

Child Protection Policy

Independent Day and Boarding School for Boys and Girls

Ampleforth College
St Martin's Ampleforth

June 2018

Persons responsible for Policy	Deirdre Rowe <i>Associate Head Ampleforth College and Designated Safeguarding Lead Ampleforth College</i> John Ridge <i>Interim Director of Safeguarding & Compliance Ampleforth College & St Martin's Ampleforth</i>
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Introduction from the Headmaster:

Any form of abuse is not only against the law; it is against the teachings of the Gospel. Ampleforth College and St Martin's Ampleforth are determined to maintain an unwavering focus on the safety of children, whose protection and safeguarding are the cornerstone of all that is undertaken in our School of the Lord's service. In this aim, we seek the full support of the monastic community, staff, parents and students and all others who share our belief in the sacredness of childhood.

Fr Wulstan OSB

1 Policy Statement

- 1.1 This policy has regard to statutory guidance *Keeping Children Safe in Education (September 2016)*, *Working Together To Safeguard Children (2015)*, *Disqualification under the Childcare Act 2006 (2015)* and *Revised Prevent Duty Guidance for England and Wales (2015)*. This policy also has regard to non-statutory advice for practitioners: *What to do if you're worried a child is being abused (2015)*, and *Working Together to Safeguard Children (2015)*. This policy also takes into account the procedures and practice of North Yorkshire Local Authority as part of the inter-agency safeguarding procedures set up by the North Yorkshire Safeguarding Children Board. This policy has been authorised by the Trustees of St Laurence Education Trust. This policy is addressed to all members of the monastic community, staff and volunteers, is available to parents on the School's VLE and is published on the School's website. In accordance with guidance from the Independent Schools' Inspectorate Commentary (September 2017), this policy is to be reviewed at least annually, and the review must include an update and review of the evidence attesting to the effectiveness of safeguarding procedures and their implementation. This policy can be made available in large print or other accessible format if required. A confirmation by signature that it has been read and understood is made by all staff who work with children. This policy applies wherever staff or volunteers are working with students, even where this is away from the School, eg at an activity centre or on an educational visit. It also applies to the EYFS (Early Years Foundation Stage) provision.
- 1.2 The Benedictine order has a long tradition of educating young people and it believes that every student in its care should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment (see also Appendix 1).
- 1.3 Ampleforth College and St Martin's Ampleforth (the **School**) are committed to safeguarding and promoting the welfare of children and young people. The School expects all staff and volunteers to share this commitment and holds a written confirmation of their understanding that safeguarding and promoting the welfare of children and young people, as articulated in Part 1 and Annex A of *Keeping Children Safe in Education 2016*, is everyone's **collaborative** responsibility and that the welfare of children and young people is paramount. Accordingly, all staff and volunteers ensure that they consider, at all times, what is in the best interests of the child.

The School will take all reasonable measures to:

- ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Keeping Children Safe in Education (September 2016)*, *Working Together to Safeguard Children (2015)*, *Disqualification under the Childcare Act 2006 (2015)*, the *Education (Independent School Standards) Regulations 2014*, the National Minimum Standards for Boarding Schools and the Statutory Framework for the Early Years Foundation Stage. These are set out in the School's recruitment policies and procedures
- ensure that we meet inspection standards which require the effective safeguarding of students as defined by the new common inspection framework
- ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with the above regulations and guidance

