

Safeguarding Pupils Policy – this policy also applies to the EYFS

SECTION A	Child Protection Policy
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SAFEGUARDING PUPILS SECTION A – CHILD PROTECTION POLICY

This policy follows DfE guidelines in ‘Safeguarding Pupils in Education’ (Sept 2004)

Objectives

- To provide a safe environment for our pupils to learn
- To identify pupils who are suffering or are likely to suffer significant harm and to take appropriate action with the aim of making sure that they are kept safe both at home and at school.

Systems are required to:-

- prevent unsuitable people working with our pupils;
- promote safe practice and challenge poor and unsafe practice and take all reasonable measures to ensure that risks of harm to pupils’ welfare are minimised;
- identify circumstances in which there are grounds for concern about a child’s welfare, and initiate/take appropriate action to keep them safe (working to agreed local policies and procedures in full partnership with local agencies);
- Contribute to effective partnership working between all those involved in providing services for pupils (e.g. health, social services, police);

Independent schools under Section 157 of the Education Act 2002 and the Education Regulations 2003 are required to have arrangements to safeguard and promote the welfare of pupils. The Waltham Forest Local Safeguarding Children Board provides advice and training and acts as a link with other local children’s services. This policy is available to parents on request.

Duties include:-

Date last reviewed: 11 July 2011 by C Osborn

ensuring that procedures are in place that are in line with procedures outlined in LCPP (edition 4) Update: The Waltham Forest Safeguarding Children's Board
<http://www.walthamforest.gov.uk/index/care/childrenandfamilies/childprotect/lscb.htm>

- operating safe recruitment procedures and carrying out CRB checks on new staff and regular volunteers;
- ensuring that there are procedures in place for dealing with allegations of abuse against members of staff/volunteers (including the Headmistress) that comply with Essex procedures;
- providing a designated person for child protection;
- providing training for all staff and training for the designated person and deputy designated person in inter agency work (all staff every three years and designated person training every two years);
- remedying any weaknesses in child protection arrangements without delay;
- undertaking an annual review of child protection policies and procedures;
- ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and that such concerns are addressed sensitively and effectively in a timely manner, in accordance with the school whistle blowing policy.

Procedures:

- Staff are trained in child protection. Copies of the guidance 'What to do if you are worried that a child is being abused' and the Borough's Child Protection Procedures are available on the Waltham Forest Safeguarding Children Board website www.walthamforest.gov.uk/lscb
- The Headmistress is the Designated Person for Child Protection and has attended the Waltham Forest LSCB training. If any staff (teaching or non-teaching) have any concerns that a child may be being abused, they should speak to the Headmistress (or in her absence, the Assistant head (Pastoral) or Head of the Junior School who are designated persons). (If their concern involves the Headmistress they should speak to the School Principal). If the Headmistress believes that a child has been abused or is at serious risk of being abused it is her duty to contact Social Services.
- All part-time and voluntary staff who work with pupils are made aware of arrangements for child protection.
- All applicants for jobs at the school are scrutinised by verifying their identity and suitability for working with pupils by a Criminal Records Bureau 'enhanced' check. and by asking for evidence of any academic or vocational qualifications, obtaining professional and character references, checking previous employment history and that the candidate has the health and physical capacity to do the job.
- All staff are aware of the advice in the DfE Circular 10/98 'The use of force to control or restrain pupils' and are aware of what constitutes inappropriate physical contact.
- Procedures are in place for dealing with allegations of abuse against staff (and volunteers who work with pupils) – see separate policy. Staff have a duty to inform the Headmistress if they have concerns that a child is being abused, even if the concern involves another employee at the school (see 'whistle blowing policy'). In the case of a concern involving the Headmistress, staff should inform the School Principal.
- New members of staff (including volunteers) are given induction on the school's child protection policy and procedures and given a written statement, which includes the

information that the Headmistress acts as the designated person for child protection and that the Head of the Junior School acts as the deputy designated person.

