

### 3. PUPIL CARE including child protection, anti-bullying and behaviour policies.

**This policy was reviewed and adopted by the Governing body on 23 September 2016 and will be reviewed in September 2017.**

#### 3.1 Child Protection **Section 3.1 is also in Quick links** (Ref: ISSR 7a and 7b)

- 3.1.1 The school and its Governing body are committed to the welfare, protection and safekeeping of all its pupils. The school's policy complies with DCSF guidance *Keeping children safe in education September 2016*, *Working Together to Safeguard Children 2015* and locally agreed inter agency recommendations of Cheshire West and Chester LSCB.
- 3.1.2 The Governing body shall undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. The responsibility for the regulatory compliance and safeguarding lies with the whole board. The Governors monitor its implementation through their nominated governor, Mr David Monk.
- 3.1.3 All children have a fundamental right to be protected from harm and from all forms of neglect, abuse and exploitation and should feel safe and secure at school.  
The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.
- 3.1.4 Parents should be reassured that it is the aim of the school always to act in the best interests of their child and to encourage the fullest possible involvement of and consultation with parents.
- 3.1.5 Pupils should know that they have a means of raising issues of personal concern. They should feel that they are encouraged to talk to staff, that the school is always prepared to listen to their concerns and will take them seriously.
- 3.1.6 Teaching, non-teaching and voluntary staff should be aware of their responsibilities in identifying and reporting possible cases of abuse. The Headmaster and all teaching staff, support staff, both full-time and part-time, and volunteers are required to undertake training in child protection updated every three years.
- 3.1.7 The school provides a structured internal procedure that shall be followed by all members of the school community in cases of suspected abuse. Staff are reminded of these procedures on an annual basis. [Appendices 1 to 3]
- 3.1.8 The school will support pupils' development in ways which will foster security, confidence and independence. Should there be children in need of additional support from one or more agencies, the school will ensure that they participate fully in any discussions to ensure that all available support is secured. A nominated teacher (usually the DSL) will oversee this process and co-ordinate the school's support. This includes Early Help [Appendix 1]
- 3.1.9 The School will take immediate action to safeguard the welfare of any pupil who it suspects is being harmed or is in danger of being harmed. The school will report any suspicion or disclosure of abuse to the appropriate welfare agency within 24 hours.
- 3.1.10 This policy requires that, when identified, any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- 3.1.11 All staff appointed to the School will be subject to the procedures detailed in our Safe Recruitment policy (Staff policy 4.1) which follow the DfE guidance *Keeping children safe in education 2016*. Child protection training is part of the induction programme for all newly appointed staff including volunteers. All staff are provided with KCSIE part 1 and the school's document 'Child Protection and Staff Code of Conduct' [Appendices 1 & 2a].
- 3.1.12 The School will seek assurance that the appropriate checks have been carried out on staff of a different employer looking after the school's pupils on a site other than the school.
- 3.1.13 The designated persons for the senior school are the Deputy Head (Pastoral) (DSL) and the School Nurse (deputy) who will work in conjunction with the Headmaster on all child protection issues. In the Junior School and Willow Lodge the designated persons are the Head of Junior School and

- Willow Lodge, and the Deputy Head Pastoral of the Junior School (deputy). The school medical officer may also be consulted when necessary. The designated persons are required to undertake regular training, updated every two years, in Child Protection and interagency working for designated persons. More frequent updates from the LSCB are discussed at regular team meetings. They hold contact details for welfare agencies and will provide them to parents on request.
- 3.1.14 Allegations made against members of staff, including volunteers, should usually be referred directly to and only to the Headmaster. The School will contact the local authority designated officer (LADO) prior to any investigation. In the most serious cases the School will contact the police directly and immediately. Should the allegation be about the Headmaster, the Chairman of Governors should be contacted directly within 24 hours without informing the Headmaster. [Appendix 3 and Staff Handbook pages 107-118]
- 3.1.15 If a member of staff has reasons to suspect emotional abuse or neglect, those concerns should be raised with the relevant designated person or the Headmaster and the concerns should be put in writing. The procedures for dealing with allegations of physical or sexual abuse are outlined in appendices 1 and 2b.
- 3.1.16 As much as possible should be recorded in written form. All relevant details will be held in a confidential file. The Headmaster and DSLs will have access. No explicit notes are to be put on the pupil's general file. [Appendix 2c]
- 3.1.17 Physical and sexual abuse may be perpetrated by pupils aimed at other pupils. Staff are reminded to be aware of this fact and to immediately report any concerns of such abuse to the appropriate DSL or the Headmaster. If this is not possible Staff should be prepared to report concerns directly. [Full local procedures are available from the Local Safeguarding Children Board (LSCB) website [www.cheshirewestlscb.org.uk](http://www.cheshirewestlscb.org.uk) and contact details for all relevant agencies can be found below]. Peer bullying can be an example of an abusive relationship and will be treated as a Child Protection concern if it is believed that the child may suffer significant harm. [Appendix 2f]
- 3.1.18 The School closely monitors daily registration as it recognises that regular attendance is vital for effective education. Absences are always checked as it is also recognised that a child missing from education is a potential indicator of abuse, sexual exploitation or neglect. [Appendices 1 and 2a-f]. Repeated absences without the school's permission would trigger referral to the appropriate agency.
- 3.1.19 In line with statutory guidance from the Department for Education (Oct 2012), the School will report to the Teaching Agency via the Disclosure and Barring Service, within one month of leaving any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate.
- 3.1.20 The School includes in its risk assessment and evaluation of the attendant risk that pupils may be drawn into terrorism or extremist activities. Awareness of radicalisation is included in safeguarding procedures and staff training. [Appendix 2d] The DSL is responsible for referral of concerns to Children's services or the Channel programme following discussion with local agencies. The DSL and all staff are trained in Prevent awareness.

#### **External Agency Contact Information**

The school's local authority is **Cheshire West and Chester**.

CWAC website for child protection: [www.cheshirewestlscb.org.uk](http://www.cheshirewestlscb.org.uk)

Integrated Access and Referral – 0300 123 7047

Email (ordinary): [i-ART@cheshirewestandchester.gov.uk](mailto:i-ART@cheshirewestandchester.gov.uk)

Out of Hours Emergency Duty Team - 01244 977 277

Police Emergency - 999                      Police Non-Emergency - 101

Local Police Non-Emergency – 0845 458 0000

**Disclosure and Barring Service** PO Box 181, Darlington, DL1 9FA Tel: 01325 953795

**National College for Teaching and Leadership** Tel: 0345 609 0009

**DfE advice helpline for staff and governors** Tel: 020 7340 7264

### 3.2 Anti-Bullying **Section 3.2 is also in Quick links** (Ref: ISI handbook, part 3; ISSR 10)

The following policy follows the recommendations contained within the Children Act 2004 and the Education and Inspections Act 2006. It also follows guidance given in Safe to Learn: Embedding Anti-Bullying Work in Schools and Preventing and tackling bullying (2014). In addition it also follows guidance from Working Together to Safeguard Children (2015) and Cheshire West and Chester's Anti-Bullying strategy. [Also see Policy 1. Admissions, Equal Opportunities Policy]

**The Anti-bullying procedures are reviewed annually in discussion with pupil representatives.**

#### **Aims**

The school community;

- Discusses, monitors and reviews the anti-bullying policy on a regular basis. The policy is reviewed with pupils every year (Last reviewed November 2015)
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from anti-bullying good practice elsewhere.

#### **Objectives**

It is recognised that bullying is among the top concerns that parents have about their children's safety and well-being and it is also a main concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives.

The School takes bullying very seriously and all members of the school community have a shared responsibility to ensure that bullying is not a part of school life. The damage done and misery caused by bullying, physical, verbal or via digital media, can be very great indeed. No-one should have to suffer the pain, humiliation and distress that bullying can bring. Bullying must not be tolerated and should always involve considered action.

An important part of growing up is to learn how to cope with adversity and individuals cannot be sheltered from all the problems that they may encounter. The atmosphere of the school must be such that, if a pupil is bullied or feels bullied, that pupil must feel confident that support will be given and steps will be taken to deal with the problem. In many cases both parties may feel justly aggrieved. As well as confronting the bully with the consequences of their actions, other steps may include teaching the victim how to modify behaviour that may actually provoke a hostile response and also to reflect on their emotional response to bullying so that they feel more empowered.

Bullying is a very emotive subject and it is important to be realistic. Human beings are not always kind, gentle, warm-hearted and generous to each other. Tempers inevitably become frayed from time to time and pupils may act in an unthinking manner. That said, central to the school's policy on dealing with bullying is the basic principle that whenever a case is reported it is always taken very seriously and dealt with appropriately.

- 3.2.1 All bullying, including racial, religious, cultural, sexual / sexist, homophobic, disability and online bullying, including sexting [Appendix 2g] is deliberate behaviour by an individual or group that is perceived by the victim as an attempt to hurt, frighten, intimidate, threaten or undermine, particularly if the behaviour is repeated or persistent. Bullying in any form is unacceptable.

- 3.2.2 Bullying may involve physical attack, verbal intimidation or emotional victimisation. This may include communicating hurtful things about someone or it may involve ignoring or excluding another person.
- 3.2.3 Online bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself. This includes use of web sites and email. It may involve the use of mobile devices and include the sending or posting of images as well as text or voice messages.
- 3.2.4 The Headmaster will use the powers, when necessary, specifically granted in section 89(5) Education and Inspections Act 2006 when dealing with issues of online bullying carried out by pupils even when they are not in school.
- 3.2.5 Sanctions for bullying [Appendix 5a] are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused. Heads of Years and the Deputy Head (pastoral) hold centralised records of incidents of bullying. There can be no place in the school for persistent bullies.
- 3.2.6 A culture intolerant of bullying will be actively promoted throughout the school and specifically as a matter for discussion during tutor periods and PSHE lessons as well as in year-group assemblies. National Anti-Bullying week is used as an additional point of focus. Online safety is promoted throughout the school via ICT lessons and PSHE lessons as well as in the pastoral programme. [Appendices 2f, 6 and 7]
- 3.2.7 Victims are encouraged to report bullying since bullying that is not reported cannot be acted upon.
- 3.2.8 Guidelines concerning bullying are published in the Staff Handbook; the Student Handbook in the Senior School; and on form notice boards in the Junior School. They are also available to parents via the school website.
- 3.2.9 The school reviews general and specific staff induction and continuing professional development and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff, the head teacher ensures that those members of staff have access to the advice, training and development opportunities appropriate to their needs.
- 3.2.10 It is recognised that bullying behaviour may at times be difficult to identify. The school shall endeavour to differentiate between sociable (play) and unsociable (bullying) behaviours as outlined in the objectives.
- 3.2.11 Staff guidelines:  
 The most difficult aspect of handling the bullying problem is the initial action involved in discovering and/or reporting the matter. Many victims are reluctant to come forward for a variety of reasons, including fear of the consequences, loss of face and even a desire to protect the bully, who in certain instances may be perceived as a friend of the victim. It must also be recognised that peer bullying is an example of an abusive relationship and will be treated as a Child Protection concern if it is believed that the child may suffer significant harm. (3.1.17)  
 All cases of suspected or reported bullying must be investigated, which may entail following up rumour or hearsay. This may in the first instance be carried out by the tutor, or another member of staff trusted by the pupil. Members of the pastoral management will be available for support and preliminary guidance.  
 Irrespective of who has been the recipient of the victim's initial confidence, there is an agreed basic procedure. It is important to take the matter seriously and to follow the guidelines sensitively and carefully in order to build trust. A written account of what has happened must be kept (this account may be written up later).  
 The response to bullying must be supportive and the choice of action remains, in the first place, with the victim.  
 Listen to the problem and offer support. Caution is required because the whole truth is not always forthcoming in the first instance. (If subsequent actions taken are based on what amount to half-truths this can serve only to exacerbate the situation.)  
 The victim may wish for confidence, particularly from other pupils at this stage, since talking is often enough to help and the situation may resolve itself. [Confidentiality Parents policy 6]  
 Reassure the pupil that, in telling someone, the correct thing has been done and remind the victim of the advice given in the pupil guidelines.

Ask the pupil to see you again after an agreed time to assess the situation. If the problem does not resolve itself, then further action may be needed.

The problem must then be discussed with an appropriate member of the pastoral management before further action is taken. This may involve alerting staff to the problem; informing parents; speaking to a tutor group, teaching class or even a year group; seeing pupils as necessary with appropriate advice; and possible sanctions.

Whatever the response it is important to continue to monitor the situation and continue to speak to and support the victim.

#### 3.2.12 Student guidelines:

If you are being bullied you are advised to; ignore the bullies, walk away and not let them see that you are upset; calmly stand up for yourself and ask them to stop their behaviour or if they are being ignored or excluded, look for ways to be pleasant and friendly to the person or to the individual members of the group. It may be very difficult to do these things, if so you should ask for help.

You are advised to tell someone you trust. This might be a friend, a family member, a sixth former, a member of staff. Just talking to someone may help them to cope and the problem may be resolved.

It is also suggested that if you tell a teacher; they will listen to you and offer support. They can also try to defuse the situation and so hopefully stop the bullying.

The teacher will see you again to assess the situation and give you advice. There are many ways in which the teacher can act to support you and these will be discussed.

**No action will be taken without your agreement and understanding at this stage.** However it must also be recognised that peer bullying is an example of an abusive relationship and will be treated as a Child Protection concern if it is believed that you may suffer significant harm.