- have regard to guidance issued by the Secretary of State for Education (**Department for Education**) in accordance with sections 94 and 128 of the Education and Skills Act 2008, sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and associated regulations
- ensure that where staff from another organisation are working with our students on another site, we have received assurances and/or evidence that appropriate child protection checks and procedures apply to those staff
- ensure that all staff and any person over the age of 16 not employed by the School but living in the same premises as children (eg the spouse or child of a member of staff) attend Safeguarding and Child Protection training (updated every 3 years) and receive Safeguarding and Child Protection updates, as required and at least annually, to provide them with the relevant knowledge and skills to effectively safeguard children ensure that staff expertise, acquired through training and managing safeguarding concerns, is used to shape safeguarding and child protection arrangements and policy
- follow the local inter-agency procedures of the North Yorkshire Safeguarding Children Board which can be found at
 - <http://www.safeguardingchildren.co.uk/multi-agency-procedures>
- identify and support children who may benefit from early help and ensure that all staff and volunteers are aware of the School's early help process, involving the roles of the Designated Safeguarding Lead and, where appropriate, Children's Social Care (CSC)
- protect each student from any form of abuse, whether from an adult or another student
- be alert to signs of abuse both in the School and from outside
- deal appropriately with every suspicion or complaint of abuse
- design and operate procedures which promote this policy design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations
- support, by the implementation of his/her agreed child protection plan, children who have been abused
- be alert to the needs and specific vulnerabilities of students with special educational needs (SEN), disabilities and other health conditions
- operate robust and sensible health & safety procedures
- take all practicable steps to ensure that School premises are as secure as circumstances permit
- take all practicable steps to ensure that any person over the age of 16 not employed by the School but living in the same premises as children is suitable to have regular contact with students
- take all practicable steps to ensure that students are safeguarded from harmful and inappropriate online material
- operate clear and supportive policies on drugs, alcohol and substance misuse

- support students in using technology safely and ensure that they adhere to the terms of the E-safety and Acceptable Use of IT Policy
- provide balanced teaching and learning opportunities for students to engage with safeguarding as part of the School curriculum, eg through the use of online resources, through the curriculum and the Christian Living programme, and provide guidance on adjusting behaviour to reduce risks including the safe use of electronic devices and the internet (see also the School's policies on e-safety and the acceptable use of ICT) and to consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area

Keeping Children Safe In Education (September 2016) defines safeguarding and promoting the welfare of children as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The Revised *Prevent Duty Guidance for England and Wales (2015)* emphasises that the duty to have due regard to the need to prevent children from being drawn into terrorism is an aspect of safeguarding. 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. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas (cf "Let's talk about it" initiative).

Keeping Children Safe In Education (September 2016) provides that the inspection of independent schools will ensure that the standard for safeguarding arrangements required by Part 3 of The Education (Independent School Standards) Regulations 2014 is met.

The following policies and procedures are also relevant to the School's safeguarding practices:

- Staff Code of Conduct
- Whistleblowing Policy
- Safer Recruitment Policy
- Anti-bullying Policy
- E-Safety Policy
- Acceptable Use of IT Policy
- Missing Student Policy
- Policy on the administration of medicines and supporting students with medical conditions

These policies are available to staff, parents and students on the School's VLE and hard copies are available on request.

2 The Designated Safeguarding Lead

- 2.1 The School's governing body has appointed a member of staff of the School's Senior Leadership Team with the necessary status and authority (**Deirdre Rowe, Associate**

Headteacher, Ampleforth College) as the Designated Safeguarding Lead to take lead responsibility for matters relating to child protection and welfare at Ampleforth College, and Clare Martin as the Designated Safeguarding Lead to take lead responsibility for matters relating to child protection and welfare at St Martin's Ampleforth

- 2.2 The Designated Safeguarding Lead shall be given the time, funding, training, resources and support to enable her to support other staff on safeguarding matters, to contribute to strategy discussions and/or inter-agency meetings and to contribute to the assessment of children.
- 2.3 Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the school, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's Tutor (St Martin's Ampleforth) or the child's Housemaster or Housemistress or the Headmaster (Ampleforth College) who will notify the Designated Safeguarding Lead in accordance with these procedures.
- 2.4 The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 2.
- 2.5 The Designated Safeguarding Lead for Ampleforth College is Deirdre Rowe, Associate Headteacher at Ampleforth College, who may be contacted on 01439 766880 or Deirdre.Rowe@ampleforth.org.uk, and for St Martin's Ampleforth is Clare Martin, Assistant Housemistress and Head of Hockey, who may be contacted on 01439 766434 or Clare.Martin@ampleforth.org.uk. The person with designated responsibility for EYFS for St Martin's Ampleforth is Lucy Cruddas, Head of Pre-Prep at St Martin's Ampleforth, who may be contacted on 01439 766613.
- 2.6 If the Designated Safeguarding Lead is unavailable, duties will be carried out by one or more of the **Deputy Designated Safeguarding Leads**, who are trained to the same standard as the Designated Safeguarding Lead. The Deputy Designated Safeguarding Leads for Ampleforth College are Adrian Smerdon, Head of Boarding, and Victoria Anglim, Assistant Head of Boarding, who may be contacted on 01439 766800. The Deputy Designated Safeguarding Leads for St Martin's Ampleforth are Clare Moses, Teacher of English, and Lucy Cruddas, Head of Pre-Prep, who may be contacted on 01439 766613.