- Any deficiencies or weaknesses in child protection arrangements will be remedied straight away.
- The Principal undertakes 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 designated person will report any concerns about possible child abuse to the Waltham Forest LSCB ON 020 8970 4156 or make a referral to The Waltham Forest Social Services (Telephone 020 8496 3000).
- Guidance for staff on safe working practice for the protection of pupils and staff in educational settings is available in the 'Safeguarding Pupils' file in the Staff Room. Staff should refer to this document to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil, for example in one-to-one tuition, sports coaching, conveying a pupil by car or engaging in inappropriate electronic communication with a pupil.

Educating Children

The non-statutory framework for Personal, Social and Health Education (PSHE) provides opportunities for pupils to learn about keeping safe, and who to ask for help if their safety is threatened.

We teach pupils (via PSHE, class and assembly time) to develop a healthy and safe lifestyle and give opportunities to help them:

- to recognise and manage risks in different situation and then behave responsibly
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- to use assertiveness techniques to resist unhelpful pressure
- to learn that it is acceptable to talk about their own problems and where to find help.

Listening to Pupils

Pupils will speak to people that they feel they can trust and they feel comfortable with. This will not always be a teacher. For this reason all staff (teaching staff and support staff) are trained in child protection so that they know how to respond sensitively to a child's concerns, whom to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Posters giving national pupils' help lines (Child line/NSPCC) are displayed in the library.

Any member of staff who is approached by a pupil wanting to talk should listen positively and reassure the child. They should record the conversation on an encounter form as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken and signing and dating the note. They should then inform the Headmistress (or in her absence the Head of the Junior School).

The member of staff should be aware that the way in which they talk to the pupil could have an effect on the evidence that is put forward if there are subsequent proceedings. Staff should not jump to conclusions, ask leading questions, or put words in a pupil's mouth.

Staff should be aware that:-

- it is not their responsibility to investigate suspected cases of abuse
- they should not take any action beyond that advised in the London Borough of Waltham Forest Safeguarding Procedures
- they cannot promise a pupil complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the pupil or other pupils safe
- if they have concerns about a pupil's welfare, or if a pupil discloses that s/he is suffering abuse or reveals information that gives ground for concern, they should speak to the Headmistress (or in her absence, the Head of the Junior School)
- accusations of abuse by one or more pupils against another pupil should be immediately reported to the designated person, who will take advice from the Waltham Forest LSCB
- procedures for dealing with allegations of abuse by a member of staff are outlined in Section C of this policy. All such allegations should be reported immediately to the designated person, who will contact the Waltham Forest LSCB within 24 hours of disclosure or suspicion of abuse

Abuse or neglect can have a damaging effect on a child's health, educational attainment and emotional well-being. Staff may see changes in behaviour patterns in existing pupils which are likely to impact adversely on a pupil's performance at School. Such changes may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be symptoms of a hidden disability or undiagnosed medical condition and the need to distinguish those cases reinforces the need for careful and thorough assessment of the child and his/her needs when concerns are passed on.

Pupils are put at risk of harm by a variety of behaviours. These may include:

- Drug/alcohol abusing parents
- Domestic Violence
- Pupils and young people who sexually abuse
- Sexual exploitation of pupils
- Female Genital Mutilation
- Forced Marriages

Parental Involvement

Parents need to understand that the School has a duty to safeguard and promote the welfare of the pupils at the School, that this responsibility necessitates a child protection policy and procedures and that the School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

The School will normally seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referrals to social services. If the Headmistress has reservations about involving the child's family, she will seek advice from the Waltham Forest Local Safeguarding Children Board.

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED CHILD PROTECTION CO-ORDINATOR DESIGNATED CHILD PROTECTION CO-ORDINATOR FOR EYFS

NAME: Claire Osborn
CONTACT NUMBER: 020 8529 4307

DEPUTY DESIGNATED CHILD PROTECTION CO-ORDINATOR DESIGNATED CHILD PROTECTION CO-ORDINATOR FOR EYFS

NAME: Janice Jerrom
CONTACT NUMBER: 020 8529 4307

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Matthew Hagger
CONTACT NUMBER: 020 8508 3517

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The **WALTHAM FOREST LOCAL SAFEGUARDING CHILDREN BOARD** is able to provide advice and consultancy and is the first point of contact for schools and education services should an allegation against an adult working within an education setting arise

