

CHILD PROTECTION POLICY for DOWNSIDE SCHOOL
(incorporating safeguarding)

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This policy can be made available in large print or another accessible format if required to comply with the Equality Act 2010

CHILD PROTECTION AND SAFEGUARDING AT DOWNSIDE SCHOOL

In all cases of actual or suspected abuse our Designated Child Protection Officer (CPO) must be informed and the South West Child Protection Procedures followed – these are online procedures, which are regularly updated. Key staff should upload this website to their desktop for instant access.

www.swcpp.org.uk

The Designated Child Protection Officer (CPO) will inform the Head Master of all cases of actual or suspected abuse. The only exception to this would be if the Head Master were implicated in the concerns, in which case the Chair of Governors would be informed. Any concerns relating to the Designated Child Protection Officer (CPO) should be referred to the Head Master.

Mr Andrew Hobbs, Deputy Head Master, is the Designated Child Protection Officer (CPO) at Downside School. (ahobbs@downside.co.uk, 01761 235116)

Mr André Gushurst-Moore, Director of Pastoral Care, is the Deputy Child Protection Officer (DCPO) at Downside School. (apgm@downside.co.uk, 01761 235183)

Lady Rees-Mogg is the Governor with responsibility for Child Protection at Downside School. (greesmo@hotmail.com, 0207 925 0044)

**ALL SCHOOL STAFF SHOULD KNOW
WHERE THEY CAN ACCESS THIS CHILD
PROTECTION GUIDANCE**

DOWNSIDE SCHOOL CHILD PROTECTION POLICY

Downside School fully recognises its responsibilities for child protection. Whilst we strive to minimise risk, we are fully aware that child protection risk cannot be eliminated.

Every complaint or suspicion of abuse from within or outside the school will be taken seriously and will be referred to an external agency such as the Children's Social Care department of the local authority or the Police Child Protection Unit, without investigation by the school, which could compromise any subsequent criminal investigation. In cases where a member of staff or volunteer may be implicated, the matter will be referred by the Head Master to the Local Authority Designated Officer for Allegations (LADO).

Our policy applies to all staff, governors and volunteers working for and on behalf of the School (whether on the School site or away from the School) and is available to parents on request. It is also published on the School's website. There are five main elements to our policy:

- Establishing a positive, supportive, secure environment in which children can learn and develop, together with a School ethos which promotes, in all pupils, a sense of being valued.
- Ensuring we practise safer recruitment in checking the suitability of all staff and volunteers who work at Downside in accordance with the Independent School Standards Regulations, Schedule 1, Part 4.
- Raising awareness of child protection issues and equipping children with the knowledge and skills needed to keep themselves safe through the content of the curriculum.
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

We recognise that because of the day-to-day contact with children, staff are well placed to observe the outward signs of abuse. Downside School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in Downside School whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the South West Child Protection Procedures and those set out by the Somerset Local Safeguarding Children Board and take account of guidance issued by the DfE and Working Together to Safeguard Children 2010:

- Ensure we have a Designated Child Protection Officer (CPO) and a deputy for child protection who have received appropriate training and support for this role (currently Andrew Hobbs and Andre Gushurst Moore). Training in

child protection and inter-agency working is carried out every two years for the CPO and the deputy.

- Ensure we have a Nominated Governor responsible for child protection. The Governing Body undertakes an annual review of the School's Child Protection Policy and Procedures and the efficiency with which the related duties have been discharged.
- Ensure safer recruitment practices are always followed for all staff and volunteers who have a role in the school, including enhanced Criminal Record Bureau checks. Andrew Hobbs (Deputy Head Master and Designated Child Protection Officer) and Lisa Chapman (the Assistant Bursar) have been trained in Safer Recruitment
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows that Andrew Hobbs is the Designated Child Protection Officer, what his role is, how to contact him and who to go to in his absence.
- Ensure all staff, governors, trustees, monks and volunteers are CRB checked, understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Child Protection Officer responsible for child protection. Through regular staff training we will foster a culture of mutual respect between pupils and members of staff, with adults modelling good practice in this context. Training in child protection is provided every three years for the Head Master and all staff. New staff are given Child Protection training as part of their induction. All part-time, temporary and voluntary staff are made aware of the arrangements for child protection.
- Notify Children's Social Care if there is an unexplained absence of more than two days of a pupil who is in receipt of a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written, dated and signed records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept secure and separate from the main pupil file, in a locked location accessible only to specified staff.
- Ensure that there are robust procedures, which are followed, to deal with allegations not only against members of staff (see pages 10-11), but against anyone who has contact with students including volunteers (see pages 10-11), monks (see page 12), the Head Master, Governors and Trustees (see pages 10-11). All allegations against members of staff, volunteers, or monks should be reported immediately to the Head Master who will discuss the matter with the CPO (if appropriate) and the LADO before further action is taken. In the case of an allegation against the Head Master, the chair of Governors should be informed.
- Notify the Independent Safeguarding Authority within one month when the services of a person are discontinued because he or she was considered unsuitable to work with children.
- Risk assess all activities organised by the School that take place off the School site. This includes ensuring that the off site providers have undertaken appropriate CRB checks for staff who will have contact with

pupils from the School. This is relevant for any contact the pupils have with the Abbey's monastic community and if pupils visit the Monastery for any reason.

- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay.

The Children Act (1989) and Safeguarding Children and Safer Recruitment in Education (2007) state that the "welfare of the child is paramount". This means that considerations of confidentiality should not be allowed to override the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated by the appropriate authorities.

We recognise that children who suffer any form of abuse may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at School their behaviour may be challenging or they may be withdrawn. In such cases, we will liaise with other agencies that support the pupil such as Children's Social Care, Child and Adolescent Mental Health Service, Education Attendance Service and Educational Psychology Service. We will also ensure that, should a pupil in receipt of a child protection plan move schools, their information is securely transferred to the new school immediately and that the child's social worker is informed.

