



# FARLINGTON

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## SAFEGUARDING CHILDREN

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The Safeguarding Children Policy applies to the whole school including the Early Years Foundation Stage.

Farlington School fully recognises its responsibilities for child protection.

This policy applies to all staff, governors and volunteers working in the School and is subject to annual review by the Governing Body. This policy has been developed with regard to and in line with Child Protection Procedure, West Sussex Safeguarding Children Board procedures, Keeping Children Safe in Education (September 2018) (KCSIE), ISI Commentary on the Regulatory Requirements, Part 3 (September 2018), National Minimum Standards for Boarding Schools, Working Together to Safeguard Children (September 2018) (WTSC), Statutory Framework for the Early Years Foundation Stage, Disqualification under the Childcare Act 2006 (September 2018), Prevent Duty Guidance: for England and Wales (March 2016), The Prevent Duty: Departmental advice for schools and childminders (June 2015), The use of social media for on-line radicalisation (July 2015), What do if you are worried a child is being abused (March 2015), Information Sharing (2018).

Any deficiencies or weaknesses in this policy resulting from updated legislation will be remedied without delay and the policy re-issued. The Safeguarding Policy and Procedures are reviewed annually and approved by the Governing Council.

This policy should be read in conjunction with the following policies:

Safer Recruitment Policy and Procedure (available to parents on request), New Staff Induction, Equal Opportunities Policy for Pupils, Anti-Bullying, Whistleblowing, Educational Visits, Missing Pupil Procedure, Code of Conduct for Staff, Acceptable Use of ICT, Historic Abuse Claims Procedure, Attendance Policy, Prevent Policy.

Safeguarding and promoting the welfare of children is defined in KCSIE 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.”

Safeguarding and promoting the welfare of children is everyone’s responsibility. In order to fulfil this responsibility Farlington has a child-centred approach to safeguarding. This means that we consider, at all times, what is in the **best interests of the child**. All staff have a responsibility to provide a safe environment in which children can learn.

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health and development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Updated 10th June 2015, Updated 24th August 2015, Reviewed and updated 23rd May 2016, Reviewed and updated 13th August 2016, Reviewed and updated 26th September 2016, Updated 16th January 2017, Reviewed 20th April 2017. Reviewed and updated 1st June 2018 (to take effect from 3rd September 2018) Updated 16th October 2018.

**A child in need of protection is a child suffering or likely to suffer significant harm.**

**Children with SEN and disabilities are more vulnerable to abuse. Behaviours, mood or injury does not always relate to the disability.**

**Farlington has a robust pastoral structure and there is always someone available if a pupil wishes to talk about a problem or concern. See Appendix 4**

### **Policy Statement**

1. Every pupil 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.
2. Our policy and our commitment at Farlington School is to take all reasonable measures to safeguard and promote the welfare of each child and young person (pupil) in our care and:
  - 2.1. to ensure that we practise safer recruitment (see Recruitment Policy and Procedure) in checking the suitability of staff, temporary staff and volunteers to work with children and young people. This includes DBS and compliance with the Education Independent School Standards (England) Regulations 2014. Assurance is obtained that appropriate child protection and procedures apply to any staff employed by another organisation and working with Farlington pupils off-site. (see Educational Visits Policy ).
  - 2.2. to protect each pupil from any form of abuse, whether from an adult or another pupil;
  - 2.3. to teach the pupils how to keep themselves safe on-line. (see Acceptable Use of IT Policy);
  - 2.4. to be alert to signs of abuse both in the School and from outside;
  - 2.5. to deal appropriately with every suspicion or complaint of abuse;
  - 2.6. to design and operate procedures which promote this policy and which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
  - 2.7. to support a child who has been abused in accordance with his/her agreed child protection plan;
  - 2.8. to be alert to the needs of children with medical conditions;
  - 2.9. to operate robust and sensible health and safety procedures;
  - 2.10. to take all practicable steps to ensure that the School premises are as secure as circumstances permit;
  - 2.11. to operate clear and supportive policies on drugs, alcohol and substance misuse;
  - 2.12. to consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School;
  - 2.13. to have regard to guidance issued by the Department of Education in accordance with section 157, Education Act 2002 and associated regulations;
  - 2.14. to be in accordance with inter-agency procedures agreed with the West Sussex Safeguarding Children Board;
  - 2.15. to continually review and update Child Protection Procedures to ensure that any deficiencies or weaknesses are remedied without delay.
  - 2.16. Every complaint or suspicion of an abuse from within or outside the School will be investigated and in all proper circumstances will be referred to an external agency such as Children`s Social Care (CSC), the Child Protection Unit of the Police (CPU), ISI or the NSPCC in accordance with the West Sussex Safeguarding Children Board Procedures.

Every employee is provided with immunity from retribution or disciplinary action for 'whistleblowing' in good faith. Staff are told to familiarise themselves with the School's Whistleblowing Policy.

### **The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads**

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3. The School has appointed the Headmistress (Louise Higson) as the Designated Safeguarding Lead. The Deputy DSLs are Assistant Head (Alison Binns) and the Deputy Head of the Prep School (Sara Povey). They are to be responsible for matters relating to child protection and welfare. Sara Povey is the named person responsible for the EYFS.