**If you witness bullying you are advised to comfort and support the victim; tell somebody in authority what you have seen; encourage the victim to talk to someone and remind him or her of these guidelines. If you are in a group where one member is bullying, you should show others that they disapprove, because by doing nothing you support the bully.**

If you are subjected to online bullying specific guidance is available. [Appendix 7]

#### 3.2.13 Parental guidelines:

Listen carefully to your child. They need their difficulty to be recognised.

Contact your child's Tutor or Head of Year. We will try to rectify matters, but we can only begin to do so once we know about them. We will listen carefully and make it clear that the problem will be treated seriously and investigated as a matter of urgency. However, such matters may take time to sort out. We will not pass immediate judgement, not least because interviews with the victim and bully may reveal that the situation is more complex than first appeared.

We will ensure contact with you, either to report back to you if you had originally alerted us, or to alert you of a situation involving your child of which you may not have been aware.

### **3.3 Behaviour Policy** *(Ref: ISI handbook, part 3; ISSR 9)*

- 3.3.1 The school actively promotes good conduct and work. This is encouraged by reference to the school's values of ambition, benevolence and cooperation in both formal and informal contact with students. These values are amplified in the Student Handbook. Good behaviour and achievement are further reinforced by the awarding of credits in both the Junior and Senior schools [Appendix 4]
- 3.3.2 By "discipline" is meant the following whether in or out of term time or on or off the school premises:
- a. The maintenance of an atmosphere within the school which enables pupils to work to the best of their ability.
  - b. The maintenance of an atmosphere which enables pupils to take part in other activities with the greatest of enjoyment and opportunities for self-fulfilment.
  - c. The maintenance of an atmosphere in which pupils learn self-respect, respect for each other and for all adult members of the school community.
  - d. Behaviour that will not endanger or put at risk the well-being of any member of the school community.
  - e. Behaviour that does not damage the school's reputation.
  - f. Respect for school buildings, grounds and property.
  - g. Respect for each other's personal property.
- 3.3.3 Corporate discipline and self-discipline are inextricably linked, the former arising from and dependent upon the latter, hence the importance attached in the aims of the school to instil a sense of self-discipline in all pupils. [see Code of Conduct – Academic policy 2]
- 3.3.4 While discipline is essential for the well-being of the school and all its members, it is also important for the public image of the school. King's School pupils are therefore expected to behave in a manner that reflects well upon themselves and upon the school at all times.
- 3.3.5 The subject teacher is responsible for the behaviour of the class during lessons.
- 3.3.6 Every individual member of staff has responsibility to deal with minor transgressions as they think fit. Formal punishment is usually not needed and a few words to the offender are often enough.
- 3.3.7 Communication with the tutor over all disciplinary matters is essential since the tutor is a key contact between the school and parents.
- 3.3.8 Numerous sanctions may be given. If a pupil is placed in detention, both the pupil's tutor and parents need to be informed. [Appendix 5a]
- 3.3.9 Pupils may, through their tutor, ask the Headmaster or a member of the senior leadership to review a decision to impose a school detention if they believe it to be unjust.
- 3.3.10 Pupils may be suspended or expelled only by the Headmaster, although the Headmaster may authorise a member of the senior leadership to undertake this process.
- 3.3.11 The Headmaster will inform Chairman of Governor of pupils suspended or expelled.
- 3.3.12 Parents have the right to ask the review panel to review the Headmaster's decision to expel. There is no right of review against suspension. [Appendix 5b]
- 3.3.13 In no circumstances will **any** form of physical punishment be used on a pupil.
- 3.3.14 Misbehaviour in lessons is a disciplinary problem, dealt with through the conduct and behaviour policy above. Default over matters of work is, unless deliberate, more a matter for support and encouragement than for sanction.
- 3.3.15 Formal structures of support include both academic monitoring and use of academic work periods. Nevertheless pupils may need imposed discipline to help them to make up for a lack of self-discipline which has led to work being presented late or poorly completed.
- 3.3.16 Lunchtime academic detention is given for a late homework or a homework that is incomplete or inadequate.
- 3.3.17 Pupils should not be excluded from the classroom for disciplinary reasons except in serious cases.
- a. If a pupil is misbehaving to the extent that they are having a negative impact on the learning of others then they should, in the first instance be spoken to by the teacher. Continued misbehaviour should be dealt with by way of a formal sanction.
  - b. If the pupil continues to misbehave and has to be formally excluded from the lesson then the pupil should be sent, with their work, to the Head of Year in the senior school or a year group colleague in the Junior School, as appropriate. If they are not available to deal with



the pupil then the pupil should be sent to the Deputy Head (Pastoral)/Deputy Head of Junior School.

- c. Being excluded from the classroom represents a serious breach of discipline by the pupil. It is likely to result in further sanction being applied to the pupil.

### **3.4 Alcohol, Tobacco, Drugs and Other Items**

3.4.1 You are forbidden to be under the influence of or to have in your possession while under the jurisdiction of the school or while travelling to and from school:

- a. any tobacco or tobacco product
- b. any alcoholic liquor (except in the case of senior pupils on authorised occasions)
- c. any dangerous or classified drug or steroid (unless prescribed and notified to the School Nurse)
- d. any other harmful substance
- e. any e-cigarette, electronic nicotine delivery system, personal vaporiser or e-liquid designed for use in such devices
- f. any pornographic material or computer device for that purpose
- g. any dangerous weapon or other item that might endanger your own safety or that of others
- h. any animal

You will be liable to expulsion from the School for any serious breach of this rule.

3.4.2 The school is committed to the health and safety of its members and will take action to safeguard their well-being. [Appendix 8]

3.4.3 The school condemns smoking and the misuse of drugs, alcohol and solvents by its members and the supply of illegal substances to its members.

3.4.4 Drug misuse damages not only the individuals directly involved but also their families, the school and the wider community. They can cause under-achievement, ill health, suffering and even death.

3.4.5 The Headmaster takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, and appropriate outside agencies.

3.4.6 Pupils suspected of being involved in drug-related activities will be subject to a detailed investigation.

3.4.7 Offenders should expect the school to inform the police about drug-related incidents.

3.4.8 Parents can contact the School Nurse for advice if they have concerns about possible drugs involvement by their child.

### **3.5 Medical issues** *(Ref: ISI handbook, part 3; ISSR 11 and 14)*

3.5.1 First Aid:

- a. The school aims to provide well stocked first aid kits and appropriately qualified personnel so as to ensure the health, safety and welfare, so far as it is reasonably practical, of all pupils, staff and visitors to the school.
- b. There are well stocked kits throughout the school; these include portable kits for sporting events and trips. Outside school hours there are well stocked first aid kits, easily accessible for pupils, staff and any visitors, located by the entrance to the Senior school and Junior school staff rooms. There are also defibrillators located in the Senior school and Junior School reception areas and also in Willow Lodge.
- c. All kits are checked and replenished once a term by the School Nurse or Medical Room Assistant. In each kit is a list of contents, a record of previous checks, a protocol regarding the prevention of contamination from blood borne infections, and some information regarding basic first aid treatments.
- d. Eye wash stations are located in each of the science, art, and design & technology rooms in both the Senior and Junior school and the medical room of Willow Lodge. The contents are checked once a term and replaced if used.
- e. In addition to the School Nurse and Medical Room Assistant, many members of staff (both teaching and non-teaching staff) have undertaken first aid at work training and hold valid certificates which

are renewable every 3 years. The School Nurse holds a record of their qualifications and co-ordinates further retraining dates before their certificate expires.

- f. In the absence of the School Nurse and Medical Room Assistant, the Deputy Head is asked to provide a first aid cover rota. Weekend sporting fixtures (at home) are covered by the School Nurse or the Medical Room Assistant.
  - g. Any first aid administered by the School Nurse or the Medical Room Assistant to pupils, staff or visitors is recorded in the School Nurse's daily report. Injuries of a more serious nature (such as fractures, significant head injuries etc.) are also reported using the school's internal accident form, and if necessary are reported to the Health & Safety Executive. The School Nurse is the appointed person for reporting such accidents.
  - h. Any head injuries or referrals to hospital need to be reported to the School Nurse in writing using the Accident Report pro forma.
  - i. An accident book is maintained by the Junior School and Willow Lodge to log First Aid interventions.
- 3.5.2 Dealing with illness and accident in school:
- a. Any pupil sustaining an injury or reporting with an injury or illness will be dealt with as quickly as possible.
  - b. Persons other than the School Nurse or Medical Room Assistant will seek parental permission before giving any treatment apart from emergency first aid, to those under the age of 16 years.
  - c. Details of all pupils reporting sick or injured will be recorded.
  - d. Those dealing with sick or injured pupils will assess the situation, call for help if necessary and then take action. [Appendix 9]
- 3.5.3 Medications in School:
- a. The school aims to alleviate suffering and to treat symptoms appropriately through the application of the rationale below [Appendix 9]
  - b. The school aims to ensure pupil's prompt return to lessons and to reduce pupil absences
- 3.5.4 HEALTH AT SCHOOL:
- a. The School Nurse works throughout each school day during term time and is supported by a part time Medical Room Assistant. They work in the Senior school, the Junior school and the Infant school and are based in the Senior school medical room. Although it is their responsibility to deal with any accidents and emergencies that occur during the school day, many members of staff are trained in first aid and when necessary they can provide treatment or advice. Injuries that occur outside the school day should be dealt with by a family doctor or A & E.
  - b. Parents should not send their children to school if they are ill as they may spread the illness to other pupils and staff, and cause unnecessary distress for the unwell child. If pupils are taken ill during the school day they may rest for a short period in the medical room. They may be given over the counter medication to relieve minor ailments provided that the School Nurse has written parental consent (which is normally obtained on entry into school by completing the relevant section of the medical questionnaire). If they are not fit to resume lessons then parents will be contacted to collect them from school. Pupils who feel ill should **not** make direct contact with their parents to ask to be taken home but should see the School Nurse or Medical Room Assistant.
  - c. A Flu Nasal vaccination is offered to all pupils in Infant Years 1, 2 and Junior 1 (Year 3). Each Michaelmas term a 3 in 1 teenager booster vaccination against Diphtheria, Tetanus and Polio is offered to all pupils in the Fourth Year as a single vaccination.  
The HPV vaccination, which helps to prevent against cervical cancer, is offered to all female pupils in their Shell year. This consists of two injections given 6-12 months apart.  
The Men ACWY vaccine is offered as a single vaccination to all Fourth Year pupils and contains a vaccination against meningitis A, C, W and Y.  
Consent forms will be sent home prior to all vaccinations. They should be completed and returned 10 working days prior to the date given for immunisation to the School Nurse since a verbal consent is not acceptable.
  - d. Prior to a pupil joining the school, the School Nurse asks the parents to complete a medical questionnaire. This enables the nurse to keep a record of all pupils in school with asthma, epilepsy, diabetes and any other serious condition. It is important that she is kept informed of any changes in such pupils' treatment or medication and at the end of each summer term a medical update form is sent home with for all those who will be returning for the new academic year. Information



regarding pupils' health is confidential and we ask parents to inform the nurse of any chronic medical problems, allergies or infectious disease that affect their son or daughter.

- e. In accordance with the advice given by the local NHS Trust, the School Nurse does not carry out head inspections in school. Parents are advised to check their child's hair on a weekly basis. If live lice are found, advice regarding treatment can be sought from the School Nurse, family doctor or local pharmacist. Letters are sent home to whole year groups when a case of head lice is reported to school
- f. A comprehensive personal, social and health education programme is delivered to pupils throughout the school. The School Nurse is able to assist teachers in planning and delivering the health education curriculum. This includes such matters as puberty, sex education and contraception and other topical health issues.
- g. The School Nurse is available to give advice on medical matters and can offer guidance and support with any issues that maybe of concern for pupils and parents. She is also able to provide useful contacts and information from services outside the school.

### **3.6 ICT and School Network Usage**

- 3.6.1 The following text is accessible from the front screen whenever a pupil logs into a networked computer. It is understood that all pupils agree to these rules. The statement detailed below applies to all computer and ICT usage within the School, whether on the network or on stand-alone machines. Compliance with the following laws is also agreed: The Computer Misuse Act 1990, The Criminal Justice & Public Order Act 1994, The Copyright Designs and Patents Act 1988, The Trade Marks Act 1994 and The Data Protection Act 1984 & 1998.