Downside School operates clear and effective policies on drugs and substance abuse, alcohol, bullying and cyber-bullying which are to be read in conjunction with the Child Protection Policy. Any serious bullying concerns will be referred to the Child Protection Officer and appropriate action will be taken (**See Appendix 2: Safeguarding and ICT (Cyber-bullying)**)

Role and Responsibilities of the Designated Child Protection Officer (CPO) (see Cht 2 Working Together - March 2010)

Downside School has a Designated Child Protection Officer (CPO) who is responsible for dealing with any concerns about the protection of children (in 2011-2012, the Deputy Head Master, Andrew Hobbs: ahobbs@downside.co.uk, 01761 235116)

Role of the designated person is to:

1. be the first point of contact of parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection;
2. recognise how to identify signs of abuse and know which external child protection agency to contact in the event of a child protection matter coming to his/her attention;
3. ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover;
4. liaise with the Local Authority Designated Officer (LADO) as appropriate;

5. act as a source of advice and expertise and keep relevant people within the School informed about any action taken and any further action required;
6. ensure that a proper record is kept of any referral and action taken, that this is kept safely and in confidence and that records are cross-referenced to other records and procedures in the School;
7. ensure delivery of staff child protection training, using the Local Safeguarding Children Board cascade training material (drawing attention to the vulnerability of pupils for whom English is not their first language), and review the operation of the Child Protection Policy annually to ensure the procedures are working and that it complies with current best practice;
8. keep parents informed of action taken under these procedures in relation to their child wherever possible.

Role and Responsibilities of the Child Protection Governor:

It is ultimately the responsibility of the Trustees and their agents, the Governing Body, to ensure that suitable arrangements, procedures and safeguards are in place to provide the highest standards of care, welfare, security and protection for the young people in their care and to monitor their effectiveness. In pursuing this duty, the Governing Body will appoint a Child Protection Governor to oversee this vital area on their behalf and to report back to them and the Trustees.

Role of the designated Child Protection Governor is:

1. To oversee and scrutinise the work of the school's CPO; this to include the effectiveness of contact between the CPO and the LADO.
2. To liaise closely with the school's CPO, or where appropriate with the Abbot and Head Master, with regards to all matters relating to safeguarding, child protection and the care and welfare of children.
3. To work with the staff of the school in developing and monitoring an effective school safeguarding and child protection policy and to ensure that this is presented annually to the full Governing Body for its modification and approval.
4. To be informed immediately by the CPO, Head Master or Abbot of any complaints or allegations concerning child protection or safeguarding that have been made regarding anyone working in or involved with the school and to satisfy him/herself that appropriate arrangements have been put in place to guarantee the full protection of all the pupils in the school.
5. To be informed immediately of any contact between the school and the LADO. Each contact must be recorded, noted and dated.
6. To meet termly with the school Child Protection Team to discuss the implementation of the policy and any safeguarding and child protection issues that have arisen and to ensure that prompt and effective action has been taken to deal with them. Such meetings are to be fully minuted with appropriate actions, implementation dates and nominated persons clearly highlighted.
7. To report termly to the full Governing Body on safeguarding and child protection issues.

8. To ensure that a full and comprehensive training programme on safeguarding and child protection issues has been put in place by the school leadership team for all school staff, volunteers and governors.

Responsibilities for all staff and volunteers:

Staff have a duty to report all suspicions of abuse to the Child Protection Officer, (or the Deputy Child Protection Officer in their absence), who will then inform the Head Master. The Child Protection Officer will inform the Governor with responsibility for child protection (currently Lady Rees-Mogg (greesmo@hotmail.com, 0207 925 0044) 2011-2012). If the allegation involves any of the persons named here, staff should follow the procedures outlined on pages 10-12.

It becomes the responsibility of the Child Protection Officer, working with the Head Master, to pass concerns on to Children's Social Care.

It is an inescapable, personal and professional responsibility of all staff to protect children from harm. (Children whose first language is not English are a potentially vulnerable group)

1. CHILD ABUSE

Introduction

All members of the School community should be alert to the possible signs of abuse of a pupil. Abuse may take several forms, which are not mutually exclusive:

Physical abuse

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

Some signs and symptoms

- Bruising – face, especially ears, cheeks, eyes, mouth or neck, suggestive of hand mark, strap marks,
- Multiple bruises of different ages
- Bite marks
- Small round burn marks – particularly on soft non protruding parts of the body e.g.inside of legs, behind the knees
- Fractures in very young children
- Torn frenulum
- Bleeding from mouth or ears
- Fear of undressing in older child
- Bruising caused by implements

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children 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 the 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, though it may occur alone.

Some signs and symptoms

- Severe and inappropriate discipline
- Low warmth, high criticism
- Attention seeking or withdrawal by child
- Fear of new situations
- Developmental delay
- Head banging, rocking, other forms of self harm.
- Enuresis and encopresis.
- Low self esteem

Sexual abuse

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.

Some signs and symptoms

- Sexually transmitted diseases
- Bruising to the genitals
- Sexual awareness inappropriate to child's age
- Inappropriate sexual behaviour – with others, or drawing or writing about inappropriate behaviour, etc
- Genital trauma

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. 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.

Some signs and symptoms

- Constant hunger
- Poor personal hygiene
- Non school or poor school attendance
- Developmental delay
- Failure to thrive
- Inappropriate clothing for time of year
- Failure to seek medical attention

2. PROCEDURES

(a) **Cases where abuse may have been inflicted by parents or carers**

(i) Suspicion or knowledge of abuse must be reported to the Designated Child Protection Officer or his Deputy who will share such information with the Head Master and only the relevant House Staff of the pupil concerned on a 'need to know basis'.

(ii) Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide reassurance, and subsequently to record the pupil's statements. He / she must not press the pupil, ask probing questions or suggest answers. The situation should then be reported and discussed with the Designated Child Protection Officer (CPO) who will consult with the Head Master. The online South West Child Protection Procedures must be referred to at all stages (www.swcpp.org.uk)

(iii) Expert medical diagnosis may be required quickly. The Designated Child Protection Officer, their Deputy or the Head Master will seek the advice of Children's Social Care.