**Contact details:**

Main School number                    01403 254967  
Louise Higson                            [headmistress@farlingtonschool.com](mailto:headmistress@farlingtonschool.com)  
Alison Binns                                [ab@farlingtonschool.com](mailto:ab@farlingtonschool.com)  
Sara Povey                                 [sp@farlingtonschool.com](mailto:sp@farlingtonschool.com)

**The main responsibilities of the Designated Safeguarding Lead (DSL) are:**

- To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- To co-ordinate the child protection procedures in the School and raise awareness.
- To maintain an ongoing training programme for all School employees.
- To ensure that all staff have read and understood Part 1 and Annex A of the KCSIE Guidance. A signed declaration, stating they have read and understood, will go on staff personnel files.
- To train new school employees, volunteers and temporary staff as part of their induction process. (Refer to New Staff Induction Policy).
- To maintain the safeguarding training register for all staff.
- To monitor the keeping, confidentiality and storage of records in relation to child protection.
- To support staff who make referrals.
- Advise and act upon all suspicion, belief and evidence of abuse reported to them.
- To refer cases of suspected abuse to West Sussex CSC on behalf of the School.

**MASH (Multi-Agency Safeguarding Hub):**

01403 229900 (Office hours)

0330 222 6664 (Out of office hours and weekends)

[MASH@westsussex.gcsx.gov.uk](mailto:MASH@westsussex.gcsx.gov.uk)

The concerns should be discussed with MASH; it may be done tentatively and without giving names in the first instance. What appears trivial at first may later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation.

**The Designated Safeguarding Lead should not make their own decision over what appears to be borderline cases.**

- To refer cases to the Channel programme where there is radicalisation concern.
- To contact the Local Authority Designated Officer (LADO), following an allegation against a member of staff.

**Local Authority Designated Officer (LADO):**

Lindsey Tunbridge-Adams

[Lindsey.Tunbridge-Adams@westsussex.gov.uk](mailto:Lindsey.Tunbridge-Adams@westsussex.gov.uk)

0330 222 3339

**Assistant LADO:**

Claire Coles

[Claire.Coles@westsussex.gov.uk](mailto:Claire.Coles@westsussex.gov.uk)

0330 222 3339

- To refer cases where a person is dismissed or left due to risk/harm to a pupil to the DBS as required.
- To refer cases where a crime may have been committed to the Police.

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- Not to do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegation of abuse.

**The main responsibilities of the Deputy Designated Safeguarding Leads (DDSLs) are:**

- In the absence of the DSL, to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
  - To assist with the training of new school employees, volunteers and temporary staff as part of their induction process.
  - Advise and act upon all suspicion, belief and evidence of abuse reported to them.
  - Liaise with CSC and other agencies on behalf of the School.
  - In the absence of the DSL, to contact the Local Authority Designated Officer (LADO), following an allegation against a member of staff.
  - Not to do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegation of abuse.
4. If the Designated Safeguarding Lead is unavailable her duties will be carried out by a Deputy Designated Safeguarding Lead, who has received appropriate training.
5. **The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads have undertaken appropriate training and will attend refresher training provided by West Sussex SSD at 2-yearly intervals. In addition to the formal training, knowledge and skills will be regularly updated through attending the local safeguarding cluster group and reading e-bulletins.**
6. **Indicators of Abuse and Neglect: (taken from KCSIE)**

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

**Abuse:** Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

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

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

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

## 7. Specific Safeguarding Issues (See also KCSIE)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### Peer on peer abuse

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

### **Child sexual exploitation (CSE)**

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

### **Female Genital Mutilation (FGM)**

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. Professionals 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

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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 in the Multi-Agency Practice Guidelines:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

The Department of Health has stated that all women with vaginal piercings are to be classed as victims of FGM.

**If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must personally report this to the police.**

All other members of staff should report it to the DSL.

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 pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.* Unless the individual has a good reason not to, they should still consider and discuss any such case with the DSL and CSC should be involved as appropriate.

### **Honour Based Violence**

Honour Based Violence is a cultural, not a religious phenomenon. It impacts in a range of communities. The challenges for services include developing responses that keep people safe and hold perpetrators to account without stereotyping, stigmatising or making assumptions about any given individual or community.

Honour Based Violence, which may include forced marriage and/or female genital mutilation, is perpetrated against children and young people for a number of reasons. These include:

- Protecting family 'honour' or 'Izzat'
- To control un-wanted behaviour and sexuality (including perceived promiscuity or being lesbian, gay, bisexual or trans gender)
- As a response to family, community or peer group pressure
- Strengthening family links
- Protecting perceived cultural and/or religious ideals (misguided or dated)
- Retaining wealth, property or land within the family
- Preventing unsuitable relationships
- Assisting claims for residence and citizenship in the UK
- Perceived immoral behaviour including: inappropriate make-up or dress, possession and/or use of a mobile telephone, kissing or showing other forms of intimacy in public, rejecting a forced marriage, being a victim of rape or other serious sexual assault, inter-faith relationships, seeking a divorce.

Practitioners should never lose sight of the fact that they are interacting with extremely vulnerable children and young people, who may be faced with making life changing decisions in an extremely short space of time.