**When using the School computer network I will:**

- Access the network using my own username and password
- Keep my passwords secure and secret
- Not bring the School or myself into disrepute through my actions
- Perform only my School work
- Not visit offensive internet sites or chat sites
- Not download files from the internet without permission from the IT Support Department
- Not load programs or change settings on the computers
- Not interfere with other users or their work
- Comply with all relevant laws and the school AUP

**I understand that by clicking OK, I agree to the above terms. My actions will be monitored and misuse may result in disciplinary action against me.**

- 3.6.2 This policy applies to all computer and ICT usage within the School, whether on the network or on stand-alone machines.
- 3.6.3 Junior School pupils only use ICT and the school network under staff supervision. Junior School pupils are not allowed to carry mobile phones in school.
- 3.6.4 The policy is reviewed updated annually following discussion with pupil representatives and staff
- 3.6.5 Online safety is recognised as an important area of pupil education and impacts on all areas of teaching and personal development. As such the school aims to build knowledge, skills and capability. [Appendices 2g, 6 and 7]
- 3.6.6 Staff must also be aware of their own online safety and responsibilities and the school ensures that staff receive appropriate online safety training that is relevant and regularly updated. [Staff Technology Acceptable use Policy and Guidance in Staff handbook pages 100 – 119, also Appendix 1]

## APPENDICES

**Appendices 1 – 4 and 5a are also in Quick links: Child Protection** *(ref: ISI part 3)*

Appendix 1	Child Protection and Staff Code of Conduct
Appendix 2a	Keeping children safe in education (July 2015) part 1
Appendix 2b	What to do if you're worried a child is being abused (March 2015)
Appendix 2c	Information Sharing (March 2015)
Appendix 2d	Safeguarding pupils who are vulnerable to extremism
Appendix 2e	Safeguarding pupils who are vulnerable to exploitation, forced marriage, honour based violence, female genital mutilation, or trafficking
Appendix 2f	Peer on peer abuse
Appendix 2g	Sexting
Appendix 3	Allegations against staff
Appendix 4	Rewards for students
Appendix 5a	Sanctions and Punishments
Appendix 5b	Policy for appeals against exclusion <i>(ref: ISI handbook, part 3; ISSR 9)</i>
Appendix 6	Digital Technology Acceptable Use Policy: Pupil <i>(ref: ISSR 10)</i>
Appendix 7	Advice to pupils regarding online bullying
Appendix 8	Drugs Education Policy
Appendix 9	Procedures for dealing with illness and accident in school
Appendix 10	Medications in School
Appendix 11	Guidance on Self-harm and Suicide prevention
Appendix 12	School Personal Loss and Bereavement Policy (inc. supplement for procedures regarding separation and divorce)

## ***Appendix 1***

### **CHILD PROTECTION AND STAFF CODE OF CONDUCT**

*(ref: ISI part 3)* **Appendices 1- 4 are also in Quick links: Child Protection**

### **CHILD PROTECTION**

#### **STATEMENT OF INTENT**

The safety and welfare of all our pupils at The King's School, Chester is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the school will follow the procedures laid down by Cheshire West and Chester (or where appropriate the relevant child's) Local Safeguarding Children Board (LSCB) together with DfE guidance contained in Working Together to Safeguard Children and Keeping Children Safe in Education. [Appendix 2a]

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with the Child Protection Policy (3.1). All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

The DfE publication 'What to do if you're worried a child is being abused', should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. [Appendix 2b]

#### **TRANSPARENCY**

The King's School, Chester prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the School. Copies of this policy, together with our other policies relating to issues of child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

#### **SAFER EMPLOYMENT PRACTICES**

The King's School, Chester follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. All governors, volunteers, contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Our policies are reviewed by governors annually. Please refer to the school's Recruitment Policy (4.1) for further details.

#### **RAISING AWARENESS**

Mr David Monk is the liaison governor for child protection issues. The governors carry out an annual review of the school's child protection policy and procedures with day-to-day issues being delegated to the Headmaster and the Designated Safeguarding Leads. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;

- approving amendments to child protection arrangements in the light of changing regulations or recommended best practice.

## **DESIGNATED SAFEGUARDING LEAD**

Mr Michael Harle (Deputy Head Pastoral) is the Designated Safeguarding Lead School. Mrs Margaret Ainsworth (Head of the Junior School and Willow Lodge) is the Designated Safeguarding Lead for the Junior School and Willow Lodge. These staff have been fully trained for the demands of this role in child protection and inter-agency working. The School Nurse is deputy to the DSL's. Both the DSLs and deputy regularly attend courses with child support agencies to ensure that they remain conversant with best practice.

The DSLs undergo refresher training every two years and they have a job description for their safeguarding roles and key activities. Their training meets the requirements of the DfE's 'Keeping Children Safe in Education' (KCSIE 2016). They maintain close links with the LSCB for CWAC and report through the Headmaster at least once a year to the governors on the child protection issues outlined above.

The school's records on child protection are kept securely and are separated from routine pupil records. Access is restricted to the DSLs and the Headmaster.

## **INDUCTION AND TRAINING**

Every new member of staff, including part-timers, temporary, visiting and contract staff working in the school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL or the Headmaster and, if required, to the main points of local procedures of Cheshire West and Chester LSCB. Child protection training is also given to new governors and volunteers. Everyone attends regular refresher training in line with advice from the school's LSCB. Training in child protection is an important part of the induction process. Training includes a review of this document and the school's child protection policy, the identity of the DSLs and a copy of Part 1 of KCSIE (2016). It is recognised that Early Help (Provision of support as soon as the problem emerges at any stage in the child's life) is vital, and all staff are encouraged to report any concerns via the pastoral system or directly to the DSL, so that the pupils needs can be quickly identified and a suitable response can be made. Training also promotes staff awareness of child sexual exploitation, forced marriage and female genital mutilation. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected. Staff are also trained in all aspects of online safety.

## **PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD**

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of SEND and looked after children.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. Where the allegation(s) concern the DSL the staff member should report the matter to the Headmaster, or where they concern the Headmaster to the Chairman of Governors.

The DSL will report safeguarding concerns to the Headmaster. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised. Should there be children in need of additional support from one or more agencies, the school will ensure that they participate fully in any discussions to ensure that all available support is secured.

The guidance for adult receiving confidences from a pupil about alleged abuse includes:

- Listen and observe carefully and record in detail what you have seen and been told.
- Respond without showing signs of disbelief, anxiety or shock. Offer reassurance that the pupil is not to blame for any abuse experienced.
- Affirm the pupil's feelings as expressed; do not tell the pupil how to feel.
- Do not interrogate but enquire casually about how an injury was sustained or why the pupil appears upset.
- Do not confuse taking seriously what the pupil says with believing what is said.
- Do not guarantee confidentiality. Explain that you will have to speak to the DSL.

The responsibility of the adult to whom a disclosure about alleged abuse is made is to observe, record and report to the DSL. It is also their responsibility to follow up if they feel that no action has been taken.

It is the responsibility of those carrying out an investigation (police, social services) to question and to test the evidence. So the evidence will be tested later by trained professionals.

The subsequent treatment of pupils will include:

- Helping the pupil to have as much privacy as may be wished and to be as normal as possible.
- Being as observant as possible to stop the pupil being harassed by other children who know about the abuse.
- Being prepared to intervene.
- Being prepared for a decline in the pupil's work and behaviour.
- Doing everything possible to ensure that the pupil is supported rather than censured.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

## **PROCEDURES FOR DEALING WITH ALL DISCLOSURES/ALLEGATIONS OF ABUSE**

Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the school.

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE (2016).

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record and inform the Headmaster and the DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction.

Should the allegation of abuse concern the DSL the member of staff should inform the Headmaster. Should the allegation be against the Headmaster the DSL will immediately inform the Chairman of Governors without the Headmaster being informed.

## **EARLY CARE**

Where referral to Children's Social Care is not immediately needed, interagency assessment may be required. Ideally this will be completed following consultation with parents and the child. If there is a failure to co-operate with this process then referral will be made via the Integrated Access and Referral Team (CWAC) or equivalent for other local authorities.

It is recognised that concerns need to be continually re-evaluated to avoid inaction, if in doubt i-ART will always be contacted for advice. All staff are required to work with other agencies and professionals in any early help assessment and may be required to act as the lead professional under the guidance of the DSL. It is also recognised that if early help is appropriate the child will be kept under constant review and referral to children's social care would be considered if the situation does not appear to be improving.

## **PARENTS**

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Headmaster who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

## **PROMOTING AWARENESS**

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy and online safety procedures.

Time is allocated in PSHE and during Tutor periods to discuss what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, RS lessons and many other contact periods are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the school pastoral staff and the medical staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils would be given access to a telephone helpline enabling them to call for support in private if requested.
- Every child has access to an electronic copy of the Student Handbook which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Kidscape, Get Connected and the Samaritans.
- Our medical room and Year group notice board displays advice on where pupils can seek help.
- We provide leadership training to our head boys/girls and their team of prefects which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on online bullying please refer to the school's Pupil Care policy sections 3.2 and appendix 7.

## **POSITION OF TRUST**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.



## **STAFF CODE OF CONDUCT**

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 a member of the medical staff.

Staff must 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 child at all times. Any physical contact should be the minimum required for care, instruction or restraint.

The current climate of suspicion about child abuse poses a real dilemma for caring adults who, by reason of their profession, need to interact with young people in situations and about issues which may be sensitive or confidential. This is true in all schools which take a pride in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be curbed, and impulse restrained, by a considered assessment of each situation.

This does not mean that physical contact is never permissible. It does mean that adults touching children must operate within understood limits, and that contact outside those limits must be a considered response which can be justified if necessary.

Where those limits lie will vary according to the age of the child and the role of the member of staff. A young child may well require being comforted and reassured. Prohibition of any physical contact would clearly not be to the benefit of the child.

One would expect the need and desirability of such contact with older pupils to be considerably less, although situations could arise in which it would be a natural and human occurrence. The death of a pupil, for example, might make it natural for pupils and teachers to grieve together and touching would be neither unusual nor undesirable, so long as it was agreeable to both parties and limited.

It is impossible to lay down rigid rules about what is and is not permissible. Common sense is a good guide, but it must be informed common sense. Child abusers often seek to gain the trust and confidence of children by seeming to care and then exploiting that trust. It is important for caring adults to understand that too generous limits which can be operated satisfactorily by some can be exploited by others with less worthy motives.

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 DSL informed and, if appropriate, a copy placed on the pupil's file.

If interviewing a pupil preferably have a colleague present or conduct the interview in a public place. Treat all young people with respect; watch the language and tone of voice used and where you put your body. If a private interview is essential sit away from the pupil and have furniture between you. Blinds and curtains should be open, and interviews should take place in rooms where the doors have glass panels.

Adults should not use toilets that are designated for pupil use.

You are strongly advised to share your concerns with a senior colleague if you suspect that a child or young person is becoming inappropriately attached to you or to another member of staff or adult. Do not use nicknames or terms of endearment to a pupil which may be open to misconstruction. The same advice applies if you feel that your relationship with or feelings towards a child or young person are placing you at risk of unprofessional behaviour.

## **BEHAVIOUR MANAGEMENT**

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Do not ridicule and do not make pupils scapegoats.

Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

**The use of corporal punishment is not acceptable.**

Where children display difficult or challenging behaviour, adults must follow the behaviour policy and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

This means that adults should try to defuse situations before they escalate and be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action.

## **INVESTIGATING BEHAVIOURAL INCIDENTS**

When a student needs to be interviewed the following general procedure will be followed:

Take the pupil reporting the matter out of the public arena.

The names of any witnesses and the time and location of the incident should be noted.

It may be appropriate to ask witnesses to write full, signed statements. Ask the pupil to sign and date the statement after agreeing that it is correct.

Interview the pupil in a place where you cannot be overheard. (Advice should be sought from a member of the pastoral team at this point)

See any pupil or pupils involved (although an individual member of staff may undertake initial interviews concerning incidents, where serious allegations have been made or where a serious incident has occurred, subsequent interviews should be conducted in the presence of another member of staff, preferably the Head of Year or a Deputy Head).

If more than one pupil is involved avoid the pupils concerned talking with each other until initial questioning has been completed. If a group is involved, see each pupil individually in the first instance.

Keep a written account of the statements each pupil makes (this account may be written up later), the questions you ask and the answers the pupils give.

Caution is required because the whole truth is not always forthcoming in the first instance. If subsequent actions are taken based on what amounts to half-truths this can serve only to exacerbate the situation.

Pupils may wish for confidence at this stage; this cannot be guaranteed. You can however assure them that they are doing right by talking to you and that you will do your best to protect them.

[Confidentiality: Parents policy 6]

At the close of an investigation:

An evaluation of the evidence should be made and any necessary consultation undertaken. Fair and appropriate sanctions should be imposed and should be clearly explained to the pupil. In evaluating evidence, the character and record of those making statements may be taken into account but should not be used prejudicially.

A conclusion should be reached. It is hoped that this will make clear the exact nature of the incident and the role of all parties involved. It will sometimes have to be admitted that, for stated reasons, no clear conclusion is possible.

All the notes and written statements concerned with the investigation must be kept on record until it has been concluded, punishments served and parents satisfied that the school has done what it could to sort matters out. Afterwards a summary of the incident should be placed in the files of all the major participants in the incident.

After the matter is closed, staff should be sensitive to possible recriminations or repetition. It should be made clear that recriminations or repetition are likely to lead to more serious punishment. In dealing with very serious matters following all investigations a copy of the written report must be given to the Headmaster.

## **PHOTOGRAPHS AND VIDEOS**

Working with children and young people may involve the taking or recording of images. Any such work should take place with due regard to the law and the need to safeguard the privacy, dignity, safety and wellbeing of children and young people.

Adults need to remain sensitive to any children who appear uncomfortable, for whatever reason, and should recognise the potential for such activities to raise concerns or lead to misunderstandings. It is not appropriate for adults to take photographs of children for their personal use.

This means that adults should:

- be able to justify images of children in their possession
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the organisation
- report any concerns about any inappropriate or intrusive photographs found

## **ACCESS TO INAPPROPRIATE IMAGES AND INTERNET USAGE**

There are no circumstances that will justify adults possessing indecent images of children. Adults who access and possess links to such websites will be viewed as a significant and potential threat to children. Accessing, making and storing indecent images of children on the internet is illegal. This will lead to criminal investigation and the individual being barred from working with children and young people, if proven.

Adults should not use equipment belonging to their organisation to access adult pornography; neither should personal equipment containing these images or links to them be brought into the workplace. This will raise serious concerns about the suitability of the adult to continue to work with children.

Adults should ensure that children and young people are not exposed to any inappropriate images or web links.

Where indecent images of children or other unsuitable material are found, the police and Local Authority Designated Officer (LADO) should be immediately informed. Adults should not attempt to investigate the matter or evaluate the material themselves, as this may lead to evidence being contaminated which in itself can lead to a criminal prosecution.