In this policy, reference to the Designated Safeguarding Lead includes the Deputy Designated Safeguarding Leads where the Designated Safeguarding Lead is unavailable.

3 Types and Signs of Abuse

- 3.1 Abuse can be:
 - physical abuse
 - emotional abuse
 - sexual abuse
 - neglect

- 3.2 Please see Appendix 1 for explanations of the types of abuse, specific safeguarding issues and possible signs of abuse.

The child protection training provided to staff considers the types and signs of abuse staff of which should be aware.

4 Duty of Employees, Trustees and Volunteers

- 4.1 Every employee, Trustee and member of the St Laurence Education Trust as well as every volunteer who assists the School is under a general legal duty:

- to protect children from abuse
- to be aware of the terms and procedures in this policy and to follow them
- to know how to access and implement the procedures in this policy, independently if necessary
- to keep a sufficient record of any significant complaint, conversation or event in accordance with this policy and
- to report any matters of concern in accordance with the procedures in this policy

The Trustees ensure that the School's safeguarding arrangements take into account the procedures and practices of the North Yorkshire Safeguarding Children Board.

Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change, which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Safer Recruitment, Selection and Disclosures Policy for further information about this duty.

The Trust has nominated one of its members to take leadership of the School's safeguarding arrangements on behalf of the Board and to liaise with external agencies where this is required, including in the event of allegations of abuse made against the Head or a member of the Board. The Interim Safeguarding Trustee is Mrs Emma Moody who may be contacted on 0191 230 88 23.

4.2 Training

Induction: All staff, including temporary staff and volunteers, will be provided with induction training that includes:

- this policy
- the Staff Code of Conduct including the whistleblowing procedure
- the role, identity and contact details of the Designated Safeguarding Lead and Deputies

- a copy of Part 1 and Annex A of *Keeping Children Safe In Education (September 2016)* and
- the online general awareness training module on Channel

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Child Protection Training: All staff, including the Headmaster, volunteers, Trustees and any person over the age of 16 not employed by the School but living in the same premises as children will receive a copy of this policy and Part 1 and Annex A of *Keeping Children Safe In Education (September 2016)*, and will be required to confirm, in writing, that they have read these.

The Headmaster, all staff members, volunteers, the nominated Trustee and any person over the age of 16 not employed by the School but living in the same premises as children will undertake appropriate child protection training, which will be updated every 3 years and following consultation with the North Yorkshire Safeguarding Children Board. Training for staff will include guidance on their duties in relation to both children in need and children at risk of harm.

Staff who work with children undertake online self-assessment linked to safeguarding KPIs (key performance indicators); outcomes inform training needs and appraisal processes. In addition to core safeguarding training, as required by paragraph 13 of KCSiE 2016, staff receive regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively¹. The School provides these via, for example, emails, e-bulletins and staff meetings.

Details of safeguarding and child protection training and updates can be found at:

<https://vle.ampleforth.org.uk/safeguarding/training>

Staff input at safeguarding training is used to inform and shape the development of safeguarding policy and practice. In addition, each Department and House has its own safeguarding plan which states the safeguarding development objectives for each academic year.

- In accordance with paragraph 68 of KCSiE, children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through the Christian Living Programme, discrete presentations and tutorials through sex and relationship education (SRE) and through briefings relating to specific trips and activities.
- Details of presentations given to students and parents (who are considered as “partners in safeguarding”) can also be found at:

<https://vle.ampleforth.org.uk/safeguarding/teaching-safeguarding>

- Ampleforth College is registered with the Department of Education as a school for students aged 12-19 years of age. Students who are aged 19 in their final year

of school are, in effect, residential adults amongst children who are their peers. Accordingly, relevant safeguarding processes are implemented.