(b) **Cases where abuse may have been inflicted by staff or volunteers**

If an allegation is made against a member of staff or volunteer it must be responded to; there is an obvious need to act immediately and with the **utmost discretion**. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done, and the written record passed on the same day to the Head Master.

The circumstances should be kept **strictly confidential** until the Head Master has been able to consult with the Local Authority Designated Officer (LADO) to judge whether or not an allegation or concern indicates possible abuse. (it will always be the Somerset LADO because of the geographic location of the School)

If it is decided, by the Local Authority Designated Officer (LADO), that an investigation is called for, it is the responsibility of the LADO to arrange a meeting (called a Strategy Meeting) to discuss how the next steps are handled. The strategy meeting is initiated by the LADO referring to Somerset Direct. The strategy meeting would normally involve the Police, Children's Social Care, appropriate representatives of the School (normally the Designated Child Protection Officer but can also include the Head Master and a member of the Governing Body of the School). The arrangements agreed upon in the Strategy Meeting will include informing the parents and seeking their consent for any immediate medical examination.

The strategy meeting will decide when the member of staff against whom the allegation has been made, should be informed of the allegation and by whom; no discussion should take place about the allegation without the permission of the LADO or the Chair of the Strategy Meeting.

If, at the strategy meeting, it is established that the allegation is not criminal but is still of concern it will be agreed what further action, if any, needs to be taken. At the conclusion of the investigation, if criminal proceedings don't ensue, there is a range of possible sanctions available to the School including, where the circumstances warrant it, dismissal. These decisions will be taken by the School in conjunction the School's legal advisers and human resources advisers.

The strategy meeting will also recommend to the employer whether the member of staff can remain on the School site or not, pending further investigation. The School will be guided by the statutory agencies in deciding whether suspension/leave of absence is implemented. If the Police/Children's Social Care decide to take the case further and the allegation is against a member of staff, it is reasonable to ask the Police to give some indication of their timescales. The LADO can also advise in terms of process.

There is understandable concern amongst many teachers that careers may be irreparably damaged by flimsy or malicious allegations by children. This is actually extremely rare, though some incidents do end up only as "unproven" one way or the other which is generally unsatisfactory. It is always better for a school to anticipate possible risks and to seek to prevent all reasonable risk of misunderstandings and false allegations. Proper policy and procedures are also likely to deter any individual seeking to use the School as a basis for inappropriate relationships with pupils; the staff "Code of Conduct" may be helpful. This will help staff to know what behaviours are generally considered to be inconsistent with their professional status. Infringements should then be subject to disciplinary procedures as required.

(c) Cases where abuse may have been inflicted by the Head Master, a governor or a Trustee of the School

If an allegation or complaint is made against the Head Master, a governor or a trustee, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence Lady Rees-Mogg (greesmo@hotmail.com, 0207 925 0044) without first notifying the Head Master. The allegation will be reported to the LADO and the Diocesan Safeguarding Authority, removing the potential of any actual or perceived conflict of interest. If an allegation is made against the Chair of Governors it will be referred to the Vice Chair, Patrick Nixon (patricknixon@onetel.com 01985 844242).

(d) Cases where abuse may have been inflicted by a pupil

A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour Policy will apply. The School will take advice from Children's Social Care (CSC) or the Local Safeguarding Children Board (LSCB) on the handling of such allegations and will take all appropriate action to ensure

the safety and welfare of all students involved including the student or students accused of abuse. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of CSC or the LSCB, parents are informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student's Guardian will be requested to provide support to the student and to accommodate him/her if it is necessary to suspend him/her during the investigation.

(e) Complaint or Allegation?

It is important to draw a distinction between complaints and allegations against staff. Complaints are made about a process. Allegations are made about behaviour. Concerns relating to behaviour are therefore categorised as allegations.

Any allegation against a member of staff or volunteer which involves the possibility of physical, emotional or sexual abuse will **always** be discussed with the Local Authority Designated Officer (LADO) and their advice taken. If the matter is a child protection concern, an investigation will be carried out by Children's Social Care and the Police, as happens with any other referral. The Designated Child Protection Officer, the Head Master and Governors **must not** carry out investigations themselves in these circumstances. They will be invited to a Strategy Meeting at a very early stage.

(See Appendix 3)

Decisions about suspension and the use of disciplinary procedures are for the Head Master and Governors alone, but action may need to be co-ordinated where there is a wider investigation involving Children's Social Care and/or the Police.

N.B. Allegations against Monks (who are not staff, governors or trustees) or any person resident in the Monastery will be managed in the same way as allegations against staff or volunteers (see section b above which explains the procedure for cases where abuse may have been inflicted by staff or volunteers), although the Safeguarding Office of the Clifton Diocese must be informed as well as the Local Authority Designated Officer (LADO).

3. ALLEGATIONS INVOLVING SEXUAL IMPROPRIETY

Whenever a member of staff is informed by a pupil of an event involving sexual impropriety of any kind the following steps should be taken:

(i) Listen sympathetically and afterwards briefly note the content of what was disclosed, sign and date it. Any notes taken should be as full and detailed as possible, as this will be the first and most important note of any disclosure made.

(ii) (a) If the alleged event involves a member of staff or volunteer and a pupil, the Head Master must be informed immediately. He will contact the LADO who will advise whether Children's Social Care should be notified.

(b) If the alleged event involves pupils the Designated Child Protection Officer must be informed immediately and Children's Social Care must be contacted for advice.

(iii) If it is agreed that the School alone should follow up the issue, the Designated Child Protection Officer (CPO) will interview the complainant and report as quickly as possible to the Head Master, who will oversee the disciplinary aspects of the enquiry;

(iv) If the LADO or Children's Social Care seeks further investigations, they will themselves open an enquiry. In these circumstances, the School's disciplinary enquiry will be suspended until cleared by the LADO or Children's Social Care. This would normally involve the Police and Designated Child Protection Officer (CPO) and the Head Master.