This means that adults should:

- follow guidance on the use of IT equipment
- ensure that children are not exposed to unsuitable material on the internet
- ensure that any films or material shown to children and young people are age appropriate

## **COMMUNICATION WITH PUPILS**

With increased electronic communication with pupils, staff must be aware of the nature and permanence of such contact. All such contact must be entirely appropriate. 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. No teacher should be a 'friend' of a current student on any social media. 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 school numbers that they may have acquired during the trip.

## **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 DSL/Headmaster who will decide what to do next. Colleagues should, where possible, be summoned to witness and to assist if necessary. (DfE guidance Use of reasonable force July 2013)

## **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 child.

## **TRANSPORTING PUPILS**

It is inadvisable for a member of staff 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.

## **PARENTAL RESPONSIBILITY**

The school will establish who has parental responsibility for each pupil and school records will accurately reflect the home situation so far as is possible.

Consent for school trips, medical attention, etc. must be obtained from those with parental responsibility. If a pupil is hurt in an accident, the school must contact those with parental responsibility.

## **CHILD MISSING FROM EDUCATION**

Full attendance at school is vital for the delivery of a comprehensive education. It is also recognised that a child missing from education is vulnerable. This can be an indicator of abuse or neglect, child sexual exploitation, FGM [Appendices 2a and 2b] and a number of risk taking behaviours. It is also a potential indicator of radicalisation [Appendix 2d]

The procedure to monitor attendance starts with the Tutor or subject teacher. In the case of absence during the working day:

- first check with the pupil's friends
- check the medical room

- check with reception who will check the signing out/in book and if necessary inform a senior member of staff who will then follow up this information, contact parents and locate the pupil.

All absences should be accompanied by a signed letter from the pupil's parents to explain the circumstances of the absence.

A record is kept by the school of any instances in which a pupil is missing from school without satisfactory permission and documentation, including the action taken and the pupil's explanation. This includes repeated lateness.

Repeated absences will result in action by the senior management and may result in referral to the DSL.

The CME officer at CWAC is informed regarding all pupils who leave or join the school at non-standard transition ages. [6. Parent-School Policy]

## **EQUAL TREATMENT**

We are committed to equal treatment for all pupils regardless of sex, race, disability, religion or belief. We keep a record of such incidents. We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Staff undertake regular consultation activities with our pupils e.g through questionnaires, participation in anti-bullying week and speaking to children about their experiences at lunchtime and break-times. It is recognised that such behaviour can be used to challenge potential radicalisation.

## **BULLYING**

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the school keeps a record of any incidents. Peer bullying is an example of an abusive relationship and will be treated as a Child protection concern if it is believed that the child may suffer significant harm. Please see the Pupil Care Policy 3.2 for further details regarding anti-bullying.

## **SEXTING**

Sexting among children and young people can be a common occurrence; where they often describe these incidents as 'mundane'. Children, involved in sexting incidents, will be dealt with (by the police) as victims as opposed to perpetrators (unless there are mitigating circumstances). The school will record all incidents of sexting. This includes both the actions the School did take together with the actions that the School did not take, together with justifications.

If you have a report of (or you suspect) a sexting incident (intimate sexting images are typically considered to be illegal images which is why incidents need very careful management for all those involved).

If a device is involved – secure the device and switch it off

Seek advice - report to your designated safeguarding lead via your normal safeguarding procedures

In applying judgement to each sexting incident the following are considered:

Significant age difference between the sender/receiver involved.

If there is any external coercion involved or encouragement beyond the sender/receiver.

If you recognise the child as more vulnerable than is usual (ie at risk).

If the image is of a severe or extreme nature.

If the situation is not isolated and the image has been more widely distributed.

If this is not the first time children have been involved in a sexting act.

If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances).

## **COMPLAINTS**

The school's complaints policy is available on the school website. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure.

## **WHISTLEBLOWING**

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmaster and to the DSL (or to the Chairman of Governors where the concern relates to the Headmaster). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it. [Staff Handbook pages 107 -118]

## **MONITORING AND EVALUATION OF THIS POLICY**

The school monitors and evaluates its child protection policy and procedures through the following activities:

- Governing body visits to the school;
- Senior leadership team discussion sessions with children and staff
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school.
- Frequent scrutiny of governing body meeting minutes
- Logs of bullying and/or significant behaviour incidents are reviewed regularly by the senior leadership team and reported to the governing body
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupil activities at lunchtime and after school
- Active monitoring of the site by duty staff



**Department for Education Publications**

***Appendix 2a***

*(ref: ISI part 3)*

**Keeping children safe in education (September 2016) part 1**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550499/Keeping\\_children\\_safe\\_in\\_education\\_Part\\_1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550499/Keeping_children_safe_in_education_Part_1.pdf)

***Appendix 2b***

*(ref: ISI part 3)*

**What to do if you're worried a child is being abused (March 2015)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

***Appendix 2c***

*(ref: ISI part 3)*

**Information Sharing (March 2015)**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

## *Appendix 2d*

### **SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

#### **The Prevent Strategy has three main objectives:**

- Respond to the **ideological challenge** of terrorism & the threat we face from those who promote it;
- **Prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support;
- Work with **sectors and institutions** where there are risks of radicalisation which we need to address.

Cheshire Police Prevent Coordinator  
Emma Hart  
[Emma.hart@cheshire.pnn.police.uk](mailto:Emma.hart@cheshire.pnn.police.uk)  
01606 362147

The King's School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The King's School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The school governors, the Headmaster and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. This risk assessment will be reviewed annually alongside all aspects of safeguarding.

Our school, like all others, is required to identify a Prevent **Single Point of Contact** (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Person. The SPOC for The King's School is Mr Michael Harle. If a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/DSL.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **Indicators of vulnerability to radicalisation**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
  - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
  - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
  - Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
  - Being in contact with extremist recruiters;
  - Accessing violent extremist websites, especially those with a social networking element;
  - Possessing or accessing violent extremist literature;
  - Using extremist narratives and a global ideology to explain personal disadvantage;
  - Justifying the use of violence to solve societal issues;
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour;
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

## **Channel**

Channel is a key element of the Prevent strategy. It is a multi-agency approach to protect people at risk from radicalisation. Channel uses existing collaboration between local authorities, statutory partners (such as the education and health sectors, social services, children’s and youth services and offender management services), the police and the local community to:

- Identify individuals at risk of being drawn into terrorism
- Assess the nature and extent of that risk

- Develop the most appropriate support plan for the individuals concerned.

Channel is about safeguarding children and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from the risk they face before illegality occurs.

Channel is one tactical option employed by Prevent and has recently been placed on a statutory footing.

To understand more about the Channel Programme further information can be found at

[www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

There is an online training package that covers Prevent and Channel

[http://course.ncalt.com/Channel\\_General\\_Awareness](http://course.ncalt.com/Channel_General_Awareness)

## *Appendix 2e*

### **SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, HONOUR BASED VIOLENCE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**

The King's School Pupil Care policy through the school's values, ethos and behaviour policies provides the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

The school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.

The staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum,

The school works with and engages our families and communities to talk about such issues,

The staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

The Designated Safeguarding Leads knows where to seek and get advice as necessary.

The school brings in experts and uses specialist material to support the work we do.

## *Appendix 2f*

### **PEER ON PEER ABUSE**

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Particular difficulties arise in responding to a child or young person who abuses another child because:

- There is no clear dividing line between abusive behaviour and normal childhood behaviour;
- Many adults who abuse children repeatedly established this pattern of behaviour in childhood or adolescence, but a single incident of abuse does not indicate that a young person is likely to abuse again; and
- Some young people who abuse have themselves been abused, but this cannot be assumed in any particular case.

The guiding principles for dealing with these situations are:

- The needs of the victim and the needs of the alleged perpetrator must be considered separately;
- In addition to safeguarding the identified victim, agencies must consider whether the alleged perpetrator seems to pose a risk to any other children;
- Children and young people who abuse others are responsible for their abusive behaviour, and safeguarding action must include addressing their behaviour and its causes;
- The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children;
- There should be a co-ordinated approach. No agency should start a course of action that has implications for any other agency without appropriate consultation.

### Procedures

Responses to behavioural incidents and abuse are outlined in **CHILD PROTECTION AND STAFF CODE OF CONDUCT [Appendix 1]**.

Discussion with pastoral leaders and the DSL will be needed to determine which procedures should be followed initially. Review will be required if new information comes to light or circumstances change.

## SEXTING: Policy and procedures

### Context

There is no clear definition of ‘sexting’. Many consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.’ Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

The policy and guidance that follows only covers the sharing of sexual imagery by young people.

On this basis the phrase ‘youth produced sexual imagery’ is used rather than ‘sexting.’ This is in line with guidance from UKCCIS in ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’

‘Youth produced sexual imagery’ best describes the practice because:

- ‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.
- ‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.
- ‘Imagery’ covers both still photos and moving videos.

The types of incidents covered are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

This advice does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes **child sexual abuse and the school will always inform the police.**
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don’t contain imagery.

The increase in the speed and ease of sharing imagery has increased concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under-18s is also illegal.

Although the production of such imagery will likely take place outside of school, these issues often manifest in schools. The School will respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

These procedures are part of the school’s safeguarding arrangements and all incidents of youth produced sexual imagery are dealt with as safeguarding concerns. The response to these incidents is guided by the principle of proportionality and the primary concern at all times is the welfare and protection of the young people involved.



## The law

Much of the complexity in responding to youth produced sexual imagery is due to its legal status. Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18.

The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).

Specifically:

- It is an offence to possess, distribute, show and make indecent images of children.
- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

'Indecent' is not defined in legislation. When cases are prosecuted, the question of whether any photograph of a child is indecent is for a jury, magistrate or District Judge to decide based on what is the recognised standard of propriety. For most purposes, if imagery contains a naked young person, a topless girl, and/or displays genitals or sex acts, including masturbation, then it will be considered indecent. Indecent images may also include overtly sexual images of young people in their underwear.

The aim is not, however, to unnecessarily criminalise children. Children with a criminal record face stigma and discrimination in accessing education, training, employment, travel and housing and these obstacles can follow a child into adulthood.

Whilst young people creating and sharing sexual imagery can be very risky, it is often the result of young people's natural curiosity about sex and their exploration of relationships. Often, young people need education, support or safeguarding, not criminalisation.

## Crime recording

Where the police are notified of incidents of youth produced sexual imagery they are obliged, under the Home Office Counting rules and National Crime Recording Standards, to record the incident on their crime systems. The incident will be listed as a 'crime' and the young person involved will be listed as a 'suspect.' **This is not the same as having a criminal record.**

However, there have been concerns that young people could be negatively affected should that crime be disclosed, for example, on an enhanced Disclosure and Barring Service (DBS) check. To mitigate this risk, the NPCC have worked with the Home Office and the Disclosure and Barring Service and provided policing with a new way of recording the outcome of an investigation into youth produced sexual imagery. This is called outcome 21.

## Outcome 21

Every 'crime' recorded on police systems has to be assigned an outcome from a predefined list of outcome codes. As of January 2016 the Home Office launched a new outcome code (outcome 21) to help formalise the discretion available to the police when handling crimes such as youth produced sexual imagery.

### Outcome 21 states:

***Further investigation, resulting from the crime report, which could provide evidence sufficient to support formal action being taken against the suspect is not in the public interest. This is a police decision.***

This means that even though a young person has broken the law and the police could provide evidence that they have done so, the police can record that they chose not to take further action as it was not in the public interest. That said, it is not possible to categorically say that an incident of youth produced sexual imagery recorded on police systems with outcome 21 would never be disclosed on a DBS certificate.

## Procedures

These procedures should be read in conjunction with Appendices A to D of *Sexting in schools and colleges: responding to incidents and safeguarding young people*, and the DfE advice *Searching, screening and confiscation* (February 2014)

## Handling incidents

When an incident involving youth produced sexual imagery comes to a school's attention:

- The incident will be referred to the DSL as soon as possible.
- The DSL will hold an initial review meeting with appropriate school staff.
- There will be subsequent interviews with the young people involved (if appropriate).
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made immediately to children's social care and/or the police.

## Handling disclosures

All staff are made aware of the procedures regarding pupil disclosures as part of the Basic Awareness training in addition specific guidance is provided regarding youth produced sexual imagery. **This needs to be scheduled as a 30 min inset activity this term**

Any direct disclosure by a young person should be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

## Initial review meeting

The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – **in most cases, imagery should not be viewed**
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents should be involved

An immediate referral to police and/or children's social care will be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
3. What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13
5. There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

Annex A of *Sexting in schools and colleges: responding to incidents and safeguarding young people* will be used as a guide to inform the questioning and decision making in the initial review.

If none of the above apply then the school may decide to respond to the incident without involving the police or children's social care, although the school may choose to escalate the incident at any time if further information/concerns come to light.

The decision to respond to the incident without involving the police or children's social care will be made by the DSL with input from the Headteacher and input from other members of staff if appropriate. The decision will be clearly recorded and explained.

The decision will be in line with the school's child protection procedures and will be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

### **Informing parents (or carers)**

Parents (or carers) will be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents would generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

The DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases the DSL may work to support the young people to inform their parents themselves. The advice and information about involving parents and carers in Annex C of *Sexting in schools and colleges: responding to incidents and safeguarding young people* will be followed.

### **Reporting incidents to the police**

If it is necessary to refer to the police, contact will be made through existing arrangements.

Once a report is made to the police, the report has to be recorded and the police will conduct an investigation. This may include seizure of devices and interviews with the young people involved.

### **Securing and handing over devices to the police**

If any devices need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and placed under lock and key until the police are able to come and retrieve it.

### **Searching devices, viewing and deleting imagery**

#### **Viewing the imagery**

Adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents will be based on what the DSL has been told about the content of the imagery.