Many honour based violence victims, as in mainstream domestic abuse, just want the abuse to stop. They fear 'criminalizing' their parents, families and/or their faith group and fear being isolated from their communities.

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A child or young person who is at risk of honour based violence is at significant risk of physical harm (including being murdered), and/or neglect. They may also suffer significant emotional harm, as a result of a threat of violence or witnessing violence directed towards a sibling or other family member.

### **Preventing Radicalisation. (see also Prevent Policy)**

The Counter-Terrorism and Security Act 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel Panels are in place. The panel must include the local authority and the chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel Panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

Protecting children from the risk of radicalisation is seen as part of Farlington's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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. Farlington staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. This may include making a referral to the Channel programme.

- **Risk Assessment**

Farlington will regularly assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This will be done at the start of each academic year and as new pupils join.

- **Working in partnership**

Safeguarding arrangements take into account the policies and procedures of West Sussex Safeguarding Children Board (LSCB).

<http://www.westsussexscb.org.uk/>

DfE Counter Extremism Helpline: 020 7340 7264

Email: [Counter-extremism@education.gsi.gov.uk](mailto:Counter-extremism@education.gsi.gov.uk)

Sussex Police Anti-Terrorist Hotline: 0800 789 321

Police non-emergency number: 101

- **Staff Training**

The Designated Safeguarding Lead (Louise Higson) has completed The College of Policing Channel General Awareness Course. Advice and support will be given to other members of staff on protecting children from the risk of radicalisation.

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- **IT Policies**

Farlington will ensure that children are safe from terrorist and extremist material when accessing the internet in school; suitable filtering is in place.

## **Channel**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

## **Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect.

Farlington will inform the local authority of any pupil who is going to be deleted from, or added to, the admission register at a non-standard transition point.

Farlington will inform the local authority of any pupil 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).

## **8. Signs of Abuse**

Possible signs of abuse include (but are not limited to):

- 8.1. The pupil says she has been abused or asks a question which gives rise to that inference.
- 8.2. There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- 8.3. The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- 8.4. The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- 8.5. The pupil's development is delayed.
- 8.6. The pupil loses or gains weight.
- 8.7. The pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- 8.8. The pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

## **9. Duty of employees**

**Every** employee of the School is under a general legal duty:

- 9.1. To protect children from abuse.
- 9.2. To be aware of the School's Child Protection Procedures and to follow them.
- 9.3. To know how to access and implement the procedures, independently if necessary.
- 9.4. To keep a sufficient record of any significant complaint, conversation or event.
- 9.5. To report any matters of concern to the Designated Safeguarding Lead.
- 9.6. To undertake regular safeguarding training (termly) including refresher training at 3-yearly intervals. This training includes on-line safety awareness.

This applies to part time, temporary and voluntary staff who work with children, as well as all full time staff.

All staff are trained every three years by West Sussex Safeguarding Department. New staff, temporary staff and volunteers have child protection training as part of their induction process. A copy of this Safeguarding Policy is included in the New Staff Induction Pack. The New Staff Induction Pack also contains a copy of Part 1 and Annex A of KCSIE. A training register is kept by the Headmistress.

**Contents of the New Staff Induction Pack:**

- 1 Staff Handbook
- 2 Bank Details Form
- 3 Personnel Record Form
- 4 Nut Guidelines
- 5 ICT protocol for Staff
- 6 Lesson Cover Procedure
- 7 Pastoral Handbook (Senior School)
- 8 Safeguarding Policy
- 9 Keeping Children Safe in Education – Part 1 and Annex A
- 10 Anti-bullying Policy
- 11 Receipt of Documentation Confirmation Form

**In addition, all staff are updated on safeguarding and child protection at the staff briefing at the beginning of each term.**

**10. Initial Complaint**

A member of staff suspecting or hearing a complaint of abuse:

- 10.1. Must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- 10.2. Must not ask leading questions, that is, a question which suggests its own answer.
- 10.3. Must reassure the child, but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken.
- 10.4. 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. The record must be kept securely and handed to the Designated Safeguarding Lead.

**11. Dealing with abuse by one or more pupils against another pupil**

If there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, it will be referred to MASH as a child protection concern. In the event of disclosures about pupil-on-pupil abuse, all children involved whether perpetrator or victim are to be treated as being at risk. Pupil-on-pupil abuse may include sexting and other relevant issues such as banter, sexual assaults and gender based issues. Advice about sexting in schools is available from the UK Council for Child Internet Safety.

**A child in need** is a child:

- who is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services;
- or a child whose health or development is likely to be significantly impaired, or further impaired, without the provision of services;
- or a child who is disabled.

Updated 10th June 2015, Updated 24th August 2015, Reviewed and updated 23rd May 2016, Reviewed and updated 13th August 2016, Reviewed and updated 26th September 2016, Updated 16th January 2017, Reviewed 20th April 2017. Reviewed and updated 1st June 2018 (to take effect from 3rd September 2018) Updated 16th October 2018.

**A child at risk** is a child:

- who is suffering, or who is likely to suffer, significant harm.

## 12. Preserving Evidence

All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing and computers), must be safeguarded and preserved.