CONTACT NUMBER: 020 8496 6310

LADO (Sarah Roberts)	020 8496 3646
DEPUTY DIRECTOR OF CHILDREN SERVICES:	020 8496 3206
REFERRAL AND ASSESSMENT TEAM:	020 8496 2317
	020 8496 2365
EDUCATION WELFARE SERVICE:	020 8521 4311

REFERRAL TO WALTHAM FOREST SOCIAL SERVICES

Where schools have **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person telephone **020 8496 3000**

SAFEGUARDING PUPILS SECTION B – DEFINITIONS AND SIGNS OF ABUSE

Definitions of abuse

Child abuse may fall into one of the following four categories. These categories represent the criteria for registration on the Child Protection Register.

1. NEGLECT
The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out important aspects of care, resulting in significant impairment of the child's health and development.
2. PHYSICAL INJURY
Actual or likely physical injury to a child, or failure to prevent injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's Syndrome by proxy (where individuals present their pupils at different hospitals with different spurious complaints).
3. SEXUAL ABUSE
Actual or likely sexual exploitation of a child or adolescent.
4. EMOTIONAL ABUSE
Actual or likely severe adverse effect on the emotional well-being and ill-treatment or rejection. All abuse involves some emotional ill-treatment.

The category should be used when it is the main or sole form of abuse.

Signs of Abuse

These are included for guidance and one should look for clusters and changes to behaviour.

Emotional/Neglect

Tantrums/attention seeking/mood swings/weight loss/ lack of hygiene/fainting/slow physical development/ poor knowledge of right and wrong/ isolation – lack of communication/ hunger/ tiredness/ nightmares / imagining friends.

Physical

Bruising/ aggression/ moody/ bed-wetting/ absences / lethargy / make up to cover bruising /hanging about after school/ anxious on Friday afternoon and the end of term. (For further information on bruising which indicates abuse and the use of body maps see Waltham Forest Local Safeguarding Children Board website).

Sexual

Provocative behaviour/ new sexual language / fear of men /secretive /refusing to allow physical contact / desire to cleanse / emphasising sex through play /self-mutilation /pregnancy /bleeding / anorexia /bulimia.

These are for guidance only and many indicators can be common to all kinds of abuse.

SAFEGUARDING PUPILS

SECTION C – DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF

This document outlines school procedure for managing cases of allegations that might indicate that a person is unsuitable to continue to work with pupils in their present position, or in any capacity.

It will be used if it is alleged that a teacher or a member of staff in the School (including volunteers) has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or pupils in a way that indicates that s/he is unsuitable to work with pupils.

We aim to deal with any allegation of abuse made against a teacher or other member of staff or volunteer fairly, quickly and consistently, in a way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

These procedures follow DfE guidance – Safeguarding Pupils in Education: Dealing with allegations of abuse against teachers and other staff.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence
- enquiries and assessment by pupils' social care about whether the child is in need of protection or in need of services
- consideration by the School of disciplinary action in respect of the individual. (In some cases the school may need to act jointly with another organisation e.g. a teacher supply agency).

Some cases will also need to be reported to DfE for consideration of including the person on List 99, or consideration by the General Teaching Council (GTC) about possible sanctions against the individual and to the ISC.

School Procedure

Initial consideration

All allegations against a member of staff (including volunteers) should be reported to the Headmistress or, in her absence, the Deputy Head. If the allegation is against the Headmistress, the allegation should be reported to the Principal. Details of the allegation should be written out on a concern form, signed and dated.

The Headmistress will inform the Principal and, depending on the nature of the allegation, may report the matter to the designated person at the Waltham Forest LSCB, Ofsted and/or the DfE. The Headmistress should investigate the allegation personally. An allegation may require consideration from any of the following four inter-related perspectives:

- Child protection enquiries by Pupils' Social Care
- Criminal investigation by the police
- Staff disciplinary procedures of the employing agency
- Complaint procedures of employing agency.