The decision to view imagery will be based on the professional judgement of the DSL and will always comply with the child protection policy and procedures of the school. Imagery will never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery, the DSL would need to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Headteacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then the DSL will ensure that the staff member is provided with appropriate support.

### **Deletion of images**

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

The *Searching, Screening and Confiscation advice* confirms that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized, a teacher who has been formally authorised by the Headteacher can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If during a search a teacher finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

However, just as in most circumstances it is not recommended that school staff view imagery, it is recommended that schools should not search through devices and delete imagery unless there is good and clear reason to do so.

It is recommended that in most cases young people are asked to delete imagery and to confirm that they have deleted the imagery. Young people should be given a deadline for deletion across all devices, online storage or social media sites.

Young people should be reminded that possession of youth produced sexual imagery is illegal. They should be informed that if they refuse or it is later discovered they did not delete the image they are committing a criminal offence and the police may become involved. All of these decisions need to be recorded, including times, dates and reasons for decisions made and logged in the safeguarding records. Parents and carers should also be informed unless this presents a further risk to the young person.

### **Reporting youth produced sexual imagery online**

Young people may need help and support with the removal of imagery from devices and social media, especially if they are distressed. It is recognised that most online service providers offer a reporting

function for account holders and some offer a public reporting function to enable a third party to make a report on behalf of the young person. This information is readily available to parents and pupils.

### **Interviewing and talking to the young person/people involved**

Once a school has assessed a young person as not at immediate risk, it may be necessary to have a conversation with them and decide the best course of action. If possible, the DSL will carry out this conversation. However, if the young person feels more comfortable talking to a different teacher, this will be facilitated where possible.

When discussing the sharing of youth produced sexual imagery, the DSL will:

- Recognise the pressures that young people can be under to take part in sharing such imagery and, if relevant, supports the young person's parents to understand the wider issues and motivations around this.
- Remain solution-focused and avoids questions such as 'why have you done this?' as this may prevent the young person from talking about what has happened.
- Reassure the young person that they are not alone and the school or college will do everything that they can to help and support them.
- Help the young person to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the imagery.
- Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they don't want to do, or to show them things that they are unhappy about.
- Let them know that they can speak to the DSL if this ever happens.

The purpose of the conversation is to:

- Identify, **without looking**, what the image contains and whether anyone else has been involved.
- Find out who has seen or shared the image and how further distribution can be prevented.

### **Recording incidents**

All incidents relating to youth produced sexual imagery will be recorded. This includes incidents that have been referred to external agencies and those that have not.

Records will:

- be kept up to date and complete.
- demonstrate both effective identification and management of the risk of harm.
- demonstrate sound decision-making, appropriate responses to concerns and evidence of relevant referrals made in a timely manner.
- will indicate that appropriate action is taken in response to concerns and allegations in a timely manner.

If appropriate records will also:

- show evidence of tenacity in following up concerns with relevant agencies.
- provide evidence of effective partnership working and sharing of information.
- show evidence of attendance at or contribution to inter-agency meetings and conferences.
- indicate clarity about the school's policy relating to the sharing of information internally, safe keeping of records, and transfer when a pupil leaves the school.

In addition, where schools do not refer incidents out to police or children's social care they should record their reason for doing so and ensure that this is signed off by the Headteacher.

01 September 2016

## Appendix 3

### ALLEGATIONS AGAINST STAFF

(ref: ISI part 3) **Appendices 1- 3 are also in Quick links: Child Protection**



### **Guidance for Senior Managers regarding the Referral Process to the Local Authority Designated Officer [LADO]**

#### **INTRODUCTION**

The procedures in Cheshire West and Chester Council for managing allegations or concerns about adults working with children provide an independent service that ensures at all referrals are appropriately monitored by the Local Authority Designated Officer [LADO]. This service will respond to concerns/allegations of "harm" and other concerns, which may render an adult unsuitable to work with children. The key principles of this service are that children are appropriately safeguarded, and that the process is proportionate, consistent, transparent and timely. The process of any investigation can be very difficult and stressful for those involved, and it is therefore crucial that support is offered for both the children and adult/s involved. Working Together to Safeguard Children states that each LSCB member organisation should have a named senior officer who has overall responsibility for:

- 1] Ensuring the organisation operates procedures for dealing with allegations in accordance with the guidance in Appendix 5
- 2] Resolving any inter-agency issues and
- 3] Liaising with the LSCB on the subject

Local authorities may also designate officers to be involved in the management and oversight of individual cases.

#### **REFERRAL PROCESS (please also refer to Flow Chart)**

If you have a concern or an allegation is made about a person who works with children, whether a professional, staff member, foster carer or volunteer and they may 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 s/he is unsuitable to work  
with children, then the process outlined below should be followed:-

1. Your member of staff should first discuss this matter with you, the named senior officer in your organisation with responsibility for allegations management who will liaise with the LADO within the children's safeguarding unit. This will not necessarily be the line manager for the staff member. If, however the concern/ allegation relates to the named senior officer, then the concern/allegation should be notified to another senior officer within the organisation, who would then liaise with the LADO.
2. If the concern/allegation meets the criteria set out in Cheshire West and Chester's Local Safeguarding Children Board Procedures  
[http://www.cheshirewestlscb.org.uk/?page\\_id=12](http://www.cheshirewestlscb.org.uk/?page_id=12) , then the named senior officer must make contact within one working day with the LADO. The **LADO** contact details are: **0151 337 4570**. The LADO together with the conference chairs operate a duty system to



ensure advice and guidance is available when an initial discussion can take place regarding how the matter will be progressed.

3. If it is agreed that it is an appropriate referral to the LADO, then a referral form, (available at [http://www.cheshirewestlscb.org.uk/?page\\_id=12](http://www.cheshirewestlscb.org.uk/?page_id=12) ) should be completed by the referrer and sent immediately to the Safeguarding Unit. –

[SafeguardingLado@cheshirewestandchester.gov.uk.cjsm.net](mailto:SafeguardingLado@cheshirewestandchester.gov.uk.cjsm.net)

4. If a strategy meeting or discussion is required, it will normally be chaired by the LADO, or Independent Conference Chair.

5. There are six possible outcomes to a referral being made:

- The referral does not meet the threshold for investigation
- The referring agency undertakes their own investigation within agreed timescales and advises the LADO of the outcome
- The LADO assists the referring agency with an investigation (i.e. in the voluntary sector or for the purpose of independence) within agreed timescales.
- A social worker from children's services social care undertakes an investigation regarding "significant harm" as defined in Section 47 of the Children Act (1989) within agreed timescales
- A social worker from the appropriate Local Authority social care service assists with some investigative functions where there are concerns about harm to a child.
- A criminal investigation is conducted by the Police, working with other relevant agencies.

Each case will be reviewed monthly in accordance with the 'Working Together to Safeguard Children' 2006 [Appendix 5, Revised 2010]] and LCSB Procedures by the LADO, to monitor progress and ensure that matters are appropriately progressed.

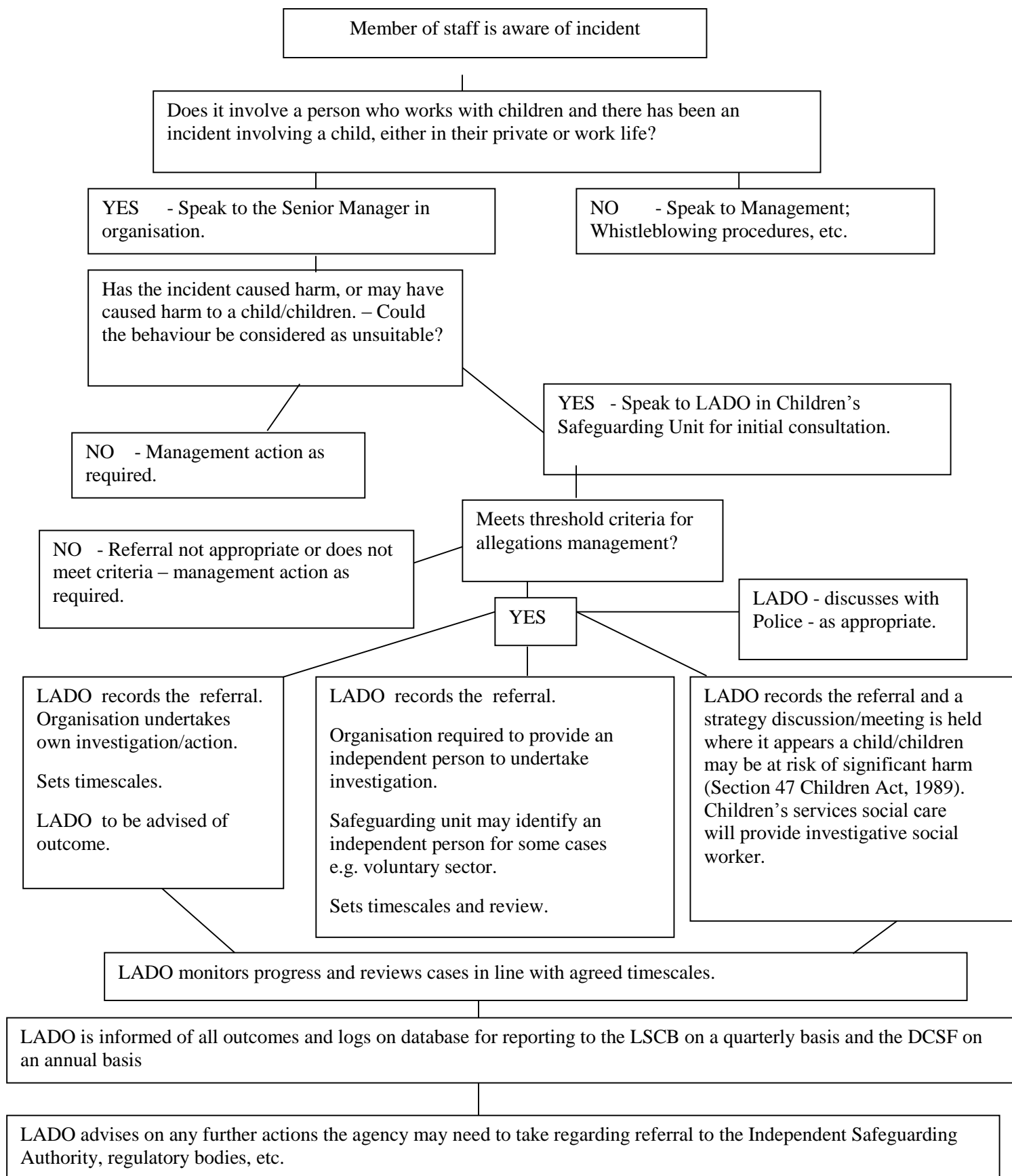
7. As the named senior officer in your organisation, you will be informed about whether a referral has been accepted, and if so, you will be kept informed of the progress of the case.

A representative of your organisation would be invited to participate in the strategy meeting/discussion. On completion of the investigation you will be informed of the outcome of the investigation.

**The Local Authority Designated Officer is Catherine Appleton and she is based at**

**The Children's Safeguarding Unit  
4, Civic Way [Floor 4]  
Ellesmere Port  
Cheshire  
Tel: 0151 337 4570  
Fax : 0151 355 4692**

## **FLOW CHART FOR REPORTING ALLEGATIONS AGAINST ADULTS WORKING WITH CHILDREN**



The Headmaster/DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO and the Headmaster/DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure. In the case of a pupil the matter will be dealt with under the School's behaviour Policy.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils. Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider making a referral to the National College for Teaching and Leadership (NCTL) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

## *Appendix 4*

### **REWARDS FOR STUDENTS**

#### **Rewards in the Senior School**

The following system is based on the suggestions of the students obtained through the School Council and is built on the following observations.

- The students suggested that recognition of effort provides motivation and is less divisive than recognition of achievement. It was also recognised, however, that outstanding achievement should be rewarded.
- All staff should use this reward system to provide parity of opportunity.
- Students appreciate verbal recognition by teachers and would welcome a culture of deserved praise.
- Student credits should be accumulated by the Tutor group as well as individually, to create group responsibility
- Parents need to be informed so that they are fully aware of the student's efforts and outstanding achievements.
- Credits will be awarded to students in ALL year groups.

#### Credits – Explanation of the current system

Any member of staff can award a credit to a student who has shown a high level of engagement or effort in any activity.

A credit can also be awarded for exceptional achievement.

The credit will be recorded on 3Sys and can be viewed through Firefly.

For each 10 credits awarded, students will be awarded a token by their Head of Year.

The students who gain the highest number of personal credits in their Year Group at the end of each term will receive a letter of commendation from their Head of Year.

When any student accumulates 30 credits their parents will receive a letter of commendation from the Headmaster.

#### **Rewards in the Junior School**

**Rewards informal:** Emotional feedback – smiles, thank-yous, gestures  
Positive comments in exercise book  
Positive comments in Homework diary  
Work displayed

#### **Rewards formal:**

House points for good work/behaviour and for improvements in work and behaviour

House points are awarded to pupils who contribute time and effort to any aspect of school life, for example helping at Open Mornings, concerts, plays etc.

House point certificates (10, 25 etc.)

Praise and celebration in assembly

Head of Junior School Commendation

Notes:

Once given, rewards should never be taken away

- Rewards must be given out fairly and not used as bribes with the most troublesome children
- 'Catch them being good'. The reinforcement of good behaviour is always more effective than punishment for misbehaviour eg. sensible behaviour around school, organisation, Homework Diary completed for the week

## **SANCTIONS AND PUNISHMENTS**

### **The Senior School**

Centralised records of sanctions are held and monitored by the Deputy Head (Pastoral).