Training and guidance for persons over the age of 16 not employed by the School but living in the same premises as children will include guidance on contact with students and their responsibility to supervise their visitors, and inform them of their obligation to notify an unrelated member of the Designated Safeguarding Team if they are charged with, or convicted of, any offence. These requirements are confirmed in their Service Occupancy Agreement.

Staff development training will also include training on online safety and, where they have not been able to access other Prevent training assessed as appropriate for them by the School, the online general awareness training module on Channel.

Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health.

The Nominated Safeguarding Trustee and the Chair of Trustees will receive appropriate training to enable them to fulfil their safeguarding responsibilities.

Designated Safeguarding Lead: The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. For further details about the training of the Designated Safeguarding Lead see Appendix 2.

All training will be carried out in accordance with North Yorkshire Safeguarding Children Board procedures. Prevent duty training will be consistent with Home Office WRAP (Workshop to Raise Awareness of Prevent) training if available.

- 4.3 **Senior students:** Senior students who hold positions of responsibility over other students will be briefed on appropriate action to take should they receive any allegations of abuse.

5 Procedures

- 5.1 Every complaint or suspicion of abuse from within or outside the School will be taken seriously and investigated as a priority. Any action taken will be in accordance with this policy.

5.2 Guidance for Staff suspecting or hearing a Complaint/Allegation of Abuse

If a member of staff suspects or hears a complaint/allegation of abuse from a child or any third party he/she:

- must ensure immediately that the student is kept safe
- must listen carefully to the student and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place
- must not ask leading questions, that is, a question which suggests its own answer

- must reassure the student that the complaint/allegation will be taken seriously, but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information in accordance with this policy so that the correct action can be taken
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials
- where there a safeguarding concern is discovered, the School will ensure the child's wishesⁱⁱ and feelings are taken into account when determining what action to take and what services to provide. The School operates its processes with the best interests of the child at their heart.

5.3 **Preserving Evidence:** The written record and all other evidence (eg scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on when reporting the matter in accordance with paragraph 5.4 below.

5.4 **Reporting:** All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in her absence as soon as possible, unless it is an allegation against a member of staff, in which case the procedures set out in Appendix 3 should be followed. The Designated Safeguarding Lead will, where appropriate, consider referral to Children's Social Care, specialist services or early help services, in accordance with the threshold set by the North Yorkshire Safeguarding Children Board.

If, at any point, there is a risk of immediate serious harm to a child, the person identifying the risk should make an immediate referral to Children's Social Care and/or the police and advise the Designated Safeguarding Lead as soon as possible that a referral has been made. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

All staff are particularly reminded:

- Current statutory guidance requires that a teacher must report personally to the police, cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with Designated Safeguarding Lead and involve Children's Social Care as appropriate
- Normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism

5.5 **Action by the Designated Safeguarding Lead:** On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

- the local inter-agency procedures of the North Yorkshire Safeguarding Children Board
- where relevant, local information sharing protocols relating to Channel referrals

- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including the identification of someone who may already be engaged in illegal terrorist-related activity, will always be referred to the Children's Social Care department and, if appropriate, the police
- the need to collaborate with other agencies in a coordinated way so as to promote the welfare of children and protect them from harm
- the student's wishes or feelings and duties of confidentiality, so far as applicable

If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with Children's Social Care on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay.

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to the Children's Social Care department within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact the Children's Social Care department again. The Designated Safeguarding Lead will ensure that the child is kept up to date with appropriate information relating to the referral as advised by CSC.

In circumstances where a student has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with Children's Social Care and, where appropriate, an inter-agency assessment will take place, including the use of the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches, as necessary.

Where relevant, the School will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The School will respond to requests for information from the police promptly and in any event within five to ten working days.

- 5.6 **Allegations against Staff, Trustees and Volunteers:** The School has procedures for dealing with allegations against staff, Trustees and volunteers who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out more fully in Appendix 3 and follow Part 4 of *Keeping Children Safe In Education September 2016*.
- 5.7 The Local Area Designated Officer (LADO) will be informed immediately and in any event within one working day, of all allegations against staff, Trustees and volunteers that come to the School's attention and appear to meet the criteria set out in Appendix 3.
- 5.8 **Staff Guidance:** Detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This guidance is contained in the Staff Handbook and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with a student. The School's policy on physical restraint is also included in the Staff Handbook.
- 5.9 **Whistleblowing:** Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding

practices at the School, potential failures by the School or its staff to properly safeguard the welfare of students or other wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children. Where staff and volunteers consider that they are not able to raise an issue by using the School's Whistleblowing Policy, they should consider other whistleblowing channels (eg NSPCC, ISI).