If there is cause to suspect that a child is suffering or is likely to suffer significant harm, or a criminal offence might have been committed, the designated person at the Waltham Forest LSCB will advise the Headmistress to make a referral to the Waltham Forest Social Services. If it is clear following initial consideration or from the conclusions of any Strategy Meeting, that neither the police nor the Waltham Forest Social Services need to be involved, the designated person at the Waltham Forest LSCB should discuss the next steps with the Principal.

Whistle Blowing Policy

The School operates a 'whistle blowing' policy. This means that, if you have any concerns about the behaviour of another member of staff (or volunteer) you should raise them with the Headmistress, or if you are concerned about the behaviour of the Headmistress, with the Principal.

The Headmistress is the Whistle-blowing Officer.

All matters will be treated confidentially.

The school will then investigate the matter – this may lead to a criminal or disciplinary procedure.

If suspicions are not confirmed after investigation, the matter will be closed.

Allegations made maliciously will be dealt with in accordance with the school's disciplinary policy.

Supporting those involved

Parents of the child involved will be told about the allegation as soon as possible and will be kept informed about the progress and outcome of the investigation.

The School, in consultation with Pupils' Social Care and/or the police, will offer the child appropriate support.

The School, in consultation with the Waltham Forest LSCB and DfE, will keep the person who is the subject of the allegations informed of the progress of the case and will offer appropriate support to the individual. (The School will not automatically suspend the individual concerned but where the decision to suspend is taken, e.g. where there is cause to suspect a child is at significant risk of harm, the individual will be kept informed and offered appropriate support.)

Confidentiality

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated/considered.

Record keeping

A clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved and a note of any action taken and decisions reached will be kept in the person's confidential file and a copy will be provided to the person concerned.

Action following initial considerations

Where, after the initial consideration, it is decided that the allegation does not involve a criminal offence, the School will deal with the matter internally. In such cases, if the nature of the allegation does not require formal disciplinary action, the Principal will institute

appropriate action within 3 working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 days.

Where further investigation is required prior to consideration of disciplinary action, the Headmistress will act as investigating officer and will aim to provide a report to the Principal within 10 working days.

On receipt of the report the Headmistress and School Principal will decide whether a disciplinary hearing is needed within 2 working days. If a hearing is needed it will be held within 15 working days. (In cases where the Waltham Forest Social Services have undertaken enquiries, the Headmistress and School Principal will take into account any relevant information obtained in the course of these enquiries.)

Resignations and Compromise Agreements

The fact that a person resigns or ceases to provide services will not prevent an allegation being followed up according to these procedures. It may be difficult to reach a conclusion in these circumstances and it may not be possible to impose disciplinary sanctions but it is important to reach and record a conclusion. Compromise Agreements will not be used in cases of allegations of abuse.

Referral to DfE/ISC

If on conclusion of the case the School ceases to use the person's services, or the person ceases to provide his/her services, the School will decide whether a referral to DfE and ISC for consideration of List 99 action is required. If a referral is required the report will be made within one month. Failure to make a report constitutes an offence and the School may be removed from DfE of Independent Schools (Provision by Independent Schools, England, Regulation 2003).

Informing Ofsted for EYFS

Ofsted will be informed as soon as is practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse that is alleged to have taken place on the premises and of the action taken in respect of these allegations.

SAFEGUARDING PUPILS

SECTION D – POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

The Education Act 1997 (Section 4) clarified the position about the use of physical force by teachers and others authorised by the Principal to control or restrain pupils. At Normanhurst School all learning support, lunchtime staff, admin staff, club supervisors, peripatetic music staff and the caretaker are authorised by the Principal to control or restrain pupils where necessary.

Corporal Punishment

The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. At Normanhurst School, corporal punishment is not allowed.

Physical Restraint

Teachers and other authorised staff may use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- endangering themselves or others
- causing damage to property (including the pupil's own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

This applies when a teacher, or other authorised person, is on the school premises and when he or she has lawful control or charge of the pupil concerned elsewhere, e.g. on a field trip or other authorised out-of-School activity.