## 13. Reporting

All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead. Allegations against staff, temporary staff or volunteers or the Designated Safeguarding Lead should be reported to the Headmistress, or the Chair of Governors if the allegation is against the Headmistress. Allegations must be reported straight away. If the Headmistress is absent, the allegation should be passed to the Chair of Governors. If the allegation concerns the Headmistress, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Headmistress first. In cases of serious harm, the police should be informed from the outset.

## 14. Referral Guidelines

### Early Help Support:

The sooner a family receives the right support, the sooner they are able to improve their situation, preventing the need for prolonged support. Farlington aims to identify emerging problems and shares information with other professionals to support early identification and assessment. Early help includes interventions and support provided to families where:

- their needs are not being met by routine or 'universal' services
- they do not meet thresholds for statutory interventions.

Farlington is aware of our duty to refer to CSC for statutory assessments under the Children Act 1989.

[www.westsussex.gov.uk/thinkfamilyearlyhelp](http://www.westsussex.gov.uk/thinkfamilyearlyhelp)

### MASH

If during the course of the internal procedures, it appears that a child is in need and/or at risk, the Designated Safeguarding Lead will make a referral to MASH:

**MASH:**

01403 229900 (Office hours)

0330 222 6664 (Out of office hours and weekends)

Email: [MASH@westsussex.gcsx.gov.uk](mailto:MASH@westsussex.gcsx.gov.uk)

MASH will take full details of the concerns raised and will either:

- Provide advice and information
- Direct the DSL to an appropriate team or organisation
- Make a formal referral to the social care team.

The DSL should always confirm the referral in writing within 24 hours.

Sussex Child Protection and Safeguarding Procedures state:

*Where practicable, concerns should be discussed with the family and agreement sought for a referral to Children's Social Care unless this may:*

- *Place the child at risk of Significant Harm e.g. by the behavioural response it prompts (e.g. where fabricated or induced illness is suspected) or by leading to an unreasonable delay;*

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- *Place others at risk*
- *Lead to the risk of losing evidential material.*

**If a child is in immediate danger or is at risk of harm a referral should be made to Children’s Social Care and/or the Police immediately. Anybody can make a referral. If the referral is not made by the DSL the DSL should be informed, as soon as possible, that a referral has been made.**

**If the child’s situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child as soon as possible.**

**Although any member of staff may approach Children’s Social Care directly in exceptional circumstances, they are expected to raise concerns with the Designated Safeguarding Lead in the first instance.**

## **LADO**

If an allegation is made against a member of staff the DSL will contact the LADO:

**Local Authority Designated Officer:**

Lindsey Tunbridge-Adams

Email: [Lindsey.Tunbridge-Adams@westsussex.gov.uk](mailto:Lindsey.Tunbridge-Adams@westsussex.gov.uk)

0330 222 3339

**Assistant LADO:**

Claire Coles

Email: [Claire.Coles@westsussex.gov.uk](mailto:Claire.Coles@westsussex.gov.uk)

0330 222 3339

## **15. External Agencies**

The School acknowledges that staff and parents have a right to make their own complaint or referral to the Children’s Social Care, ISI or the Child Protection Unit of the Police. Contact details are found in this policy.

## **16. Allegations of Abuse Against Teachers and other Staff – See Appendix 1**

The School has procedures for dealing with allegations against teachers and other staff, including the Headmistress, and volunteers who work with children. These procedures 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.

Consultation will take place with the LADO; the School will not undertake any investigations of the allegations prior to this consultation. In borderline cases discussions with the LADO can be held informally and without naming the School or individual.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation.

If the allegation is against a member of the Boarding staff, who is suspended pending an investigation, the School will make arrangements for alternative accommodation away from children.

Any person whether employed, contracted, volunteer or student whose services at School are terminated because he/she are considered unsuitable to work with children will be reported to the Disclosure and

Barring Service (DBS) within one month of leaving the School.

#### **17. Allegations Against Pupils**

Any pupil against whom an allegation of abuse has been made may be temporarily excluded from the School during the investigation and the School's policy on Behaviour, Discipline and Sanctions will apply.

#### **18. Suspected Harm From Outside the School**

A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the Designated Safeguarding Lead who will consult with MASH, and refer to Children's Social Care if appropriate.

#### **19. Monitoring**

The Designated Safeguarding Lead will monitor the operation of this policy and its procedures. The Governing Body undertakes an annual review of this policy and its procedures and of the efficiency with which it is carried out. The named member of the Governing Body to whom the Headmistress reports on Child Protection issues is Ms Jenny Butler.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

#### **20. The Safeguarding Children Policy is published on the School website and is available in School on request.**

#### **21. Transfer of Child Protection Files**

If a pupil moves to a different school, their child protection file, if one exists, will be transferred securely and separately from their main pupil file. Farlington will ask for confirmation of receipt.

Once a pupil accepts a place at Farlington we will write to the Head of their current school to request any child protection issues. See form at Appendix 3.