5.10 Allegations against Students: Allegations against students should be reported in accordance with the procedures set out in this policy. A bullying incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Staff and volunteers should recognise that children are capable of abusing their peers; peer-on-peer abuse should not be allowed to pass as "banter" or "part of growing up". The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. Such abuse can be manifested in a number of ways, including bullying (including cyberbullying), gender-based violence, sexting, sexual touching/ assault or subjection to initiation/hazing type violence. Staff and volunteers should be aware as to the School's policy and procedures with regard to peer on peer abuse. Victims of peer on peer abuse will be supported in the same way as victims of other types of abuse, with, where appropriate, reference to government guidance such as "Sexting in schools and colleges" published by the UK Council for Child Internet Safety. Staff receive training which enables them to identify the scope of peer-on-peer abuse.

5.11 A student against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. Any incident of bullying will be treated as a child protection concern when there is reasonable cause to suspect that a student is suffering, or is likely to suffer significant harm.

The School may take advice from Children's Social Care on the investigation 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 the CSC, 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 education 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.

Where an allegation is made against a student, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

5.12 Missing Child and Children missing from Education Procedures:

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any student missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing. Please see the School's separate Missing Student Policy for further details.

As part of their safeguarding training, staff are alerted to the scope of triggers which cause children to go missing from school, including travel to conflict zones, female genital mutilation, forced marriage, radicalisation and child sexual exploitation.

The School shall inform the applicable local authority (within which the student resides when not at the School) of any student who is going to be deleted from the admission register where he/she:

- has been taken out of school by his/her parents and are being educated outside the school system eg home education
- has ceased to attend the School prior to their expected departure date and no longer lives within reasonable distance of the School
- has been missing from education on repeat occasions, resulting in safeguarding or child protection concerns
- has been certified by the School medical officer as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the School does not reasonably believe he/she will be returning at the end of that period or
- has been permanently excluded
 - The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than the deletion of the student's name from the register. This will assist the local authority to:
 - fulfil its duty to identify children of compulsory school age who are missing from education and
 - follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect

The School shall inform and share information with the applicable local authority of any student who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

- 5.13 **Boarders:** Boarders have access to an independent listener and are provided with a range of helplines and contact numbers, including the Children's Commissioner, to ring in case of problems or distress. These are provided in the Student Planner. Boarders and their parents also have access to the contact details of ISI and the LADO should they have concerns about a boarder's welfare.
- 5.14 **Informing Parents:** Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Headmaster, CSC, the LADO and/or the police before discussing details with parents. In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the student (or

their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the safety, welfare and health of the individual, law enforcement or protection of the public.

See also Appendix 3 for details about the disclosure of information where an allegation has been made against a member of staff or volunteer at the School.

6 Secure School Premises

6.1 **School Premises:** The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

6.2 **Visitors Book:** The School keeps a Visitors Book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor', which must be clearly displayed and worn at all times whilst on the School premises.

6.3 Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The member of staff inviting the visiting speaker is required to undertake a risk assessment as part of the School's IRBA approval process before a visiting speaker is authorised to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a member of School staff. On arrival at the School, visiting speakers are required to show original current identification documents including a photograph such as a passport or photo card driving licence. The Headmaster's PA, Helen Richardson, keeps a formal register of visiting speakers retained in line with its Data Protection Policy. Members of staff who invite a visiting speaker should ensure that she is provided (by email) no less than 2 weeks ahead of the visit with the name and a short biography of the speaker, and the title/topic of the speech.

6.4 **Boarding Houses:** All visitors to Boarding Houses must report to the duty member of staff immediately on arrival, and must observe the necessity to be kept under sufficient staff supervision during their visit.