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

1. Where action is necessary in self-defence or because there is imminent risk of injury e.g. a pupil attacks a member of staff or another pupil.
2. Where there is a developing risk of injury, or significant damage to property e.g. pupils are fighting, misusing dangerous materials, vandalising property, running in the corridor in a way that may cause an accident or a pupil absconds from school or tries to leave the school and so is at risk.
3. Where a pupil is behaving in a way that is compromising good discipline e.g. a pupil persistently refuses to obey an order to leave the classroom or behaves in a way which seriously disrupts the classroom.

Practical Considerations

Before intervening physically, a member of staff should, where practicable, tell the pupil who is misbehaving to stop and what will happen if he/she does not. The member of staff should continue to communicate with the pupil throughout the incident and should make it clear that the physical contact will stop as soon as it ceases to be necessary. It is understood that this may not always be practical, particularly where a member of staff needs to act quickly.

In some circumstances, a member of staff should not intervene without help (unless it is an emergency) e.g. when dealing with an older pupil, or a physically large pupil, or if the teacher believes he or she may be at risk of injury. In these circumstances the teacher should remove other pupils who may be at risk and call for assistance from colleagues or where necessary call the police.

Application of Force

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils;
- blocking a pupil's path
- holding
- pushing
- pulling
- leading by the hand or arm

- shepherding a pupil away by placing a hand in the centre of the back;
- (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action consistent with the concept of 'reasonable force': for example to prevent a young pupil running off the pavement onto a busy road, preventing a pupil hitting someone or throwing something, or preventing uncontrollable behaviour from endangering others in the immediate vicinity.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Recording Incidents

It is important that there is a detailed, contemporaneous, written report of any occasion where it has been necessary to use force or restraint (except minor or trivial incidents). Immediately following any such incident the member of staff concerned should tell the Head or a senior member of staff and provide a written report as soon as possible afterwards on an incident form. That should include:

- the name(s) of the pupil(s) involved and when and where the incident took place;
- the names of any staff or pupils who witnessed the incident;
- the reason that force was necessary;
- how the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long;
- the pupil's response, and the outcome of the incident;
- details of any injury suffered by the pupil, another pupil or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy.

Incidents involving the use of force can cause parents of the pupil involved great concern. It is always advisable to inform parents and give them the opportunity to discuss it.

Complaints

Involving parents when an incident occurs, plus a clear policy about physical contact with pupils that staff adhere to, should help to avoid complaints from parents. If, however, a parent does submit a formal complaint this will be dealt with via school procedures for dealing with allegations against staff. This may lead to an investigation, either under disciplinary procedures, or by the Police and the Waltham Forest Social Services under child protection procedures.

Physical Contact with pupils in other circumstances

There are some occasions where physical contact may be proper or necessary. Some physical contact may be necessary during PE lessons, sports coaching or Design Technology or if a member of staff is giving first aid. Young pupils and pupils with SEN may need staff to provide physical prompts or help. Touching may also be appropriate where a

pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

There may be some pupils for whom touching is particularly unwelcome. For example, because of their cultural background or because they have suffered abuse. Staff will be informed if this is the case.

For full details of government advice on the use of physical force by teachers see DCSF circular 10/98, which is available in the staff room in the file, titled 'Safeguarding Pupils'.

SAFEGUARDING PUPILS SECTION E – INTIMATE CARE POLICY

All pupils have a right to safety, privacy and dignity when contact of an intimate nature is required (e.g. assisting with toileting or removal of wet/soiled clothing). A care plan will be drawn up and agreed with parents for all pupils who require intimate care on a regular basis.

Definition of intimate care

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which may involve staff touching parts of the child's body. Examples include care associated with toileting and menstrual management as well as more ordinary tasks such as help with washing.

Aims

Normanhurst School aims to:

- Treat pupils with sensitivity and respect, so that their experience of intimate care is a positive one
- Ensure privacy appropriate to the child's age and the situation
- Allow the child to care for him/herself as far as possible
- Be aware of, and responsive to, the child's reactions
- When carrying out intimate care away from the school remember the main issues of privacy and safety
- Ensure that staff have a high awareness of child protection issues and will undertake their duties in a professional manner at all times.