##### **DBS referrals helpline**

01325 953795

##### **West Sussex Safeguarding Children Board**

0330 222 4108

[www.westsussexscb.org.uk](http://www.westsussexscb.org.uk)

##### **MASH (Multi Agency Safeguarding hub)**

01403 229900 (Office hours)

0330 222 6664 (Out of Office Hours, Weekends and Emergencies)

##### **Local Authority Designated Officer**

0330 222 3339

##### **Assistant LADO:**

0330 222 3339

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Contact details for ISI are:

[concerns@isi.net](mailto:concerns@isi.net)

[020 7600 0100](tel:02076000100)

NSPCC Whistleblowing helpline: 0800 028 0285

DfE Prevent helpline:

020 7340 7264

[counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

**Any deficiencies or weaknesses in this policy resulting from updated legislation will be remedied without delay and the policy re-issued. The Safeguarding Policy and Procedures are reviewed annually and approved by the Governing Council.**

Policy Date : September 2007

Updated June 2008

Reissued September 2008

Updated April 2009

Reviewed and updated November 2009

Reviewed August 2010

Updated November 2010

Reviewed June 2011

Reviewed June 2012

Updated May 2013

Updated February 2014

Updated June 2014

Updated January 2015

Updated April 2015

Reviewed and updated June 2015

Reviewed and updated May 2016

Reviewed and updated August 2016

Reviewed and updated September 2016

Reviewed and updated 1<sup>st</sup> June 2018 (to take effect 3<sup>rd</sup> September 2018)

## **Appendix 1**

### **PROCEDURE FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF**

#### **INTRODUCTION**

The following procedure should be followed in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- 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

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- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

Allegations could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Headmistress, but if another member of staff is told first, he/she will ensure that the Headmistress is informed immediately.

If the Headmistress is unavailable – or is involved - the Chair of Governors should be told at once.

**Staff should ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.**

### **THE FIRST RESPONSE**

The Headmistress/Chair of Governors will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. She will undertake to:

- take any allegation of abuse, involving a member of staff, very seriously
- establish the facts before jumping to any conclusion,
- involve the West Sussex Safeguarding Children Board within 24 hours of a disclosure or suspicion of abuse, by discussing the allegation with the Local Authority Designated Officer (LADO) and agreeing a course of action. The LADO will decide whether police and/or social services should be contacted.
- Discussions with the LADO will be recorded in writing, and communications with both the individual and the parents of the child/children agreed.

#### **Local Authority Designated Officer**

0330 222 3339

**If police or social services need to be involved the Headmistress will agree with them what information can be disclosed to the accused member of staff. Only once a course of action has been agreed, as set out above, will the Headmistress inform the member of staff concerned of the allegation.**

## **THE NEXT STEP**

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, the School will always:

- Invite the police to conduct the investigation,
- Consider suspending the member of staff (or volunteer) concerned. This will be discussed with the LADO.

## **INFORMING THE PARENTS OR GUARDIANS**

The parents or guardian of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or local authority children's social care services need to be involved, the Headmistress should not tell them until those agencies have been consulted and have agreed what information can be disclosed to the parents. Parents should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

## **CONFIDENTIALITY**

When an allegation is made, Farlington will make every effort to maintain confidentiality and guard against unwanted publicity while it is being investigated or considered. We will take advice from the LADO, police and local authority social care to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any, information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise.

## **SUPPORT FOR THE PUPIL**

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused/allegedly abused. The DSL will consider how best to support and monitor the pupil concerned through any process of investigation. They will liaise closely with parents, guardians, West Sussex Safeguarding Children Board, or other agencies involved to identify the support strategies that will be appropriate.

## **SUSPENSION**

Suspension will not be an automatic response to the allegation. If a member of staff is suspended it is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- there is cause to suspect a child or other children at the School to be at serious risk of significant harm (or further harm).
- the allegations are so serious as to constitute grounds for dismissal, if proven.
- the police are investigating allegations of criminal misconduct.

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We recognise fully that we have a duty of care towards all of our staff, and we will always:

- advise the individual to contact their trade union representative, if they have one, or a colleague for support.
- keep an open mind until a conclusion has been reached.
- interview a member of staff before suspending him or her .
- appoint a named representative to keep him or her informed of the progress of the investigation.
- offer the individual access to welfare counselling or medical advice from the School doctor.

**Social contact with colleagues will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.**

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a work colleague or Trade Union representative.

Boarding staff who are suspended will be required to remain off-site for the duration of their suspension and will be provided with alternative accommodation.

If a member of staff is suspended, the reasons and justifications will be recorded and the individual will be informed, in writing, of the reasons.

### **ALTERNATIVES TO SUSPENSION**

We will always consider whether an alternative to suspension might be appropriate.

Possibilities include:

- sending the member of staff on leave.
- giving him or her non-contact duties.
- for teachers and TAs, ensuring that a second adult is always present in the classroom.

### **IF THE MEMBER OF STAFF RESIGNS**

The resignation of a member of staff, or volunteer, mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

### **SETTLEMENT AGREEMENTS**

The policy at Farlington is to follow the DfE guidance set out in “Keeping Children Safe in Education” on the use of settlement agreements in cases of child abuse which is:

*“If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. **A referral to the DBS must be made, if the criteria are met:***

***Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:***

- ***the harm test is satisfied in respect of that individual;***
- ***the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and***
- ***the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.***

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*If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement agreement.*

*Settlement agreements, by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. **Such an agreement will not prevent a thorough police investigation where that is appropriate.***"

### **LENGTH OF INVESTIGATORY PROCESS**

We recognise that everyone's interests are served by completing any investigatory process as quickly as possible. All allegations will be investigated as a priority so as to avoid any delay. Farlington is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process.