6.5 **Cameras and Mobile Phones:** The School's policy on the use of cameras and mobile phones in the School, including in the EYFS setting, is as follows:

- 6.5.1 The School's Acceptable Use of IT Policy sets out the expectations on students in relation to the use of cameras and mobile phones.
- 6.5.2 Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the Acceptable Use of IT and Managing Images of Children Policies.
- 6.5.3 Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publications of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful. Mobile phones are not used at all in the EYFS area by staff or parents.

7 Confidentiality and Information Sharing

- 7.1 **Confidentiality and Information Sharing:** The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children, taking into account the School's obligations under the Data Protection Act 1998 which do not preclude the sharing of information when a child is at risk. The School will co-operate with police and Children's Social Care departments to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children (2015)*, *the Revised Prevent Duty Guidance for England and Wales (2015)* and *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)*.
- 7.2 **Allegations against Staff:** Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

8 Monitoring and Review

- 8.1 The Designated Safeguarding Lead will ensure that the procedures set out in this policy and the effectiveness of the timely implementation of these procedures are updated and reviewed regularly, working with the Trustees of St Laurence Education Trust as necessary. The Designated Safeguarding Lead will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.
- 8.2 Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School by the Designated Safeguarding Lead and a prompt report made to the Trustees of St Laurence Education Trust. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.
- 8.3 In addition, the Designated Safeguarding Lead and the Safeguarding Compliance Coordinator will undertake an annual review of this policy and the School's safeguarding procedures, including the effectiveness of inter-agency working. The outcome of this annual review will be reported to the St Laurence Education Trust together with details about how the School ensures that this Policy is kept up to date; staff training on

safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The St Laurence Education Trust should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO.

- 8.4 The St Laurence Education Trust will review the report, this Policy and the implementation of its procedures and will consider the proposed amendments to the Policy before giving the revised Policy its final approval. Detailed minutes recording the review by the St Laurence Education Trust will be made.

9 Contact Numbers

- 9.1 The contact number of the North Yorkshire Council Children's Social Care Department is as follows:

North Yorkshire	01609 535 187
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- 9.2 The following telephone numbers may be useful for staff and students:

LADO – Karen Lewis	01609 534 200
North Yorkshire Social Care Department	01609 780 780
Childline	0800 1111
Children's Commissioner	0800 528 0731
NSPCC	0808 800 5000
NSPCC Whistleblowing Helpline	0800 028 0285
Ofsted Children's Services	0300 123 1231
Mrs Emma Moody (Interim Safeguarding Trustee, St Laurence Education Trust)	0191 230 88 23
Mr Julian Allisstone (School Counsellor)	01439 766 806
Mrs Jan Titchmarsh (Independent Listener)	01439 770 620
Mr Mark Sutcliffe (Independent Listener)	01751 432 541
Mrs Jan Mangles (Independent Listener)	01439 788 784

The following websites may be of help:

www.nhsdirect.co.uk

www.youngminds.org.uk

www.schoolzone.co.uk

<http://www.safeguardingchildren.co.uk/>

The local police non-emergency contact number is 101.

The contact details of relevant Prevent partners are as follows:

Channel Local Authority Chair

odette.robson@northyorks.gov.uk

Non-emergency DfE advice

020 7340 7264

Counter.extremism@education.gsi.gov.uk

Appendix 1 Types and Signs of Abuse

Types of Abuse

Abuse is 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 (eg via the internet). They may be abused by an adult or adults or another child or children. *Keeping Children Safe In Education 2016* defines the following types of abuse:

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 (eg 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

Staff should be aware that behaviours linked to drug-taking, alcohol abuse, truanting, sexting and other damaging behaviours put children in danger. All staff and volunteers should have an awareness of safeguarding issues, some of which are listed below:

- children missing from education
- children missing from home or care
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls/LGBT
- mental health
- private fostering
- preventing radicalisation (see below)
- sexual touching/assault
- initiation/hazing type violence
- sexting
- self-harm
- teenage relationship abuse
- trolling
- prank cultures
- trafficking
- upskirting

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child

sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant
- Children who suffer from changes in emotional well-being
- Children who misuse drugs and alcohol
- Children who go missing for periods of time or regularly come home late and
- Children who regularly miss school or education or do not take part in education

Female Genital Mutilation: Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk, but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 40 and 41 of the Multi-agency statutory guidance on female genital mutilation (April 2016). Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students. This personal mandatory reporting duty (Section 5 B of the FGM Act 2003), requires that teachers report to the police cases where they discover that an act of FGM appears to have been carried out. In addition to complying with the duty, teachers should continue to have regard to their wider safeguarding responsibilities, which require consideration and action to be taken whenever there is any identified or known risk to a child, whether in relation to FGM or another matter.