Strategies for dealing with intimate care issues

Given the right approach, intimate care can provide opportunities to teach pupils about the value of their own bodies, to develop their safety skills and to enhance their self-esteem. Wherever pupils can learn to assist in carrying out aspects of intimate care, they should be encouraged to do so. This practice fits into the school's personal and social development programme in terms of giving pupils life skills and developing their independence.

Explanations of what is happening are given in a straight-forward and reassuring way to the individual child taking into account any religious and/or cultural sensitivities related to aspects of intimate care relevant to the individual.

Facilities that afford privacy and modesty e.g. separate toilets are provided and respect is given to a child's preference for a particular care and sequence of care.

Appropriate terminology for parts of the body and functions are used by staff, who encourage pupils to use these terms as appropriate.

Spare clothing is kept either in the classroom or in the School Office together with a supply of plastic bags. The Medical Room has a supply of sanitary towels / tampons.

Staff should consult with other staff if any deviation from these procedures is needed and should record the justification for the variations from school procedure on an individual care plan. This information is shared with parents.

The use of toilets

It is not usually practicable from the point of view of staffing resources for there to be two members of staff involved with a child needing intimate care unless for health and safety reasons e.g. with a child who is ill or difficult to move or handle. The best interests of the child need to be considered in making such decisions. Whilst the presence of two people may be seen as providing protection against a possible allegation of abuse against a member of staff, it further erodes the privacy of the child. At Normanhurst School, we ensure that members of staff make their intention and purpose known to others before commencing intimate care. There is always another member of staff nearby when intimate care is being undertaken on a one-to-one basis.

Staff should promote appropriate use of toilets and associated skills in private and public settings. Parents should be encouraged to train their pupils at home as part of their daily routine, and school should reinforce these routines whilst avoiding any unnecessary physical contact. Where possible, staff should be mindful of respect for the personal dignity of the pupils when supervising, teaching or reinforcing toileting skills.

Parental rights and responsibilities

Ultimately it is parents, as the child's main carers who have responsibility for his/her health. They should give relevant information to the School about their child's medical condition and any medication involved in treatment.

Cultural and religious sensitivities should be taken into account in relation to aspects of intimate care. These should be discussed with parents, and wherever possible, with the child. All staff involved in delivering intimate care should be made aware of these issues relating to individual pupils and taken into full account in practices.

Diaries offer an excellent way of exchanging information between parents/carers and school staff, which is essential as the personal and social development of a child is their joint responsibility. Parents welcome the communication as it gives them relevant information relating to their child's day at School, and staff also appreciate news from home. However, information concerning intimate care procedures should not be recorded in the diary, as it is not a confidential document and could be accessed by people other than the parent/carer and member of staff. It is recommended that communication relating to intimate care should be made through one of the following:

- Sealed letter
- Personal contact – face to face at home or at School
- Telephone call – between member of staff and parent.

Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the pupils' right to privacy and dignity is maintained at all times.

Vetting of staff, volunteers and students

All those members of staff working with pupils will have enhanced CRB disclosure and clearance. Work experience students and volunteers who do not have an enhanced CRB disclosure are not allowed to provide intimate care.

SAFEGUARDING PUPILS SECTION F – POLICY ON THE USE OF THE INTERNET

Under no circumstances should adults in School access inappropriate images. Accessing child pornography or indecent images of pupils on the Internet, and making and disseminating such material is illegal and, if proven, will invariably lead to the individual being barred from work with pupils and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, will result in disciplinary proceedings given that pupils might be exposed to inappropriate or indecent material.

Safeguarding pupils

Various projects have proved the educational benefits of Internet access, which enables pupils to explore thousands of libraries, databases and bulletin boards. Internet access is supervised in School and material used in school lies within the walled zone called 'school zone'. Moreover there are specific monitoring programmes installed on the servers to block inappropriate sites.

Rigorous monitoring is in place in school to ensure pupils are supervised when using the internet.

We are aware, however, that some pupils may find ways to access unsuitable material. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

Within the EYFS setting pupils do not have access to the internet and there is supervised use of computers within the setting.