### **REFERRAL TO THE DISCLOSURE AND BARRING SERVICE**

If the allegation is substantiated and the person is dismissed, or Farlington ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Headmistress will discuss with the LADO whether a referral to the Disclosure and Barring Service (DBS) for consideration of whether inclusion on the barred list is required. In the case of a member of teaching staff, whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.

All schools have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS)\* within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff (whether employed or contracted) volunteers or students are normally made by the DSL. If the Headmistress is involved, the report is made by the Chair of Governors.

The School plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

**Cases in which an allegation was proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in any reference.**

**The School will make a referral to the Teaching Regulation Agency (TRA)**

Email: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

Telephone: 0207 593 5393

**Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a TRA referral.**

**If the School ceases to use the services of a teacher because of serious misconduct, or would have dismissed them had they not left first, then consideration will be taken as to whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case, and if he/she finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.**

### **RECORDING ALLEGATIONS OF ABUSE**

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is to be kept on the person's confidential personnel file, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in

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a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

\* The referral form can be downloaded from the DBS website on:  
[www.gov.uk/government/organisations/disclosure-and-barring-service](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

The record should be retained for a minimum period of 10 years from the date of the allegation.

### **ANONYMOUS ALLEGATIONS**

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We will report the matter to the West Sussex Safeguarding Children Board and be guided by them in our handling of the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events, unless the WSSCB has advised a different course of action. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would normally be kept.

### **HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS**

#### **The Child**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the WSSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School's Independent Listener. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

A child who is found to have made a malicious allegation is likely to have breached the School's Behaviour Policy. We will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the Police if there are grounds for believing a criminal offence may have been committed).

#### **The Member of Staff**

Any allegations which are not substantiated, are false or are malicious will not be referred to in employer references.

A member of staff could be left at the end of a false or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised, we recognise that he or she is likely to need both professional and emotional support. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

### **ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL**

If we are given information that suggests that a member of staff is abusing a child who is not a pupil at Farlington, we will immediately pass such information to the West Sussex Safeguarding Children Board to handle. If the

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WSSCB say it is appropriate to do so, we will then interview the member of staff and formally advise him/her of the allegations, making it clear that the School will not play any part in the investigatory process. If the allegation subsequently proves to be unfounded, he or she would be given full support by the School in resuming his/her career.

## Appendix 2

### STAFF BEHAVIOUR AND CODE OF CONDUCT

Farlington aims to be a first class school and employer to its staff. For the benefit of the School, its associates and yourself as a member of staff, we have a Code of Conduct that we must all follow.

All members of the Farlington community are expected to act considerately towards each other and to those less fortunate than themselves.

As a Farlington School member of staff, you must always:

- Act loyally towards Farlington and try your best to promote the interests and business of the School.
- Comply with any lawful and reasonable instructions anyone with the authority of the School management team may give.
- Conduct yourself properly towards your colleagues, those visiting Farlington School's premises or anyone else while you are representing the School.
- Dress in a manner appropriate to your job so that an image of professionalism is promoted and maintained at all times.
- Devote the whole of your time and attention whilst at work to carrying out your duties to the best of your abilities.
- Not be engaged or have an interest in any capacity, either directly or indirectly in:
  1. any other business, without the prior written consent of the Headmistress (which will not be unreasonably withheld)
  2. any activity which may be, or become harmful to, the interests of Farlington School.

This would not prevent you from holding up to 5% of the shares of an organisation listed on a recognised stock exchange.

- Not place yourself - or allow yourself to be placed - in a position where your personal interests and those of Farlington are in conflict.
- Immediately tell the Headmistress of any criminal proceedings that are taken against you. This includes proceedings for a motoring offence if it could involve the loss of your licence. You must also tell the Headmistress of any order, judgement or award that is made against you in any civil proceedings.
- Co-operate with any 'Body' regulating, directly or indirectly, any business undertaken by Farlington, in so far as it applies to the performance of your duties.

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- You must always refrain from discussing the business details of the School or its associates or divulging any information, personal or otherwise, to anyone outside Farlington School, except in the course of your duties.
- If you leave the premises during the course of the School day, sign out on your departure and in on your return in the book kept at Reception (Senior School Staff) or the Prep Office (Prep School Staff).
- Ensure that all official visitors, suppliers and customers for whom you are responsible, sign the Visitors Book at Reception and wear a 'visitor's pass' at all times. This is vital to security and is also in the interests of safety in the event that we have to evacuate the building. Visiting speakers are always asked to bring photographic ID and this is checked – a risk assessment is carried out. See Appendix 6.

Staff should ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and pupil at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car. When visiting the Boarding House staff should respect the privacy of the girls and use the public rooms only. When necessary to visit a pupil's room, staff should always knock and wait.

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the School Counsellor or a member of the medical staff.