This policy should be implemented regardless of whether the complainant is over or under 18 because of the potential for an abuse of trust. Parents should be informed wherever possible as soon as a referral to Children's Social Care has been made by the Child Protection Officer, **unless to do so would put the pupil at greater risk of harm.** If there is any doubt, the DESIGNATED CHILD PROTECTION OFFICER (CPO) will consult with the Police/Children's Social Care beforehand.

4. STAFF CODE OF CONDUCT

Cordial relations between teaching staff and pupils are at the heart of a happy and thriving school. At the same time, in the interests of all parties, professional boundaries must be observed on all occasions.

Downside Code of Conduct - Keeping yourself safe.

It must be stressed that trustworthiness, integrity and good sense are required to ensure that we do nothing either to take advantage of or abuse the children in our care, or even to appear to do so by rash or poorly considered actions.

Basic Principles

- The child's welfare is paramount (Children Act 1989)
- Adults working in school are responsible for their own actions and behaviour and should avoid any conduct which would lead a reasonable person to question their motivation or intentions.
- Adults working in school must work and be seen to work in an open and transparent way.
- Adults should discuss and/or take advice promptly from a senior member of staff about any incident which could give rise for concern.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- Incident records should be clear, legible, dated and signed and kept confidentially in staff files.

All adults who work with children must :

1. Provide a good example and a positive role model to pupils. Behave in a mature, respectful, safe, fair and considered manner. For example :
 - Do not be sarcastic or make remarks or 'jokes' to pupils of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature. Do not embarrass or humiliate pupils.
2. Do not discriminate favourably or unfavourably towards any pupil. For example :
 - Treat all pupils equally – never building 'special' relationships or conferring favour on particular pupils. Avoid giving gifts to pupils. Report any significant gifts that you receive from pupils. Beware of infatuations.
3. Ensure that relationships with students remain on a professional footing. For example :
 - Only touch pupils for professional reasons when it is necessary and appropriate for their wellbeing or safety. Contact under these

circumstances should be for the minimum time necessary. Never touch a child in a way which may be considered indecent. (see section 3 of the Staff Handbook: Safeguarding Children)

- Try, as far as possible, not to be alone with a child or young person. One-to-one meetings between staff and a pupil (particularly those who may be more vulnerable) should be approached with great caution. Where this is unavoidable, it is good practice to ensure that others are within earshot or let someone else know the meeting is taking place/ inform a manager, record the reason and circumstance of the meeting, leave the door open, sit behind a desk etc. Avoid meetings in remote or secluded areas or taking one pupil on his/her own in a car.
- Do not take photographs or videos of pupils on your own equipment or without the School's permission. (Permission should be sought through your line manager)
- Do not give your personal contact details to pupils. Do not make arrangements to contact, communicate or meet with students outside work (this includes use of email, text and other messaging systems or on social networking sites). Remember it is a criminal offence to develop any sort of sexual relationship with a pupil.

Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism or sexism.

For further advice on good practice see:

Guidance for Safer Working Practice for Adults who work with children and Young People in Education Settings.

<http://www.childrenengland.org.uk/upload/Guidance%20.pdf>

5. PROCEDURE FOR REPORTING SUSPICIONS OF ABUSE

Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

1. the conduct of a member of staff or volunteer; (If suspicions relate to a member of staff or volunteer, these should be reported immediately to the Head Master unless the Head Master is implicated in which case a report should be made immediately to the Chair of Governors)
2. a child, parent or member of staff “disclosing” abuse;
3. bruising or evidence of physical hurt; which may or may not be accompanied by;
4. unusual behaviour by a child.

If a member of staff has such suspicions they should be reported to the Child Protection Officer immediately (in person or by telephone) and confirmed in writing within 24 hours. **Delay could prejudice the welfare of a child.** If the suspicions relate to the conduct of a member of staff these also should be reported directly to the Child Protection Officer; there is an obvious need to act immediately and with **utmost discretion**.

The Child Protection Officer will consider the report and either refer this immediately (and certainly within 24 hours) to Somerset Direct CSC or, after taking appropriate advice (which will include discussing the circumstances on a confidential basis with the LADO, Children’s Social Care or the Police Child Abuse Investigation Team (CAIT)), decide not to refer the suspicions to the authorities but keep a full record of the suspicions.

6. WHAT TO DO IF A CHILD DISCLOSES

The following information is intended to assist you if you become involved in a potential child protection situation when a child or young person makes a disclosure.

Note that this is a completely different procedure to interviewing pupils on disciplinary issues.

- Listen and allow the pupil to finish without directly questioning or stopping them. Let them tell you what they want to and no more. They may need to disclose to a specialist later and too much detail now may interfere with later investigation. Under no circumstances should any leading questions be asked
- When the pupil has finished, make sure they feel secure and explain what you are going to do next.

- Write down notes, including date and time of the interview and sign the notes (signed with the name rather than initials). Record as much as you can remember, as soon as possible (preferably immediately) afterwards, using the pupil's own words. Notes should be kept securely and passed to the CPO as soon as possible.
- Stay calm and convey this through word and action; reassure the child or young person that you are taking what they have to say seriously.
- Report to the Child Protection Officer and give them the written record of the incident within 24 hours.

CONFIDENTIALITY (see Appendix 7, page 33)

- The management of confidentiality is an essential factor in all issues relating to Child Protection.
- Staff should **never give pupils or adults an absolute guarantee of confidentiality**, but must ensure that the information is disclosed only to the people who need to know. Make sure that this is clear early on, not sprung on the pupil at the end.
- It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed.

7. AFTER DISCLOSURE

Stay Calm

Try not to transmit your anger, shock, distress, or embarrassment to the child - either verbally or through body language.

Take the child seriously

Reassure the Child

Not your fault; glad they told you etc.