**Staff Detention:** A staff detention may be imposed without notice by a member of staff, to be served during your free time within the school day. If detained after school finishes, at least 24 hours' notice will be given, so that your parents know that the pupil will be home late. Prior engagements with other members of staff will generally take precedence, resulting in the postponement, but not the cancellation, of the staff detention. Tutors will usually be informed if such sanctions are used.

**All the sanctions below will now be visible to the pupil and their parents via Firefly**

**Lunchtime behavioural and work detention:** A lunchtime academic detention can be awarded for failure to produce homework. Behavioural detentions are awarded for poor behaviour either in or out of lessons. These detentions are recorded on 3Sys and served from 12.45 to 13.15 with a Head of Year or the Deputy Head (Pastoral).

**School Detention:** A school detention may be given for more serious offences and this will be preceded by at least 24 hours' notice to parents. These detentions take place on Fridays for one hour immediately after school. These detentions are recorded on 3Sys. They are not optional and will take precedence over all other activities, although in certain circumstances a detention may be postponed, but not cancelled, if there is a prior commitment to represent the school in a sporting or musical activity.

**Head of Year Detention:** These are given for more serious or repeated offences and take place on Friday for two hours immediately after school.

**Deputy Head's Detention:** A Deputy Head's detention may be given for the most serious offences which do not warrant suspension from school. These detentions take place on Saturday morning for 2 or 3 hours. They are not optional and take precedence over all other activities.

**Suspension and Expulsion:** In very serious matters, parents will be contacted and a pupil may be suspended from school for a period of time. If suspended for a number of days, the pupil will work for the good of the school community for the same number of days at the start of the next school holiday. In the last resort the pupil may be expelled.

**Sanction against bullies aim to:** impress on the perpetrator that what he/she has done is unacceptable; deter him/her from repeating that behaviour; and signal to other pupils that the behaviour is unacceptable and deter them from doing it. The sanctions used are in line with others used by the school and begin with the use of school detentions in conjunction with pastoral meetings involving both the bully and the victim. For more serious cases of bullying the sanctions outlined below are used in conjunction with parental interview with a member of SLT. Ultimately, there is no place in the school for persistent transgressors.

## **The Junior School**

### **Detention**

- Accumulation of 3 detention points obtains a detention.
- An automatic detention for a serious offence.
- Lunchtime or breaktime academic detentions are given for e.g. a late homework, a homework that is incomplete or inadequate or inadequate work in a lesson.
- Detention used primarily in J3 and J4.
- A record of the Detention will be kept in the pupil's Pastoral file.
- J1 and J2 detention likely to be served during lunchtime. The record of points awarded will be cleared at each half term.
- For J3/4 pupils, the detention may be served either at lunchtime or after school. The record of points awarded will be cleared at each half term.

**Head teacher's Detention:** A Head teacher's detention may be given for the most serious offences which do not warrant suspension from school.

**Suspension and Expulsion:** In very serious matters, parents will be contacted and a pupil may be suspended from school for a period of time. In the last resort the pupil may be expelled.

**Other Sanctions:** Apart from the formal sanctions mentioned above, informal sanctions are applied as necessary for minor misdemeanours.

## **Appendix 5b**

*(Ref: ISI handbook part 3; ISSR 9)*

### **POLICY FOR APPEALS AGAINST EXCLUSION**

This procedure is intended to apply where a decision has been made by the Headmaster for the removal or expulsion of a pupil from the school. At this time the Headmaster will give a request form and a copy of this procedure to the Parent of the pupil. Only a parents as defined in the Terms and Conditions may request a review of the Headmaster's decision.

These guidelines are non-contractual in nature. They have been prepared for the information and guidance of all who may become concerned in a review following expulsion or the required removal of a pupil.

The purpose of the *Review* is to give those with parental responsibility for the pupil concerned the opportunity to appeal against the **procedure** used in reaching the initial disciplinary decision, including the fairness of the decision made. The review will not, however, be by way of rehearing the evidence.

#### **Initiation of the Procedure**

Where the parents of a pupil subject to a decision for removal or expulsion wish that decision to be reviewed the parents should complete a Request for Commencement of Review Procedure form and send it to the Chairman of Governors (the Chairman) requesting a review. The completed form should be sent to the School marked for the attention of the Chairman and must be received at the School within ten working days of the decision to remove or expel being notified to the parents. Any request received after this period will not be accepted.

The request for a review must set out the matters the parents would like to be reviewed together with any documents that the parents wish the Review Panel to consider.

During the period from expulsion or removal to the date of conclusion of the review procedure, the pupil shall be suspended and will be forbidden from entering School premises without the prior permission of the Headmaster.

#### **What to expect at the Review**

**The review** will normally be conducted by a three member sub-committee of the Board of Governors ("*Review Panel*") who will consider all the circumstances and any new circumstances that are raised and also the matters listed at section 4 below. The Review Panel will be made up of members who have no detailed previous knowledge of the case or of the pupil, parents or guardian and will not normally include the Chairman of Governors. Selection of the Review Panel will be made by the Chairman of the Board of Governors.

The Chairman will call a meeting of the Review Panel to take place within ten working days of receipt of the request for a review or as soon thereafter as is reasonably practicable.

The parents will be notified of the date, time and venue of the meeting on not less than two days notice.

**Those present** throughout the review will normally be the members of the Review Panel, the Headmaster, those with parental responsibility ("*parents*") and the Clerk to the Governors or his or her representative.

The parents may make written submissions to be considered at the hearing and/or may attend the hearing in person.

The Headmaster may make written submissions to be considered at the hearing and/or may attend the hearing.

The parents may be accompanied by a friend or relation and by a member of the School staff if desired, but not by a legal representative.

*Updated September 2016*

The Clerk to the Governors will prepare and send to the parents and Headmaster not less than two days before the hearing a bundle of papers to be used at the hearing consisting of any written submissions and any other relevant documents. The Panel Chairman may allow any documents not included in the bundle to be adduced at the hearing in his discretion.

## **The Procedure**

**Informality is expected.** The proceedings will, however, be chaired by one member of the review panel. The seating will be arranged so that, as far as practicable, everyone present can see and speak to each other without difficulty.

The procedure to be followed at any hearing will be at the Panel Chairman's discretion but shall normally be as follows.

- 3.1 each of the grounds given in the parents' *Request for Review* will be considered and discussed.
- 3.2 the Headmaster may comment on each of the grounds.
- 3.3 the parents may ask questions of the Headmaster.
- 3.4 the parents will be asked if there are any further comments they wish to make.
- 3.5 the Headmaster will sum up the case for expulsion/removal.
- 3.6 the parents will sum up the case for a review of the Headmaster's decision.

**In relation to each issue raised,** the members of the Review Panel will normally consider all of the following

- i. the nature and gravity of the complaint/s against the pupil;
- ii. whether or not the grounds of the complaint have been reasonably well-established;
- iii. whether the complaint was investigated fairly;
- iv. whether the original decision made was reasonable.

## **Conduct of the Review**

**The review** shall be directed in all respects by the chairman of the Review Panel. Statements made at the review shall be unsworn. The chairman of the Review Panel will conduct the review in such a manner as s/he thinks fit in order to ensure that all those present have the opportunity of asking questions and making comments.

**If the Headmaster considers it necessary** in the interests of the individual or of the School that the identity of any person shall be withheld, the chairman may require the name of that person and the reasons for withholding identity to be written down and shown to the Review Panel. The chairman, in his/her discretion, may direct that the person be identified.

**A member of the School staff** may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so.

**All those attending the review** are expected to show courtesy, restraint and good manners; otherwise the chairman may, in his/her discretion, adjourn or terminate the review. If the review is terminated the original decision will stand.

The review will not be a rehearing of the original evidence. The proceedings will not be tape recorded but the Clerk will be asked to keep a minute of the main points that arise. All present will be entitled, should they wish, to write their own notes. Pens and paper will be provided.

The Review Panel shall bring the hearing to a close in order to consider their decision.



## **The Decision**

The decision of the Panel shall be that of the majority. The Chairman of the Panel shall have a casting vote if the decision is split equally.

The Review Panel shall not be entitled to set aside the decision of the Headmaster to remove or expel a pupil nor to substitute some other penalty or sanction.

Where the Review Panel upholds the decision of the Headmaster it shall confirm the decision to remove or expel.

Where the Review Panel considers that :-

- the Headmaster did not have before him all the relevant evidence
- the Headmaster may not have given sufficient weight to any particular evidence or argument
- not all relevant arguments or submissions were put before the Headmaster
- the procedures followed were unfair

the Review Panel may require the Headmaster to reconsider his decision in the light of the findings of the Panel.

## **Following the Hearing**

The Panel Chairman shall within two days of the hearing or as soon as reasonably practicable thereafter notify the parents in writing that the Panel:-

- has confirmed the Headmaster's decision, or
- has requested the Headmaster to reconsider his decision.

The Panel Chairman shall within two days of the hearing or as soon as reasonably practicable thereafter notify the Headmaster in writing that the Panel :-

- has confirmed his decision, or
- requires the Headmaster to reconsider his decision in which case the Panel Chairman shall set out in writing what evidence or further evidence, or what arguments or submissions the Headmaster should additionally take into account. The Panel may additionally make recommendations to the Headmaster relating to his decision but these shall not be binding on the Headmaster.

## **Where the Review is Upheld**

Where the Headmaster is required by the Review Panel to reconsider his decision he shall reconsider his decision and shall within three days of being notified in writing of the Panel's decision or as soon as reasonably practicable thereafter, notify the parents and the Panel Chairman in writing of his reconsidered decision. For the avoidance of doubt during this period the pupil shall continue to remain suspended from the School.

## **Final Decision**

The reconsidered decision of the Headmaster shall be final and shall not be the subject of any further review.

## ***Appendix 6***

## **DIGITAL TECHNOLOGY ACCEPTABLE USE POLICY: PUPIL**

*Updated September 2016*

## **Introduction**

As the use of the internet and other digital technologies becomes more widespread, for the protection of the school and the pupils it is necessary to set out guidelines. Pupils should read these guidelines carefully as failure to comply may lead to disciplinary action being taken.

The use of digital communication and information retrieval is no more than the addition of another medium and the same behavioural standards are expected of pupils as are the case with more traditional means of communication.

Digital media are constantly changing presenting new opportunities and challenges. These guidelines will be updated in light of experience and the technology itself.

## **Acceptable and unacceptable use of School ICT (hardwired and wireless)**

ICT equipment and software are the property of the school and I understand that it is a criminal offence to use it for a purpose not permitted by its owner.

*I understand that school ICT equipment must be used responsibly and I understand that the school may monitor my information systems and Internet use to ensure policy compliance.*

*I will respect system security and I will not disclose any password or security information to anyone other than an authorised person.*

*I will not install any software or hardware.*

*I will ensure that all personal data is kept secure and is used appropriately.*

*I will respect copyright and intellectual property rights.*

*I will report any incidents of concern regarding e- safety to a member of staff.*

*I will ensure that any electronic communications with staff are appropriate and occur via an authorised school email address/website/blog etc*

*I will not invite members of staff to be a 'friend' on any personal social networking pages and I will restrict public access to any information that I place on such sites if it compromises the position of the school.*

*I will adopt e-safety advice and develop a responsible attitude to system use and to the content I access or create.*

The school may exercise its right to monitor the use of the school's technology, including data stored on the school network, internet access and email. The school will take the necessary action where it believes unauthorised use of the school's information system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

## **Acceptable and unacceptable use of personal digital devices**

All students are asked to bring a browser to school in order to access web based educational content over the school WIFI network. All of the regulations in this policy apply to the use of such devices in school. Furthermore it is their responsibility to maintain the security of their device and to ensure that the school's wireless provision is not compromised. The school will not provide support for the device and will not be held responsible for its security.

## Netiquette

The following general principles should be adopted:

- Remember the central values of the school: ambition, benevolence and cooperation.
- Think before you place any thoughts or images on the internet.
- Be polite. Do not send abusive, demeaning or belittling messages to others.
- Use appropriate language. Remember that you are a representative of the school and that you are using a non-private network.

As email is increasingly becoming the communication method used today, pupils may inevitably receive malicious messages at some point. Should you receive such communication via your school email account, please report it to the school so that the sender can be blocked and any required further action can be taken.

## Other digital technologies

It is recognised that digital technologies have become an integral part of a pupil's life. The school is, however, primarily a place of work and as such pupils need to adhere to the following guidance.

Pupils in **Removes, Shells** and **Third Year** pupils are **not** permitted to use **mobile phones** during the school day. Tablets and other digital devices needed for lessons can be used in school. Pupils are responsible for the safekeeping and appropriate use of these devices.

Pupils in the Fourth Year and above are permitted to use mobile phones, tablets and other digital devices during the school day and they are responsible for their safekeeping and appropriate use.

Mobile phones must be turned off during lessons unless a pupil is directed to use this device by their teacher. If phones cause disruption during a lesson they will be confiscated and held for 24 hours.

Mobile phones and digital music players should only be used in classrooms and outside the school buildings. They should not be used in the library, in corridors, the dining hall and other common areas where direct personal interaction is encouraged.

3G and 4G phones or devices with mobile internet access should not be used to access any data or images which are blocked on the school network.

Specific disciplinary action may be taken against pupils who contravene these guidelines in accordance with the school's disciplinary procedures. This includes confiscation of devices and formal school sanctions.