### **Communication with pupils**

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the School's telephones, and email using the School system. The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The School mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

### **Physical contact with pupils**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the Designated Safeguarding Lead informed and, if appropriate, a copy placed on the pupil's file.

### **Physical restraint**

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Designated Safeguarding

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Lead who will decide what to do next. Where this relates to the School's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

### **Physical education and other activities requiring physical contact**

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

### **Transporting pupils**

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

### **Confidentiality**

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

## **DAILY CONDUCT REQUIREMENTS FOR STAFF**

### **Attendance and timekeeping**

Should you need to be absent or expect to be late for any reason, you should ask your line manager in advance when possible. If this is not possible, please contact the Assistant Head (MHH) or Head of the Prep School (FM) at the earliest opportunity. Non-teaching staff should contact the School Office.

### **Working Hours**

Your contractual working hours are outlined in your Contract of Employment and these may vary for different areas. However, generally:

School hours are: 8.30am – 4.30pm (Monday to Friday).

Staff are asked to arrive by 8.15am to avoid congestion on the drive.

### **Parents' Evenings, Staff Meetings and School Functions and Internal Whole School INSET Days**

It is expected that all staff attend Parents' Evenings of the girls they teach and that they should be available for the entirety of the published times.

Full Staff Meetings are published well in advance and all staff should attend if they are working on the afternoon of the day in question. All apologies should go directly to the Headmistress.

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There are Curriculum Meetings and Faculty Meetings throughout the School year. Subject teachers, Heads of Department and Heads of Faculty are expected to attend, as appropriate. This is part of the conditions of service. They are published a year in advance and any request for absence must be put in writing to the Headmistress.

Other events where staff are required to attend will also be published a year in advance and it is the responsibility of the Head of Department to ensure that their department is represented.

With the exception of office and maintenance support staff, all staff are expected to attend internal whole School INSET days, full staff meetings and assemblies. Part-time staff are expected to attend assembly if they are employed during Period 1 on that day; they should attend all INSET days, and staff meetings if they are employed in the afternoon of the day in question.

### **Eating and Drinking**

Chewing gum is forbidden anywhere in the School. Girls are not permitted to eat or drink in classrooms or corridors.

Staff who take lunch at school are normally expected to eat it in the Trina Mawer Hall unless a 'grab bag' is selected.

### **Smoking**

To provide a safe and healthy work environment, smoking is restricted to the designated area (at the end of the staff car park, out of sight, away from the astro and storage area) and strictly prohibited throughout the School premises and in School vehicles.

### **Alcohol and Drugs**

Consumption of alcohol is not permitted on site except at a school function when modest amounts of alcohol may be consumed. Employees' conduct and performance must not be adversely impacted by alcohol or drugs when undertaking their duties. Staff who reside on site may consume modest quantities of alcohol in private accommodation when they are not on duty.

Farlington School seeks to maintain a drug-free environment. The School prohibits anyone from being in possession of, or under the influence of, any controlled substances in the School and during working hours. Legal drugs are only allowed when they are medicines agreed by the Headmistress for use in school under the Treatment and Medication Policy.

### **Security**

Staff must not remove any school documents from the site nor take any photographs without due permission. The School reserves the right to search the outer clothing, bags, lockers and vehicles etc. of staff members whilst on site. The staff member may have a colleague in attendance on such (rare) occasions.

### **Personal Appearance**

The School regularly receives visits from parents, potential parents and others, and naturally wishes to convey an impression of efficiency and organisation. Therefore whilst not wishing to impose unreasonable obligations of staff they are, nonetheless, required to look smart in appearance.

### **Mobility and Flexibility**

Due to the demands and nature of the School, staff should be prepared to transfer upon request within departments either temporarily or permanently, to undertake work of a different nature, providing it is reasonable and safe to do so and the staff member is adequately trained.

Updated 10th June 2015, Updated 24th August 2015, Reviewed and updated 23rd May 2016, Reviewed and updated 13th August 2016, Reviewed and updated 26th September 2016, Updated 16th January 2017, Reviewed 20th April 2017. Reviewed and updated 1st June 2018 (to take effect from 3rd September 2018) Updated 16th October 2018.

### Use of Mobile Phones and Cameras

Photographs will only be taken of children with their parents' permission. Photographs will only be taken by a designated staff member/s. Where photographs are taken by staff to give evidence of children's progress, they should only be taken on school cameras. They must then be downloaded onto school computers, where they will be monitored. Photos cannot be used or passed on outside the School.

Neither staff nor children may use their own mobile phones to take photographs within our EYFS setting.

### Whistleblowing Procedure

Staff should make themselves aware of the school's Whistleblowing Procedure. Found in the Staff Handbook and Policies folder on the Staff Pool.

## Appendix 3

### Child Protection Information Request

Please complete, sign and date the following:

Pupil's name:

Has recently accepted a place at Farlington School in [insert year], for [insert start date].

Current school:

Address:

Please tick ONE of the following:

There are no child protection issues/records held for the above pupil.

Attached are the child protection issues/records for the above pupil.  
*Please note any documents should be transferred securely.*

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

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**Appendix 4**  
**(Taken from the Student Planner)**

**WHAT TO DO IF YOU HAVE A PROBLEM**

If you are unhappy about something

**FIND SOMEONE TO TALK TO**

**If things go wrong in the classroom:** you can talk directly to your **teacher** after the lesson. He or she should listen reasonably if you talk reasonably.