Allow the child to talk/finish the story

Don't question the child

REPORT THE INCIDENT IMMEDIATELY TO THE CPO, or in his absence, the Deputy Child Protection Officer, passing on the notes you have made and using the DSCP1 Form (Appendix 8). If the matter relates to staff behaviour it should be referred immediately to the Head Master.

(Explain to the child that the Designated Child Protection Officer (CPO) will need to talk to someone in another agency whose job it is to help and protect

children and that they will want to talk to the child **but offer to stay with the child and support them.**)

8. AFTER AN INVESTIGATION

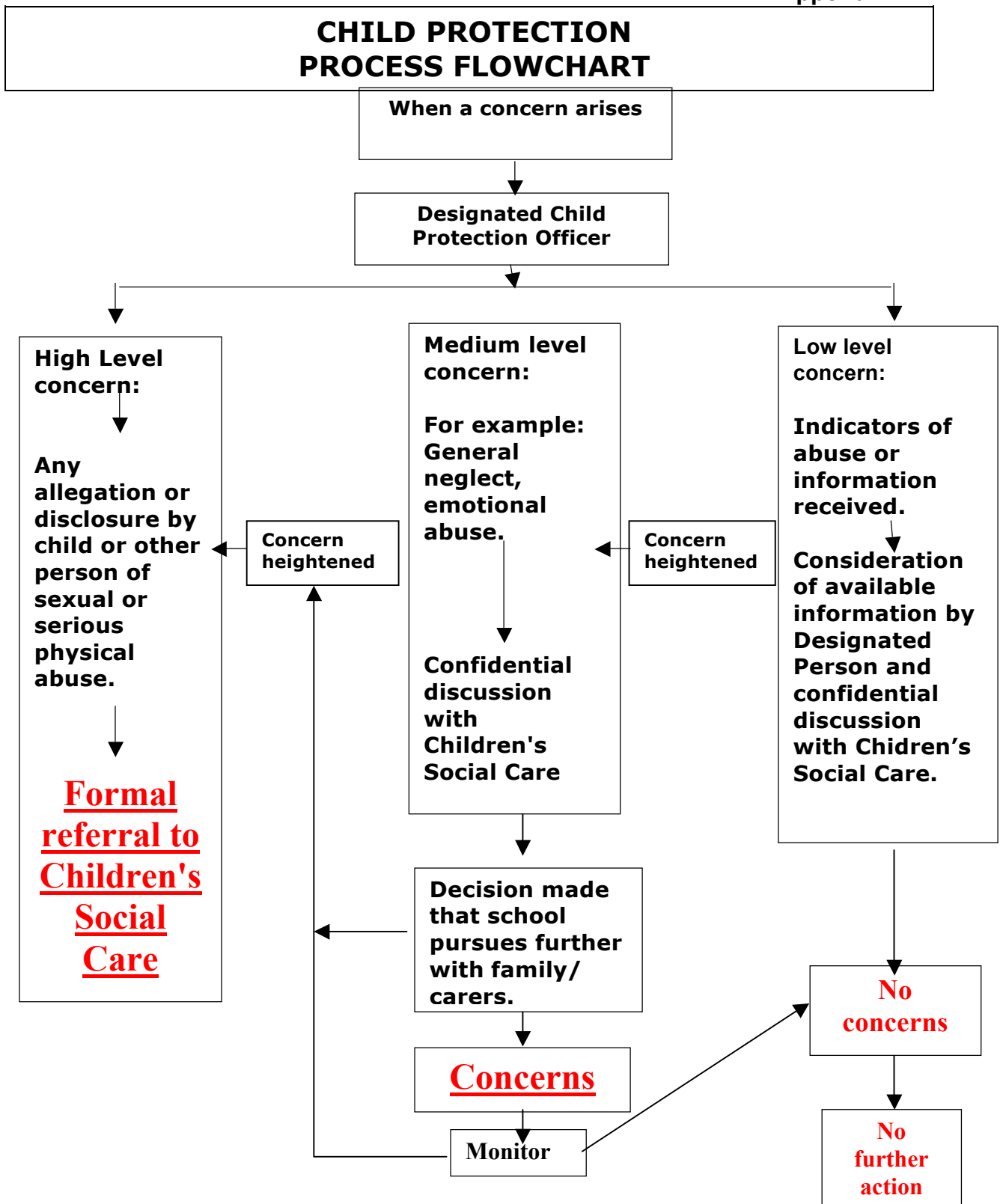
When a Child Protection matter has been fully investigated and the matter closed, whatever the outcome, the Governors and the Compliance Trustee will receive a report and assessment for the CPO to enable them to review the effectiveness of this policy and the procedures in the School.

RECORD KEEPING

The CPO will ensure that a proper record is kept of concerns raised, of any referral made and the action taken, and that these are kept safely and in confidence.

Concerns should be passed to the CPO using the DSCP1 Form (Appendix 8).

The CPO will keep a running record of actions taken and will ensure that the record is cross referenced to other records and procedures held by the School.



It is good practice for designated teachers to keep headteachers fully informed.

If in any doubt, contact Children's Social Care for informal guidance

Please refer to South West Child Protection Procedures for full details

Safeguarding and ICT

Protecting young people in the online world means thinking beyond the School environment. As well as the computer to access the Internet, now many mobile phones and games consoles offer broadband connections. Pupils may be working online in school, at home, in an Internet café or using free WiFi access points. Increasingly pupils will have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

Safeguarding pupils in both the real and virtual world is everyone's responsibility and all staff should be aware of this policy and how to respond to e-safety incidents.

All pupils and staff should be made aware of the School's acceptable user policy and what to do if they have any ICT safeguarding concerns. Harassment, grooming of another person using technology, breaching their right to privacy, pose a serious threat to physical and emotional safety, and may have legal consequences.

