liaison with all agencies to resolve any issues, liaising with LSCB; monitoring progress of the case is to ensure it is thorough and consistent with fair process. Reviews should be at fortnightly or monthly intervals consistent with the complexity of the case.

Police will identify **specific officers** to be responsible for all matters affecting the case.

Note 1: The School cannot conduct any investigation or assessment without first consulting the LADO in the case that the allegation is against a member of staff or volunteer working at the School.

THE DESIGNATED SAFEGUARDING LEAD (DSL) AT CHRIST'S HOSPITAL

1. Christ's Hospital has due regard to the relevant legislation and guidance with the role, status and person specification of the Designated Safeguarding Lead (DSL). In particular the School has regard to Annex B of Keeping Children Safe in Education (KCSIE) – DfE, 2016:

Annex B: Role of the designated safeguarding lead

*Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff from the school or college **leadership team** to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so., and to contribute to the assessment of children*

2. Unlike most schools, Christ's Hospital has two Deputy Heads (Jon Perriss and Marlene Fleming) trained as DSLs in addition to another member of staff with the specific role of DSL and a further staff member who is designated to be the Assistant DSL.

Dr Ruth Brading (RMJB) is the Designated Safeguarding Lead (DSL) and Mr Dayle Kirby is both the Assistant DSL and Assistant Head (Pastoral).

3. The Deputy Heads, key medical staff and the DSL liaise weekly in a confidential Welfare Team meeting in order to discuss child protection and pupil welfare issues. In practice, the majority of the safeguarding and child protection investigations are led by RMJB and she represents the school on inter-agency panels. In his role as Assistant Head (Pastoral), DMLK is a member of the Senior Leadership Team and there is a standing item on the SLT meeting agenda to address safeguarding and child protection concerns. DMLK and RMJB also report directly to the Safeguarding and Monitoring Group (which has Governor representation) which then reports on to the Education Committee of the Council.
4. These arrangements, and the number of senior staff involved in them, reflect the school's particular mission to needy and potential vulnerable children and its commitment to providing a safe environment for them.

Key referral routes

These are contained in points 27, 32 and 41, but here is a summary for ease of use.

1. **For children in Need**

Staff notify the DSL in the first instance. She will then liaise with the Assistant DSL (if necessary) and inform outside agencies if appropriate.

2. **For children at risk**

Staff inform the DSL, liaises with the Assistant DSL (if necessary) and informs Children's Services within 12 hours and the police if criminality is suspected.

3. **Allegations involving staff and volunteers**

Staff follow the school whistleblowing policy and inform the Headmaster, DSL or one of the Deputies. They will ensure that the others know, unless one of them is involved. If the Headmaster is involved, the Treasurer of the Council is informed. Advice is then taken from the local safeguarding authorities.