**If this is not appropriate:** talk to your **Form Tutor**, or your **Head of Year**, or the **Assistant Heads**.

**If you are unwell or worried:** talk to **Sister**. She can arrange for you to see the **School Doctor** or the **School Independent Listener** if you would like to talk to someone. They will listen to you in confidence (providing that the law is not being broken nor other people put in jeopardy). We also have a School Chaplain who is an independent listener. The number is displayed by each of the public telephones.

**If you feel that your complaint is not being heard:** you can talk to the Head or Assistant Heads. The easiest way is to make an appointment with her secretary, and she will ask what you want to see the Head about. You don't have to tell her if you don't want to - she will still make the appointment.

**Remember**

The most important thing to do if you are worried about something is to **talk**. You can talk to any person whom you feel comfortable speaking to - it doesn't have to be a teacher. They will often see problems very clearly, and are almost invariably helpful and sensible.

**If all else fails:** you can call **Childline**. The number is displayed by each of the public telephones.

Guidance for Staff – FGM and Prevent

*This should be read in conjunction with the Safeguarding Policy and the Prevent Policy*

Designated Safeguarding Lead: Louise Higson  
Deputy DSL: Alison Binns (Senior School)  
Sara Povey (Prep School)

**FGM**

**Under the Female Genital Mutilation Act 2003, it is an offence:**

- to subject a girl or woman to FGM in the UK
- to assist a girl to perform it on herself
- for UK nationals or permanent residents to perform FGM abroad
- to assist anyone to perform FGM abroad.

**Indicators that a girl may be at risk of FGM:**

- She has a parent from a practising community
- She and her family have a low level of integration into a community
- The mother or any sisters have experienced FGM
- She is withdrawn from PSHE/Life Skills
- She has talked about, or you know about, the arrival of a female family elder
- She talks about it to other children
- She refers to a 'special procedure' or 'special occasion' or 'becoming a woman'
- She is out of the country for a prolonged period
- She is taking a long holiday to her country of origin or another country where the practice is prevalent (parents may talk about it too)

**Indicators that a girl has experienced FGM:**

- She has problems walking/standing/sitting
- She spends a lot of time in the bathroom/toilet
- She has bladder or menstrual problems
- She has prolonged or repeated absences from school
- She has a reluctance to undergo medical examinations
- She is asking for help but giving a lack of explicit information

**What to do if you suspect FGM is about to take place or has taken place:**

**If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must personally report this to the police. They should also inform the DSL as a matter of priority.**

All other members of staff should report it to the DSL.

**Prevent Duty**

**Possible Indicators of Risk:**

Updated 10th June 2015, Updated 24th August 2015, Reviewed and updated 23rd May 2016, Reviewed and updated 13th August 2016, Reviewed and updated 26th September 2016, Updated 16th January 2017, Reviewed 20th April 2017. Reviewed and updated 1st June 2018 (to take effect from 3rd September 2018) Updated 16th October 2018.

- Racist graffiti/ symbols/ comments made in School
- Speaking out, or writing, in favour of extremist ideas in school work
- Extreme comments shared on social media
- Distribution of extreme or terrorist propaganda among other pupils
- Vulnerable students being influenced by others (although we are aware of a need to avoid over-simplified assessments of who might be 'vulnerable'), because of the existence of one or more factors, which may include:
  - An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/ family/ faith group rejection
  - A personal crisis, including family tension/ social isolation/ friendship issues
  - Personal circumstances, such as migration, experience of racism
  - Unmet aspirations
  - Criminality
  - Experience of poverty, disadvantage, discrimination or social exclusion
- Association with those known to be involved in extremism (including via the internet)
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group
- Travel for extended periods of time to international locations known to be associated with extremism
- Disguising of a child's identity, e.g. in documentation
- A simplistic or flawed understanding of religious/ political/ global issues
- A significant adult or other in the child/ young person's life who has extremist views or sympathies
- Critical risk factors, being:
  - Contact with extremist recruiters
  - Articulation of support for extremist causes/ leaders
  - The possession of extremist literature
  - Using extremist narratives and a global ideology to explain personal disadvantage
  - Justifying the use of violence to solve societal issues
  - Membership of extremist organisations

**What to do if you suspect someone is at risk of radicalization:**

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. If you identify someone who might be at risk, speak to the Designated Safeguarding Lead. They will seek advice from external agencies, where appropriate. This may include making a referral to the Channel programme.

Appendix 6

**Risk Assessment for a Visiting Speaker**

This form must be completed and then signed off by a member of SLT before the visiting speaker arrives.

Date and time of visit:	
Name:	
Company:	
Activity:	
Location:	
Member of staff responsible for the visitor:	
Further information, where available	

*To be completed by a member of SLT*

Visiting speaker has been assessed and visit can go ahead: Yes / No

SLT signature: \_\_\_\_\_

*(Please pass the form to Reception)*

Identity Check:

Identity checked on arrival by:	
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*(Please pass the form to Liz Huddleston for inclusion on the SCR)*