Procedures for dealing with Inappropriate/Illegal Internet Access or Material

If staff or pupils discover unsuitable websites, this should be immediately reported to the Designated Child Protection Officer (CPO) who, in liaison with the ICT Co-ordinator for the School, will consider a referral to the Internet Watch Foundation (IWF) and the Police. Illegal material within the school's network is a very serious situation and must always be reported to the Police. Our school ensures processes are in place to minimise the risk of students gaining access to inappropriate materials, through supervision and monitoring. Any incident that involves adult access to illegal or inappropriate material on the school premises will be dealt with by the school's disciplinary policy.

What to do in the event of discovery of illegal material

- Seek immediate and specific advice from the Designated Child Protection Officer (CPO) who will consult with the ICT co-ordinator, the Head Master and the Police.
- Prevent any further physical access to the device until the correct advice is gained.
- **Unless absolutely necessary, DO NOT remove the power from a working PC and definitely DO NOT start a PC if it is already turned off.**

- Consider if it is necessary to prevent remote access to the device.
- If you believe that a member of staff or pupil who has left the site, could remove or damage evidence on the device remotely, unplug **ONLY** the network cable from the back of the device to prevent this access from taking place.
- If the PC is already turned off and it is no longer realistically possible to prevent further physical access to the device (i.e. lack of supervision, high levels of access or an unoccupied location) **disconnect the power at the base unit (not the wall)** and remove the battery from a laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.

Under no circumstances should the ICT co-ordinator, network manager or Head Master attempt to conduct an investigation of their own or bring in an outside expert to do so as this may compromise the evidence if a legal case were to result. In some cases this may constitute a criminal offence in itself.

Combating Cyber-bullying

Cyber-bullying can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages, the size of the audience, perceived anonymity, and even the profile of the person doing the bullying and their target.

Cyber-bullying takes different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), vilification / defamation; exclusion or peer rejection, impersonation, unauthorised publication of private information or images and manipulation.

Some cyber-bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber-bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyber-bullying, bystanders can easily become perpetrators, e.g. by passing on or showing to others images designed to humiliate, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' — better

termed 'accessories' in this context — who actively support cyber-bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences, and that participating in such activity will not be tolerated.

There are particular features of cyber-bullying that differ from other forms of bullying which need to be recognised and taken into account when determining how to respond effectively. The key differences are:

- **Impact** — the scale and scope of cyber-bullying can be greater than other forms of bullying.
- **Targets and perpetrators** — the people involved may have a different profile to traditional bullies and their targets.
- **Location** — the 24/7 and any-place nature of cyber-bullying.
- **Anonymity** — the person being bullied will not always know who is attacking them.
- **Motivation** — some pupils may not be aware that what they are doing is bullying.
- **Evidence** — unlike other forms of bullying, the target of the bullying will have evidence of its occurrence.

Sexting is a growing problem amongst young people. It is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones.

Those involved may face charges of producing, possessing, and/or distributing child pornography.

Legal consequences are not the only outcomes that children face. They may face social repercussions, such as being judged or excluded by their peers, communities, and families. Youth that send the images may become targets of mean comments, rumours, and harassment. Furthermore, the image may follow them forever, damaging academic, social, and employment opportunities.

Sexting may also profoundly affect the emotional and psychological development of a child. Trust is broken when an image is forwarded without the creator's consent. Once an image is spread via cell phone or posted online, it is impossible to get back and can potentially circulate forever; youth who engage in sexting risk reoccurring embarrassment and victimization. These pictures can even find their way into the hands of those individuals who prey on children and collect child pornography. This kind of exploitation can be psychologically devastating.

Prevention

We seek to instil values in all members of the School, which should, ideally, preclude all bullying. These are reinforced by a PSHE programme which requires tutors at all levels of the School to spend time talking to their groups about cyber-bullying and its effects and consequences. In essence, these seek to inculcate respect for others, their property and their individuality. We hope these values underpin ordinary curricular lessons too.

It is crucial to the School's success in dealing with cyber-bullying that all members of the community are made aware that it is unacceptable and should not be tolerated. It is the responsibility of all members of the community to take action if they are aware of it happening. To remain silent is to condone the action of the bully.

Process:

Information is crucial to dealing with the problem. Those who feel that they are being bullied, or who are witnesses to what they believe is bullying/cyber-bullying, should always tell a member of staff.

Advice, support and counselling will be offered to all parties involved, and, if necessary, their parents. While recognising that both victim and bully need help, we do not adopt a 'no blame' position.

1. If a pupil receives an abusive e-mail or text, they should report the matter to a member of staff as soon as possible. A copy of the e-mail with full headers, plus dates and times should be saved. Staff will investigate all complaints of abuse and take action accordingly.
2. Depending on the nature of the allegation, the case will be taken up either by the tutor, house staff, a deputy head, DESIGNATED CHILD PROTECTION OFFICER (CPO) or a combination of these people. As a rough guide, the more serious the allegation, the more likely it is to involve senior staff and/or the Police.
3. Interviews will be conducted fairly, giving all sides the opportunity to state their case, so as to establish the truth in what seldom turn out to be straightforward issues. In all cases, pupils will be warned not to do or say anything that may prejudice their position vis-à-vis the pupil who has been bullied. (No revenge/stirring up support among friends, no taking the law into their own hands.)
4. Except for the most straightforward cases, in which truth has been established and the matter has been resolved swiftly, an interview will be conducted; a pupil would be invited to bring a friend or member of staff to support them in any such interview. This will enable a record to be kept of the interview, and what is said, to be corroborated. Notes, both rough copies and, where necessary, a brief summary and copies of any letters sent to parents will be put on files with cross referencing where appropriate.
5. Letters written to parents will detail the nature of the offence and any sanctions imposed, and will set out what improvements the School expects to be made in behaviour as well as the consequences of failure to improve. Recommendations may be made about visits to the Medical Centre and counselling for everyone involved.
6. At the conclusion of the investigation, if appropriate, one of the members of staff involved will contact parents of all pupils directly involved and inform

them of action taken. Wherever possible, the identity of “informers” and pupils other than the son or daughter of the parent will not be disclosed.