Sending or requesting indecent images (Sexting) is a pastoral issue and can be a significant disciplinary issue. It is recognised that this may arise from an abusive relationship or it may be the result of misguided decision making. **Once indecent or sexual images are released into the public domain it is very hard to retrieve the situation. As such it is a risky behaviour and best avoided.** For this reason it is discussed fully with all pupils in SRE lessons. Where instances are brought to the attention of the School a full investigation will determine whether referral is required.

## *Appendix 7*

### **ADVICE TO PUPILS REGARDING ONLINE BULLYING**

Being sent an abusive or threatening text message, or seeing nasty comments about you on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in online bullying, and advice on how to report it when it does happen.

**Always respect others** Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone. If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of online bullying yourself. You could also be breaking the law.

**Think before you send** It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

**Treat your password like your toothbrush** Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

**Block the Bully** Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

**Don't retaliate or reply** Replying to bullying messages, particularly in anger, is just what the bully wants.

**Save the evidence** Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company, or even the police to investigate the online bullying.

**Make sure you tell** You have a right not to be harassed and bullied online.

There are people that can help.

- Tell an adult you trust who can help you to report it to the right place.
- Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider). Check their websites to see where to report.
- Tell the school. Your teacher or the anti-bullying coordinator at your school (Mr Harle, Deputy Head Pastoral) can support you and can discipline the person bullying you. .

**Finally, don't just stand there. If you see online bullying going on, support the victim and report the bullying by speaking to an adult or by emailing [concerns@kingschester.co.uk](mailto:concerns@kingschester.co.uk)**

**How would you feel if no one stood up for you?**

## *Appendix 8*

### **DRUGS EDUCATION POLICY**

The school acknowledges the importance of its pastoral role in the welfare of its pupils, and is committed to the health and safety of its members.

The school believes that its pupils want to receive information about drugs, and that pupils' preferred source of information is the school curriculum.

The school acknowledges its responsibility to provide information and education about drugs and other substances.

The responsibility for the education of young people is shared with parents who should therefore be kept involved and informed at all times.

The school condemns the misuse of drugs, solvents and alcohol by its members, and the illegal supply of these substances.

The school aims to

- provide accurate information about substances
- develop understanding about related health and social issues, e.g. crime, HIV and AIDS
- increase understanding about the implications and possible consequences of use and misuse of drugs
- help pupils to develop the personal and social skills, and the strategies needed to deal with situations involving drugs
- enable pupils to identify sources of appropriate personal support

These aims will be achieved by

- providing pupils with honest and accurate information about the effects of drugs on the mind and body.
- providing opportunities for pupils to acquire knowledge and understanding about the dangers of drug misuse.
- enabling pupils who have concerns about the misuse of drugs to raise these concerns in a supportive and helpful environment.
- explaining the legal situation about the use and misuse of drugs.
- providing information about help agencies.

Drugs education is delivered at regular intervals throughout the school, and takes account of the age and experience of the pupils.

A 'Drugs awareness day' is held in the junior school for year 6 pupils as part of the PSE/general studies programme. Outside speakers are involved in this day.

Drugs education is primarily delivered through the PSHE curriculum in years 7 – 11 but aspects may also be covered in biology lessons. Other science lessons, English and RS may reinforce this learning.

The curriculum will be delivered in a clear and honest manner and pupils will be encouraged to participate actively and will be given opportunities to raise their own issues.

The content of the drugs education programme will be backed up with access to further advice and support for pupils beyond the classroom.

Training for staff will be provided as necessary.

The School actively co-operates with other agencies such as community police, health and drug agencies to deliver its commitment to drugs education and to deal with incidents of substance use and misuse.

## *Appendix 9*

### **PROCEDURES FOR DEALING WITH ILLNESS AND ACCIDENT IN SCHOOL**

#### **School Medical Team**

<b>School Doctor</b>	Dr Helen Jones
<b>School Nurse</b>	Mrs Laura Jones
<b>Medical Room Assistant</b>	Mrs Lydia Hornby

The school doctor is a General Practitioner.

#### **Minor injuries**

The School Nurse, Medical Room Assistant or first aider will administer suitable palliatives (e.g. plasters, antiseptic etc.) and the pupil will return to class.

#### **Accidents**

The member of staff present or first to attend the scene should assess the situation. If First Aid assessment is necessary the pupil will either be dealt with immediately at the scene by a First Aider or will be taken to one of the medical rooms. Reception staff will contact the School Nurse or a first aider if none are present. Any treatment by a First Aider will be recorded on the Basic First Aid report form (below).

#### **Significant injuries**

The casualty will be given any necessary first aid and will be made comfortable. In emergency an ambulance will be summoned immediately. Casualties who can be moved should be taken to the medical room. If not, they should remain where they were found until the School Nurse arrives.

Parents will be contacted as soon as possible and advised either to collect their child from school or to meet the ambulance at the accident and emergency department, Countess of Chester Hospital.

The School Nurse or another adult will accompany the casualty to hospital if necessary, and will stay there until parents arrive.

#### **Illness**

Any pupil who is unwell should be sent to the Medical Room. They will be assessed and care, medication or advice will be administered as appropriate. If necessary the pupil's parents will be notified and arrangements will be made for the pupil to go home.

The School Nurse will maintain a record of all pupils reporting with illness or injury.

Normally only the School Nurse or the Medical Room Assistant will administer medication **in school** [Appendix 10 for procedures when pupils are off-site]; this includes all medicines to be taken internally. In the absence of the School Nurse, parents will be telephoned and permission sought for a member of staff to give 'over the counter' medication such as Paracetamol, or a prescribed drug.

## **Protocol for Prevention from Contamination of Blood Borne Infections (including Sharps Injury)**

**Aim:** To ensure the protection of all staff when dealing with a first aid situation where there is exposure to blood and other body fluids, by preventing possible contamination of blood borne infections such as Aids and Hepatitis.

**Rationale:** To offer protection to all staff through good practice guidelines laid down by the school nurse, as recommended by The Royal College of Nursing, and approved by the school's Health and Safety Committee.

### **Procedure**

- Always use single use disposable gloves and aprons (provided in first aid kits).
- Always cover any open wounds/sores you have with plasters.
- If the casualty is able, encourage him/her to stem own bleeding (for e.g. If it is a nosebleed he/she can apply digital pressure).
- Unless it is absolutely essential, do not encourage children to assist with treatments or with cleaning spillages, however, if the casualty is over 16 years old and is considered well enough and capable he/she may clean their own spillage. If pupils do get involved, they too must follow this procedure.
- Place any soiled dressings/equipment in yellow clinical waste bags (provided in first aid kits). Pass on to the Bailiffs or School Nurse for safe disposal, or in the absence of both, place in yellow sani-bins in female toilets
- Wash hands thoroughly following removal of gloves and apron.
- Arrange to have cleaned worktops/surfaces, furniture, walls and floors of any spillage by contacting the Bailiffs. Any spillages will have to be treated with a biohazard agent (such as bleach, or a disinfectant which is anti-bacterial, anti-viral and anti fungal).
- Request replacement gloves aprons and yellow clinical waste bags as necessary.

NB If a first aid situation occurs whilst out on a field trip or at a sporting event and hand washing facilities are not available, please use hand cleansing packs/wipes provided in the portable first aid kit.

### **BASIC FIRST AID REPORT FORM**

TO BE COMPLETED BY THE FIRST AIDER AND THEN RETURNED BY EMAIL TO SISTER CATHERALL

[sjc@kingschester.co.uk](mailto:sjc@kingschester.co.uk)

NAME OF CASUALTY	
TUTOR GROUP (IF PUPIL)	
DESCRIPTION OF INJURY/ILLNESS	
TREATMENT GIVEN	
PARENT INFORMED	
ADDITIONAL COMMENTS	
STAFF IN ATTENDANCE	
DATE	

## ***Appendix 10***

### **MEDICATIONS IN SCHOOL**

#### **‘Over the Counter Medications’**

The School Nurse and the \*Medical Room Assistant (\*under the direction of the School Nurse) agree to administer ‘over the counter’ medications such as Paracetamol, cough linctus, throat lozenge and applications of creams/lotions/gels, **providing** the pupil in need of treatment has written parental consent. This is normally obtained by parents completing the necessary medical form on or prior to admission to school. If medication is administered to a pupil during the school day, the School Nurse or Medical Room Assistant will either inform the parents by telephone, or issue the pupil with a brief note to take home. This need not apply to pupils over 16 years of age. A record is kept by the School Nurse and Medical Room Assistant of any medications given.

#### **Named Pupils in the School with Medication**

There are named pupils in the school whose parents have given written consent for the School Nurse or the \*Medical Room Assistant (\*under the direction of the School Nurse) to administer prescribed medications when considered necessary.

Examples of these medications are:

- Painkiller (stronger than Paracetamol)
- Anti-inflammatory following an injury
- Oral anti-histamine for allergies
- Anti-convulsant medication for pupils with epilepsy who may have forgotten to take their morning dose at home and parents have requested for it to be administered
- Relief medication for migraine
- Please note all such medications must have written parental consent with the medication and they will be held in the medical room, in a locked cupboard. A record is kept by the School Nurse and Medical Room Assistant of any medications given and parents would be notified by telephone or a letter home. Parents are asked to provide the medication in the original container complete with pharmacy label and with the patient leaflet inside (this is a legal requirement). If parents do not comply with this request the School Nurse has a right to decline administration

#### **Pupils with Epipens**

There are a small number of pupils in school who have been prescribed Epipen (Adrenaline injection) for emergency treatment of anaphylaxis (severe allergic reaction). All Epipens are kept in the medical room and are immediately accessible via Reception staff in the absence of the School Nurse. All parents of Epipen users are asked to complete an allergy questionnaire and a consent form to confirm administration of Epipen and oral-antihistamines, during an allergic reaction. These documents are located in pupil’s individual named containers along with their allergy medication and their photograph, which is displayed on the underside of the lid (as per parental consent). Displayed on the medicine cupboard door are useful laminated notices showing step by step directions for administration. If any pupils in the junior school have Epipens they will be held in a cupboard in their first aid room, along with documentation (staff have spare keys).

Both the School Nurse and Medical Room Assistant have attended the Anaphylaxis Campaign training for schools and frequently demonstrate to staff the safe administration of an Epipen. Also, located in key areas of the school (Reception, PE office and Junior School first aid room) are laminated notices and diagrams to assist in the administration of Epipen. In the absence of the School Nurse, the consent form agrees for other members of staff who have received appropriate training, may administer the medication. The School Nurse will keep a record of any Epipens administered and parents will obviously be contacted.



## Medications Prescribed or Recommended by GP

If medication is sent in to school (such as an antibiotic) without an accompanying letter, or the parent has not filled in one of the school's consent forms (available from Reception staff, school website or School Nurse), the School Nurse will contact the parent and seek confirmation/consent either by fax or email. She is **unable to accept a verbal instruction** and without the relevant documentation **will decline to administer the medication**. Parents are asked to provide the medication in the original container complete with pharmacy label and with the patient leaflet inside. Young pupils, especially from the junior school may be prescribed an antibiotic in the form of a liquid medicine, which often needs storing in a fridge. In these instances the medication must be passed on to the School Nurse (along with the written consent) immediately so that it can be stored in the medical room fridge.

Sometimes, parents may wish to encourage their child to be responsible for administering their own medication. The School Nurse considers this as an acceptable practice provided the pupil has a **sound understanding of why he/she needs to take the medication, and is considered responsible and reliable to do so**. This may apply to any pupils who have significant long term health problems. It can also apply to pupils taking short courses of antibiotics.

## Pupils with asthma inhalers

There are numerous pupils with asthma in school and they are encouraged to carry their reliever inhalers. The majority of them do, and a few have their own spare inhalers held with the School Nurse (this is confirmed when parents are asked to complete an additional asthma questionnaire). Should there be an occasion when a pupil has forgotten their reliever inhaler and needs to use one, there are spares available (which the School Nurse has obtained on private prescription and parental consent has been indicated in the asthma questionnaire). In the absence of the School Nurse and Medical Room Assistant, the inhalers are easily accessible via Reception staff and are located **on top of** the medicine cupboard. Also located in a plastic wallet on the door of the medicine cupboard is a list of pupils with asthma and their named inhaler (compiled by the School Nurse) and laminated notices displaying step by step directions to assist in dealing with an asthma attack.

## ***Appendix 11***

### **Guidance on Self-harm and Suicide prevention**

Self-harm in school aged children and young people, is often misunderstood but is a very real issue that all schools need to take seriously.

What is Self-harm?

Self harm is a way of expressing very deep distress, which sufferers struggle to put in words. It is a coping mechanism but doesn't last long because nothing has been done to resolve the original problem so the self harm is repeated, thus creating a vicious circle. It is often habitual, chronic, and repetitive and tends to affect young people for months or even years. It can include burns, cuts, bruising, head banging, biting, hair pulling, and deliberate ingestion of obnoxious substances, anorexia and bulimia, deliberate withdrawal of medication and risk taking behaviours. In extreme cases it can also include eye gouging, use of ligatures and mutilation of genitals.

The School recognises that many staff will find this issue very difficult to deal with and will always offer support to those working with pupils who self-harm or who have suicidal thoughts.