Parents of all pupils from Year 1 upwards are asked to sign a letter giving permission for their pupils to access the Internet during ICT lessons throughout their time at the School. Pupils are not allowed unsupervised access to the Internet and are never allowed to use chat rooms. Use of e-mail will only take place as part of ICT lessons under the clear direction of the teacher. The ICT Suites are locked when not in use and pupils are not allowed unsupervised access.

Pupils are taught about the dangers of having conversations with unidentified people in 'chat rooms' (e.g. that sometimes adults pretend to be young people in order to 'groom them' and encourage them to meet them after having 'got to know' them via the Internet. They are also taught that if they receive unkind messages from members of the school via e-mail or a 'chat

room' at home they should immediately tell their parents or a member of staff in School as this may be a form of bullying.

School Website

We are aware that this may be accessed by anyone, including paedophiles. With this in mind we do not publish photographs with names of pupils available. We do not publish names and addresses of parents as this would give information about the address of their pupils. In news releases to the newspaper and newsletters published on the website, pupils are referred to only by their first name. Our terms and conditions, which are signed by the parents and returned to the school, include a declaration giving permission for pictures of pupils to be published on the website and in the prospectus and any other promotional material published by the School.

SAFEGUARDING PUPILS

SECTION G – RECRUITMENT POLICY FOR ALL PERMANENT, TEMPORARY, SUPPLY AGENCY AND CASUAL STAFF AT NORMANHURST SCHOOL

In line with the new DCSF regulations and guidelines introduced in January 2007 to safeguard children within our schools, we are required to carry out a number of checks on all staff, whether permanent, temporary, voluntary, school-based supply or agency-based supply, and maintain a central record documenting that checks have been carried out. We will also ensure that we meet any requirement of the Independent Safeguarding Authority.

At the Point of Interview

All applicants will be required to bring a minimum of three proofs of identification that verify their name, date of birth and current address. These would ideally include:

- Valid passport, Birth Certificate or driving licence (all include name, DoB and address)
- Marriage Certificate, Birth Certificate, NHS Cards, NI Number (include name and DoB)
- 2 additional proofs of address such as a recent utility bill, bank statement or TV Licence

These documents will also be sufficient if a new CRB Disclosure Application needs to be completed. All documents must be originals and not photocopies.

In the case of teaching staff, references will have been sought prior to interview where possible. Appointments are always subject to the completion of satisfactory references.

Procedure with CRB Forms if appointed

A new CRB Disclosure Application will be completed. In addition to the identification documents mentioned above, information such as a five-year history and any previous surnames will be required.

Should CRB clearance be delayed and employment commences before it is received, the School will undertake a List 99 check and risk assessment on the member of staff concerned.

Portability of CRB Disclosure Certificates

If a CRB Disclosure Certificate is held and is valid (and there has been no 'break in service' of longer than 3 months away from post), we will see and log the document. A new enhanced CRB Disclosure Application will be completed on appointment.

Volunteers

All volunteers who have direct contact with children on a regular basis will be required to have an enhanced CRB Disclosure check.

EYFS

All staff and volunteers in the EYFS will have CRB Disclosures renewed on a three year cycle.

Supply Agencies/Agency Staff

Should Normanhurst School seek to employ staff via a supply agency, the agency must be able to confirm that all relevant checks have been undertaken by:

- confirming in writing what checks have been carried out and informing the School if there is anything that may be considered relevant in the context of safeguarding children
- providing evidence of the checks carried out on their central record
- ensuring that the supply staff member brings their enhanced CRB Disclosure certificate, proof of qualifications and identification documents on the first day of their supply work at the School

Normanhurst reserves the right to terminate the contract with the agency without notice should the terms of safe recruitment practice be breached by the agency or the member of agency staff.

Staff Leaving the School

The School will report to the Secretary of State via the Independent Safeguarding Authority (ISA), within one month of leaving the 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. The report will include as much evidence about the circumstances as possible. The School understands that this is a requirement of the Education (Provision of Information by Independent Schools) (England) Regulations 2003.

The address of the ISA is PO Box 181, Darlington, DL1 9FA (Tel: 0300 123111). The School understands that they have a legal duty to respond to requests from the ISA for information they already hold, but will not have to find it from other sources.