Sanctions

In practice, the sanctions applied range from a verbal warning or a ban on use of the School’s computer network to a temporary or permanent exclusion, depending on the gravity of the offence and the pupil’s previous record with reference to bullying / cyber-bullying. In the most severe cases, it can result in criminal prosecution.

The aim of sanctions is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour.
- Demonstrate to the school community that cyber-bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.

When cyber-bullying is investigated, reference will be made to the Acceptable Use Policy (AUP); sanctions for breaches are set out in the AUP and the ‘Procedure for dealing with Bullying/Cyber-bullying incidents’. Technology-specific sanctions for pupils engaged in cyber-bullying behaviour could include limiting Internet access for a period of time or removing the right to bring a mobile phone into school (although issues of child safety will be considered in relation to the latter).

Cyber-bullying will have an impact on the education and wellbeing of the person being bullied, and the physical location of the bully at the time of their action is irrelevant in this. Schools now have broad new powers to discipline and regulate the behaviour of pupils, even when they are off the school site. These are set out in the Education and Inspections Act 2006. Misconduct of any kind outside of school will be amenable to school discipline if the welfare of another pupil or the culture or reputation of the school are placed at risk.

Management of Allegations of Abuse

Allegations relate to all situations where a person has:

- Behaved in a way that has harmed or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

If an allegation is made against any member of school staff (including volunteers) this needs to be dealt with fairly, quickly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation.

Every Local Authority has a Designated Officer for Allegations Management (LADO) who is available to provide support and advice to any organisation where staff work with children. This role also incorporates a monitoring function to ensure that all organisations work to complete allegations processes in a timescale appropriate for both the victim and the alleged perpetrator.

The Local Authority Designated Officer must be informed immediately if an allegation has been made, and they will consult as necessary with the relevant personnel in Human Resources, and other agencies such as the Police, as appropriate.

In Somerset the LADO is:

Claire Winter

CWinter@somerset.gov.uk

01823 357823

The Deputy LADO is

Matthew Turner

MZTurner@somerset.gov.uk

01823 357868

The School's procedures for dealing with allegations are outlined on pages 10-12

Useful Publications:

An overview of the framework for managing allegations against people who work with children is set out in Working Together to Safeguard Children (2010). This is available electronically.

Safeguarding Children and Safer Recruitment in Education – Chapter 5 deals with allegations of abuse and the flowchart in Appendix 5 details the safer recruitment process and gives details of the procedures and guidance on how allegations should be handled.

The South West Child Protection Procedures (www.swcpp.org.uk) also has useful guidance.

Confidential Reporting ('Whistleblowing')

All staff are required to report to the Head Master or the Chair of Governors in his absence, any concern or allegations about School practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm. Alternatively if the 'whistleblower' considers the matter too serious or sensitive to raise within the internal environment of the school, the matter can, in exceptional cases, be reported to ISI or the LADO. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. All matters will be treated in strict confidence and anonymity will be respected wherever possible.

Appendix 4

The following statement is included in the Pupil Planner and posted in all Houses:

Worries And Complaints - A Pupil's Guide

This guide explains what you should do if you feel worried about something and what you should do if you wish to complain about how you are, or have been, treated. Much of what follows may seem obvious to you, but it is important for you to realise that the School will want to help you if you have a problem that is making you unhappy.

You may just wish to talk to someone or
You may wish to make a complaint.

Either way this advice will assist you to decide what to do.

“What do I do if I just want to talk to someone?”

Remember you have close friends who may be able to help, or perhaps a senior boy or girl to whom you feel you can turn. Your Housemaster or Housemistress or Tutor is always ready to help, or any other members of staff (including domestic staff) you know and to whom you feel you can comfortably talk.

There may be times when you feel you cannot talk with a member of staff. Talk, telephone or write to any of the following: -

Your parents

The School Health Centre Sister(or any of the nursing staff)(01761 235128)

The School Doctors 01749 840233

A School Chaplain (01761 235113)

A Prefect

Somerset Direct, Somerset County Council – **0845 345 9122**

Avon and Somerset Police **0845 4567000**

ISI 020 7600 0100

Child Line - **FREEPHONE 0800 1111**

NSPCC Child Protection Helpline – **FREEPHONE 0808 800 5000**
– **FREETEXT 0800 056 0566**

Independent Listeners – (Dr and Mrs Rye) **01749 840 461**

Drink Line – **0800 917 8282**

Frank – National Drugs Helpline – **0800 776600**

Smoking Quitline – **0800 002200**

NHS Smoking Helpline – **0800 169 0169**

Victim Supportline – **0845 3030900**

Samaritans – **08457 909090**

NHS Direct – **0845 4647**

MISSING PUPIL PROCEDURE

As soon as a House Master/House Mistress becomes aware of an unexplained absence from lessons or other commitments including meals, prayers or bedtimes, the following procedure should be followed:

- a) Internal enquiries should be carried out (consulting House Mother, friends, etc).
- b) The Head Master and his deputy should be informed and will discuss whether or not the parents should be informed immediately.
- c) The police should be contacted in case the student has been involved in an accident.
- d) The parents should be informed and any further move discussed with them.
- e) The police should again be contacted and local hospitals rung in case they have any knowledge of the missing person.