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead. Professionals in all agencies,

and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve Children's Social Care as appropriate.

Signs of Abuse

Possible signs of abuse include, but are not limited to:

- the student says he/she has been abused or asks a question or makes a comment which gives rise to that inference
- there is no reasonable or consistent explanation for a student's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the student's behaviour
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- the student's development is delayed, the student loses or gains weight or there is deterioration in the student's general wellbeing
- the student appears neglected, eg dirty, hungry, inadequately clothed
- the student is reluctant to go home, or has been openly rejected by his/her parents or carers
- inappropriate behaviour displayed by other members of staff or any other person working with children, eg inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images

Staff and volunteers should be aware that abuse and safeguarding issues are rarely standalone events that can be neatly fitted into one defined category. In most cases, multiple issues will overlap with one another. The North Yorkshire Safeguarding Children Board can provide advice on the signs of abuse and the DfE advice *What To Do If You're Worried A Child Is Being Abused (2015)* provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

Radicalisation and the Prevent Duty

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.

The School aims to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The School is committed to providing a

safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism"

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- possession of material or symbols associated with an extremist cause (eg the swastika for far right groups)
- attempts to recruit others to the group/cause/ideology or
- communications with others that suggest identification with a group/cause/ideology

52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others or
- plotting or conspiring with others

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (eg drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The School's Christian Living programme supports students in building resilience to the risks of radicalisation through lectures from outside speakers, discussion and e-safety training. Visiting speakers are carefully vetted to ensure that the presentations they give are suitable and appropriate for the School's context. The DfE's briefing note *The Use Of Social Media For On-line Radicalisation (2015)* includes information on how social media is used to radicalise young people and guidance on protecting students at risk.

Appendix 2 The Designated Safeguarding Lead

In accordance with Annex B of *Keeping Children Safe In Education 2016*, the main responsibilities of the Designated Safeguarding Lead are:

Managing Referrals

- (a) To take lead responsibility during term time (and to arrange adequate cover at other times) for referring all cases of suspected abuse of any student at the School to Children's Social Care
- (b) To take lead responsibility for referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff or volunteer
- (c) To take lead responsibility for making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or has left due to risk / harm to a child
- (d) To take lead responsibility for making referrals to the police where a crime may have been committed
- (e) To take lead responsibility to acquire and share information, as appropriate, so that looked after children who may attend the School are kept safe
- (f) Liaising with the Headmaster in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School
- (g) To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- (h) To update safeguarding knowledge and skills at regular intervals, and at least annually, and to keep up with any developments relevant to her role

Raising Awareness

- (a) Ensure this policy is reviewed at least annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
- (b) Ensure this policy is available publicly
- (c) Ensure that parents are aware that referrals about suspected abuse or neglect may be made to Children's Social Care and the School's role in this
- (d) Maintain links with the North Yorkshire Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding
- (e) Where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained

- (f) In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the Designated Safeguarding Lead has, in addition, the following responsibilities
- (a) acting as the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty
 - (b) co-ordinating Prevent duty procedures in the School
 - (c) liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated
 - (d) undergoing WRAP or other appropriate training
 - (e) maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training and
 - (f) monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty

The Deputy Designated Safeguarding Leads will carry out this role where the Designated Safeguarding Lead is unavailable. At all times, ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead.