Aims

- Recognising the warning signs that a pupil may be self-harming
- Broaching the subject of self-harm to a pupil you suspect of deliberately harming themselves
- How to react positively if a pupil comes to you wishing to discuss their self-harm
- Short-term plan of action for the care and management of the pupil which includes assessing the pupil's unique and individual needs
- Long-term plan of action for the continued support, assistance and monitoring of the pupil
- How best to assist in building the confidence, self-esteem and emotional well being of the pupil
- Practical and emotional support for staff members who are dealing with a self-harming pupil/s
- Provision of clear and standard guidelines for all staff in contact with the pupil self-harming
- Implement a 'harm-minimisation approach' to prevent the spreading of a self-harm culture within the school
- Training and education surrounding the issue of self-harm for all staff
- Education and awareness campaigns for pupils implemented through PHSE lessons

Trigger factors:

- They are not clearly known in young people; however self-harm seems to be associated with:
- Low self-esteem
- Perfectionism
- Mental health issues such as depression and anxiety
- The onset of a more complicated mental illness such as schizophrenia, depressive illnesses or a personality disorder
- Problems at home, school and relationship difficulties
- All forms of abuse (Physical, emotional, sexual and neglect)
- Victim of bullying
- A sense of 'not belonging'
- Exam stress

Warning signs that may be associated with Self-harm:

- Drug and or alcohol misuse or risk taking behaviour including promiscuity
- Negativity and lack of self esteem
- Out of character behaviour
- Bullying other pupils or a victim of bullying
- A sudden change in friends or withdrawal from a group
- Physical signs that self-harm may be occurring such as cuts, scratches, bruising or burns that do not appear to be of an accidental nature, plus old scarring
- Regularly bandaged/covered arms and or wrists

- Reluctance to take part in physical exercise or other activities that require a change of clothes
- Wearing long sleeves and trousers even during warm weather
- Apparent weight loss/gain with notable deviances from normal eating habits and symptoms associated with eating disorders such as vomiting, feeling cold, bloating, poor hair skin and nails and the absence of periods in girls

#### Roles and responsibilities:

- The designated key staff to be responsible for all incidents relating to self-harm are the school nurse and the designated safeguarding lead (Deputy Head pastoral)
- Self-harm is covered within the school curriculum (PHSE) and as an extra-curricular presentation
- Special permissions for pupils who self-harm, for example time out of the classroom during emotional distress, permission to wear long sleeves for sports and grant leniency with school work load are reviewed on a case by case basis
- An appointed 'key worker' will be designated if required for the pupil at times of emotional distress rather than resorting to self-harm in school
- The school will make it clear regarding which behaviours will not be tolerated, ensuring that all pupils are aware and understand school rules (for example, self-harming in front of other pupils or threats to self-harm as part of bargaining or manipulation may be deemed unacceptable).
- It is in the best interests of the young person concerned that staff cannot and should not guarantee confidentiality.

#### Some questions to assist evaluating any risks:

- How strong and how frequent is the desire to self harm?
- Do you make plans to harm yourself and how frequent are these plans (hourly, daily, 2-3 times a week, every few weeks)?
- What preparations do you make to harm yourself and what are your triggers?
- Have you ever had suicidal thoughts?
- How do you care for any wounds?
- Are parents aware and if so what help has been sought?

#### Helping a pupil who is self harming:

- Young people who self-harm need emotional and sometimes medical support (to ensure wounds are kept clean with access to dressings/bandages etc and to have access to facilities for disposing soiled clinical waste).
- Simply having designated staff available, whenever possible, to talk to a child who self-harms can make all the difference, as feelings of isolation are often part of the problem.
- Remain calm and non-judgmental at all times and avoid dismissing reasons for distress as invalid or trivial
- Reassure that self-harm is very common and that individuals who do it are by no means alone.
- Do not guarantee confidentiality if significant harm is suspected or there is a potential risk of further significant harm. Explain there maybe a need to share concerns but reassure sensitively the need for sharing is for their own safety and well being
- Do not chastise after an episode of self-harm and do not insist on inspecting the area of self-harm unless significant harm is suspected or the pupil volunteers for examination
- **Always** try to encourage parental involvement but consider whether 'Fraser Competent'; however, if parents are involved, ensure regular contact with home
- Seek support and guidance from other external agencies without making a referral.
- Identify 'triggers' and ask what specific significant changes can be made in their lives to prevent further episodes of self harm. Empower the person to make those changes
- Have special allowances in place such as time out of the classroom during emotional distress, permission to wear long sleeves and leniency re school work load
- Monitor, review and suggest realistic targets to be met in order to make small positive steps. If the urge itself cannot be stopped, the aim should be to minimise the harm done
- Record very clear and concise written notes with user's name and date documents

- Consider making referrals to Drug/Alcohol/Sexual health Counsellors, Dieticians, Youth Counsellors, GPs, School Medical Officers, Social Services and Cognitive Behaviour Therapists where appropriate

Preventative Measures aim to reduce acts of self-harm when urges become strong mainly through distraction techniques:

- Writing down anger/frustrations in an ongoing diary
- Phoning/texting/emailing/social networking with friend (avoiding isolation)
- Listening to some music/watching a film
- Using a pillow/cushion as a punch bag
- Applying plasters to the skin short term to areas wanting to harm
- Dipping fingers in ice or even rubbing ice to the areas wanting to harm
- Marking skin with a red, water-soluble pen which may resemble drawing blood
- Looking forward to and planning something that gives pleasure such as an activity, holiday, social event etc
- Participate in vigorous exercise (sport, dancing, running etc)
- Move to somewhere safe

Useful tips for the young person who is self-harming:

- Keep cutting equipment clean and have easy access to cleansing and first aid materials with means of safe disposal of soiled clinical waste
- If there is more than one method of self harm being used be realistic and try to deal with only one issue at a time
- Accept that decreasing the urge to self harm is a very gradual process and it does not stop over night.
- Use products such as Bio-oil or Vitamin E Moisturizers to minimise long term skin scarring
- Try to live a healthy life style in order to minimise health issues such as eating healthily, drinking plenty of water, have a good sleeping routine, take walks in day light, participate in exercise and attempt activities you have previously enjoyed. This will stimulate serotonin and endorphins.
- Advise not to drink caffeine beverages after 6pm to prevent sleep deprivation.

## Prevention of suicide

**Any mention of suicidal intent should always be taken seriously and acted upon as a matter of urgency.**

Acceptable questions to ask a young person when the threat of suicide is suspected

- Has suicide ever crossed your mind?
- Are you having suicidal thoughts?
- Are you feeling suicidal?
- Are we talking about suicide here?

Risk Assessment questions for you to consider regarding the immediate safety of the young person:

- Is the person having **thoughts of suicide**?  
(See questions above)
- Has the person **told anyone else** how they are feeling?  
Question: Is there anyone (a parent) who has helped/can help you?
- Does the person have a **plan**?  
Question: Are you going to be safe tonight?
- Does the person have the **means** to carry out the plan?  
Question: What can you do to make yourself safe? What can someone (a parent) do to help?
- Has the person given a timescale as to **when** they will end their life?
- Have they been suicidal **before**?

Safe plan:

- Who needs to know this information?
- Can we disable the suicide plan?
- How can they keep themselves safe?
- Can we help the student to avoid triggers?
- How long can the student keep themselves safe?

An immediate evaluation of the circumstances should be made and any necessary consultation undertaken with Designated Staff for Safeguarding/Child Protection and Headmaster. If appropriate they will contact parents and either make an urgent referral to CAMHs (local to the person's home address) or accompany the person to A&E.

Although self-harm is often used as a coping mechanism (i.e. **not** with any suicidal intent), it must be recognised that the emotional distress that leads to someone needing to self harm can also lead to suicidal thoughts and actions, particularly if attempts are made to 'stop' or 'control' the self harm. If the self harm has been long-term and escalating in its urgency and severity, then someone who self-harms in this way is at a higher risk of becoming suicidal.

Useful services:

- Ring HOPELineUK 0800 068 41 41
- **email pat@papyrus-uk.org** Standard Messaging Service (SMS) 07786 209697
- Self-harm support 0117 925 1119 - selfharmsupport.org.uk
- Saneline 0845 767 8000 - sane.org.uk
- Mind Info Line 0845 766 0163 - mind.org.uk
- Samaritans 08457 90 90 90

## **Appendix 12**

### **School Personal Loss and Bereavement Policy**

(inc. supplement for procedures regarding separation and divorce)

- Aim:** In creating a clear policy the school provides a framework for school staff members to address death and the consequences of death. The policy will enable staff members to feel more confident when working with bereaved students and they will be able to support them more efficiently.
- Guidelines:** This policy provides a framework so that work can begin as soon as information is received. The policy needs to be flexible to deal with the individual circumstances surrounding the student. A teacher led group is responsible for meeting following the news of a death to discuss the individual needs of the student concerned.

Bereavement group members: CDR, JMB, MJH, the specific HOY(s)
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### **Policy for Students' loss of a relative**

#### **INFORMING:**

- When news of a loss is received SLT/SMT must be made aware. Information often goes directly to CDR via AMW or administration staff.
- MJH will alert the relevant HoY(s) and the School Nurse.
- HoY(s) will alert FT(s) and make sure that all school staff are made aware of the child or young person's bereavement via a confidential notice on the CR notice board.
- AMW will inform ANP and details of the bereavement will be recorded in pupil notes on 3Sys.
- AMW will inform JAC and details of the bereavement will be recorded in billing notes on Pass.

#### **POINT OF CONTACT:**

- The bereavement group will appoint a designated staff member (usually the HoY or tutor) who will act as a "support coordinator" and liaise with the bereaved child or young person and their family both prior to the child / young person's return to school and whilst they are at school.
- CDR will send a letter home to family of bereaved child to express condolences and indicate the point of contact for support at school.
- JMB will co-ordinate representation at the funeral.

#### **RETURN TO SCHOOL:**

- The designated staff member will meet the bereaved child when they return to school and acknowledge their loss (unless this has occurred prior to their return to school).
- The designated staff member will ensure that the bereaved child or young person is aware that they can share their feelings and will let them know who will be available to support them whilst they are at school.
- The designated staff member will negotiate a support plan.
- The HoY will ensure that any support plans are agreed and circulated to all school staff members who will be supporting the bereaved child or young person and ensure that staff are aware of any special measures that have been put in place to support the child/young person. For example; agreed time out periods from lessons, the relaxing of homework and extended course work deadlines.

The bereavement group will support staff to look after their well-being, ensuring that the member of staff providing support to the bereaved child has a senior teaching staff member available to support them.

## **Guidance to Staff**

### **Reactions to Grief**

There is no right or wrong way to grieve

It is therefore important to allow young people to grieve in their own way and own time.

Feelings may seesaw and they will move in and out of grief as they move through a series of stages

The person suffering the bereavement will need to

- Accept the reality of the loss
- Work through the pain of grief
- Adjust to an environment in which the deceased is missing
- Emotionally relocate the deceased and move on with life

### **Immediate support**

- Supporting bereaved students
- Be there
- Listen
- Accept
- Anticipate
- Give the young person choices
- Be patient
- Believe in the young person's ability to recover and grow

### **Long term support**

- Planning and recording for future events that may prompt a grief response.
- Continual awareness and monitoring to provide emotional support and academic guidance.
- Continued liaison with those who have parental responsibility for the student.

### **Ongoing education**

It is recognised that children often receive mixed messages about death or may even be excluded from discussion. Bereavement is therefore discussed with students in PSHE lessons in years 7 and 9.

## **Policy for School loss of a Community Member (Staff or Student)**

### **INFORMING:**

- When news of a loss is received SLT/SMT must be made aware.
- The bereavement group will meet as soon as possible to decide on the appropriate action. The group will determine;
  - IS this a Critical Incident?
  - WHO needs to know about the death?
  - WHO will address the news of the loss to Students and School Staff?
  - HOW will official information of a death be distributed to Parents, Students and School Staff?
  - WHEN will this information be distributed?
  - WHAT external support may be required?
- Arrangements will be made for the school staff to meet at the end of the day or at the most convenient time to allow them to share their emotions and discuss ways to best support each other and the students.
- A point of contact will be established for the family of the bereaved and the school.
- School assemblies will be arranged (if deemed appropriate) to and explain the death in an appropriate and honest manner.

- All students will be reassured that should they want to talk about the death and discuss how they are they feeling, that they will be able to do so.

### **DEALING WITH SUPPORTING THE SCHOOL MEMBERS:**

- If there are students who have been particularly affected by news of the death, liaison with their families may be needed so that they are supported at home.
- Students will be allowed to take time from their lessons / normal school day to talk about their reactions to the death and to share their memories and reflections of the member of staff/ student who has died.
- The school will consider how the bereavement will be recognised in the longer term and also consider how to let those affected reflect in the short term eg school closure/quiet area/attendances at funeral /memory candle/memory book/tree/fountain etc.

### **Useful Organisations:**

[www.rd4u.org.uk](http://www.rd4u.org.uk) (for students)

[www.cruse.org.uk](http://www.cruse.org.uk) (for adults)

Samaritans (for contact by those affected who wish to talk or write)

Email: [jo@samaritans.org](mailto:jo@samaritans.org)

Tel: 01244 377999

### *Supplement*

#### **Procedure for separation/divorce**

Parents are often reluctant to inform the school of changes in their marital circumstances. The school will aim to maintain accurate records via the annual update. Where information is obtained from a third party, the school will endeavour to ascertain its accuracy before confirmation with both parents where possible

#### **INFORMING:**

- When the school is informed of a separation or divorce SLT must be informed. Information often goes directly to CDR via AW or administration staff.
- MJH will alert the relevant HoY(s)/Admin/Finance.
- MJH will speak to both parents where possible to confirm residential and contact arrangements
- Details will be recorded in pupil notes on 3Sys.
- HoY(s) will alert FT(s) and make sure that all school staff are made aware of the child or young person's situation when appropriate via a confidential notice on the CR notice board.

#### **SUPPORT:**

- The HoY will co-ordinate the monitoring of the student and will oversee any necessary short-term emotional support.
- The tutor will oversee any long term organisational and/or academic support whilst monitoring the student's well-being.