QUESTIONS TO BE ASKED

- a) When was he/she last seen?
- b) Who was he/she with?
- c) Where might he/she have gone?
- d) Has he/she signed out?
- e) Is there a School activity that he/she might be on?
- f) Has he/she been ill or injured and gone to Matron or the Health Centre?
- g) What emotional state did he/she appear to be in?
- h) Has anything upset him/her recently?
- i) Did he/she speak to anyone about leaving?
- j) Who are his/her main friends at School?
- k) Does he/she have a mobile phone and what is the number?
- l) Does he/she have a girlfriend/boyfriend?
- m) Is there any reason to believe he/she might have been abducted? (e.g. family custody dispute; very wealthy/prominent parents)

OTHER ACTION TO CONSIDER TAKING

- Check that he/she is not in the Health Centre
- Check his/her room for indications of how he/she is dressed, where he/she might have gone – check desk and waste paper bins for scribbled notes
- Ring his/her mobile (if he/she has one)

POLICE RESPONSE

The Police are more likely to respond if any of the following conditions apply:

- Boy/Girl is under the age of 14
- Boy/Girl in an emotional or depressed state of mind
- Unusual behaviour prior to disappearance

- Boy/Girl needs essential medicine or treatment
- Suspicion of abduction
- Suspicion of self harm/suicide
- Involvement in a violent confrontation prior to disappearance
- Previously disappeared and suffered or was exposed to harm whilst missing

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 Downside has full regard to the National Minimum Standards for Boarding Schools (September 2011)

In accordance with Standard 11 the School ensures that:

- Arrangements are made to safeguard and promote the welfare of pupils at the school; and
- Such arrangements have regard to any guidance issued by the Secretary of State in Safeguarding Children and Safer Recruitment in Education (DfE).

In accordance with Standard 14 the School ensures that:

- It operates safe recruitment procedures and vet staff in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State.
- For all persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school, there is a Criminal Records Bureau check completed at the standard level.
- There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.
- All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.
- The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.
- Any guardians appointed by the school are subject to the same recruitment checks as staff, and their care of pupils is monitored.

In accordance with Standard 15 the School ensures that:

- Any person employed or volunteering in a position working with boarders has a

job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

- Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.
- The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.
- Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.
- Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.
- Staff working within the school know and implement the school's policy in relation to children going missing and their role in implementing that policy. Staff actively search for children who are missing, including working with police where appropriate.
- There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.
- Boarders have a satisfactory means of contacting a member of staff in each house at night.
- Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

Procedures for Visitors

Downside takes the following steps to ensure that its premises are secure:

1. 'Visitors' includes all persons arriving on the School site, who are not trustees, governors, members of staff, volunteers (for whom there are separate arrangements), or pupils of the School.
2. All visitors must report to Reception in the Old House of the Main Quad.*
3. Visitors must display the visitor's badge given, and must sign the visitors' book in Reception.
4. Visitor's badges must be returned to Reception just before departure.
5. Visitors must be accompanied by a member of staff at all times.
6. Boarding Houses:

The boarding Houses are normally closed to visitors. However, parents visiting their own children in their boarding house may do so after checking in with a member of the House staff, and signing the House visitors' book.

Parents are advised to contact the House to inform the House staff of the time they are arriving.

* The only exceptions to this are parents visiting their children in Plunkett, Caverel, Barlow or Isabella Houses, and who are not entering the Main School buildings. Parents visiting these Houses must report directly on arrival to the House staff on duty in the House at the time.

Downside School Statement on Pupils' Confidentiality

1. A conversation in which pupils make a safeguarding disclosure of a child protection nature, about themselves or someone else, to any member of staff or volunteer, including the School's Child Protection Officer (CPO), or in his absence to the deputy (DCPO), will be kept private to those who need to know about the matter: these persons may include the Children's Social Care, the Police, parents or other responsible persons. The CPO will tell the pupil involved to whom he will have to refer the matter, and will try to achieve the pupil's agreement.

2. A conversation of a health and medical nature with a School nurse or doctor in the Health Centre will be kept confidential to the persons involved, unless in the opinion of the nurse or doctor it is potentially a child protection issue. In these circumstances the matter must be referred to the School's CPO or, in their absence the DCPO and the nurse or doctor will tell the pupil concerned that such a referral will be made .

3. Anything said to a priest under the seal of confession is never divulged to another person. Should the priest feel that a matter is a child protection issue and should be reported, he must encourage the pupil to talk to the CPO or to discuss the matter outside the seal of confession so that the priest can report to the CPO or DCPO in his or her absence.

In all situations regarding sensitive pupil matters, staff must respect the confidentiality of anything said to them by a pupil, and only speak to those who need to know i.e. the Head of Nursing Care, the pupil's tutor, House Master or House Mistress, the Director of Pastoral Care, the Deputy Head Master, or the Head Master. It is essential that, information is passed on promptly and actions taken recorded accurately, dated and signed.

Confidentiality of pupils' records: A pupil's medical records are confidential to him or her and the Health Centre staff, and are not shown to other persons, with the exception of those who have a record audit function (i.e. the School doctors).

DOWNSIDE SCHOOL

Confidential
Record

Internal reporting of a child protection or child welfare concern

Any member of staff who becomes aware of a concern regarding the safety or welfare of a child or children must complete this form and give a copy to the Deputy Headmaster (CPO) or the Director of Pastoral Care (DCPO). If it relates to the behaviour of a member of staff or volunteer it should be given to the Head Master.

If completed electronically this form will expand with text. Otherwise please write on reverse side or provide additional sheets as necessary.

Name of student(s)		Name of any staff concerned / involved		Person reporting concern	
Date of event		Date this record started		Ref Number (CP lead to advise).	
Date passed to Child Protection Lead officer		Name of CP lead		Child protections concern? Y/N	
<p>Brief description of concern raised, including details of who raised the concern with you (eg: child, parent, teacher, other), and how and when it came to your attention.</p> 					
<p>Brief description of any action you have already taken in response to this incident or event.</p> 					
<p>Notes: If you have any other notes you wish to provide to explain the context of what you are reporting please do so. Include here details of any other documents that you may wish to refer to. If there has been any delay in reporting this matter please explain this here.</p>					

*Note new form format completed retrospectively in May 2011 following safeguarding audit

Signed

Dated

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Role

Authorised by	resolution of the Board of Governors
Date	1.11.2011
Effective date of the policy	1.11.2011 (review in June 2012)
Circulation	Governors / all staff / [volunteers] automatically Parents on request Published on the School's website
Status	Complies with paragraph 7 and 8 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010 and DfE guidance <i>Safeguarding Children and Safer Recruitment in Education</i> (DFES-04217-2006)