The Designated Safeguarding Lead and the Deputy Designated Safeguarding Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals in order to:

- (a) understand the assessment process for providing early help and intervention, eg through locally agreed common and shared assessment processes such as early help assessments
- (b) have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- (c) ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
- (d) be alert to the specific needs of children in need, those with special educational needs and young carers
- (e) be able to keep detailed, accurate, secure written records of concerns and referrals
- (f) obtain access to resources and attend any relevant or refresher training courses
- (g) encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them and to meet the requirements and procedures of the North Yorkshire Safeguarding Children Board

Appendix 3 Allegations against Staff, Trustees or Volunteers

The School's staff behaviour policy/code of conduct, which all staff can be found on pages 11-14 of the current Staff Handbook which can be found at:

<https://vle.ampleforth.org.uk/human-resources/staff-handbook---policies>

Staff who work with children are required to confirm by signature that they have read and understood the provisions of this policy

The aim of the staff behaviour policy/code of conduct is to provide clear guidance about behaviour and actions so as to not place students and staff at risk of harm or of allegation of harm to a pupil.

In addition, the School has in place local "Prudence Codes" which prescribe local arrangements for which inform how staff must with or in the vicinity of children. Staff are required to self-refer to the Safeguarding Compliance Coordinator if they are required by emergency circumstance to work outside these arrangements, in the best interest of a child, and any occasion when they fail to follow them or otherwise meet expected safeguarding standards.

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers for false or unfounded allegations. These procedures will be used in all cases where the member of staff or volunteer has been alleged to have:

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

The LADO should be informed of all allegations that come to the School's attention and appear to meet the criteria.

Any allegations not meeting these criteria will be dealt with in accordance with the Yorkshire Safeguarding Children Board's procedures. Advice from the LADO will be sought in borderline cases.

All such allegations must be dealt with as a priority so as to avoid any delay. These procedures will be applied with common sense and judgement. A report will be made to Ofsted within 14 days where there is an allegation of serious harm or abuse by any person living, working or looking after children at the School or elsewhere, or any other abuse on the premises.

Alternative accommodation will be provided where a member of boarding staff is suspended in circumstances of a child protection nature.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

Reporting an allegation against a Member of the Monastic Community, Staff, Trustee or Volunteer

Where an allegation or complaint is made against a member of the monastic community, staff or a volunteer, the matter should be reported immediately to the Designated Safeguarding Lead who will inform the Headmaster, the Chair of Trustees of St Laurence Education Trust and the Nominated Safeguarding Trustee. Where an allegation is made against the Designated Safeguarding Lead, the matter should be reported to the Headmaster, the Chair of Trustees of St Laurence Education Trust and the Nominated Safeguarding Trustee. All allegations will be discussed with the LADO before further action is taken.

Allegations against the Headmaster: Where an allegation or complaint is made against the Headmaster of Ampleforth College or the Head of School of St Martin's Ampleforth, the person receiving the allegation should immediately inform the Designated Safeguarding Lead who will inform the Chair of Trustees of St Laurence Education Trust and the Nominated Safeguarding Trustee, without first notifying the Headmaster. Again, any such allegations will be discussed with the LADO before further action is taken.

Where an allegation is made against any Trustee of St Laurence Education Trust, the matter should be reported immediately to the Designated Safeguarding Lead who will inform the Nominated Safeguarding Trustee. An allegation against the Nominated Safeguarding Trustee should be reported to the Designated Safeguarding Lead who will inform the Chair of Trustees. The allegation will be discussed immediately with the LADO before further action is taken.

The person taking action in accordance with the procedures in this Appendix is known as the "case manager".

Disclosure of information: The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

The Parents or carers of the child(ren) involved will be informed of the allegation as soon as possible if they do not already know of it. They will also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

Where the LADO advises that a strategy discussion is needed, or the police or the CSC need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

Further action to be taken by the School

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with part four of *Keeping Children Safe In Education September 2016* and the School's employment procedures.

Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so

Ceasing to use Staff

If the School ceases to use the services of a member of staff (or a Trustee or Volunteer) because they are unsuitable to work with children, a settlement/compromise agreement will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Trustees at the earliest opportunity.

If a member of staff (or a Trustee or Volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and Trust HR policies and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria are met.

Where a teacher has been dismissed, or would have been dismissed had he/she not resigned, separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made.

Unsubstantiated, False or Malicious Allegations

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

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

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

Record Keeping

Allegations that are found to be malicious will be removed from personnel records.

Details of all other allegations will be recorded on the employee's file and retained at least until the employee reaches the normal pension age or for a period of ten years from the date of the allegation, if this is longer.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with *Keeping Children Safe In Education September 2016*, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

