



SEATON HOUSE SCHOOL

SAFEGUARDING POLICY
and PROCEDURES

“THE WELFARE OF THE CHILD IS PARAMOUNT”

This policy and these procedures apply to all the children within the School, ie, the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

The guidance we have used to inform this policy, is based on the DFE publication of ‘Keeping Children Safe in Education’, in September 2016 and it replaced any previous publications.

INTRODUCTION

At Seaton House School, the safety and welfare of our pupils is of the utmost importance and we always consider what is in the best interest of the child. 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. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other. Because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. All adults working in the school must protect children from abuse and be aware that any pupil may be abused or be at risk from abuse. We have a duty to safeguard and promote the welfare of our pupils under the Education Act 2002 and Children Act 1989 through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

This Child Protection policy describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LCSB, and is updated annually and is available on the school website or by request from the school office. In addition to our child protection policy, which includes a staff code of conduct provided to all staff including temporary staff and volunteers, we have policies to cover the roles of staff, pupils and parents in respect of health and safety, anti-bullying and equal opportunities. These are kept in the common area of the school computer network and are printed as and when necessary. We also ensure that issues of child protection are raised with pupils through the PSCHEE curriculum. Our policy applies to all staff, governors and volunteers working in Seaton House School and pupils and parents are informed about this and our other policies on the school website.

In the context of this document the term ‘parent’ is used to imply a pupil’s parent or guardian.

THE POLICY

Seaton House School fully recognises its responsibilities for safeguarding pupils.

There are a number of elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns. (See section on recognition, helping to keep children safe – safeguarding training.)
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Developing effective links with relevant agencies and co-operating as required under Section 10 of the Children’s Act 2004 with the local authority, its relevant partners and other organisations engaged in activities related to children, cooperating with enquiries

regarding child protection matters including supplying information, attendance at case conferences and core group meetings.

- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them so that they can learn and develop.
- Ensuring children know there are adults in the school who they can approach if they are worried about anything.
- Including opportunities within the PSCHEE curriculum to develop and equip pupils with the skills they need to recognise risks and stay safe from abuse.
- Supporting pupils who have been abused or may be at risk of harm in accordance with any agreed child protection plan
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer
- Ensuring staff follow accepted 'safe practice' principles when working with pupils.
- Staff are encouraged to contribute their expertise and experiences with the Headmistress when the Safeguarding policies are reviewed.

If there are Child Protection concerns the **London Child Protection Procedures** (4th Edition, London Safeguarding Children Board, 2010) must be followed. (Available on www.londonscb.gov.uk/procedures). The Sutton Local Safeguarding Children Board (LSCB) has adopted these procedures. This policy also accords with:

- *Keeping Children Safe in Education* (DfE) September 2016
- Guidance to replace Chapter 5 of SCSRE *Dealing with allegations of abuse against teachers and other staff*
and
- '*Working together to Safeguard Children*' (DfE 2015)

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil the Sutton Common Assessment Framework (flowchart available at www.sutton.gov.uk) should be followed.

DEFINITION

Safeguarding and promoting the welfare of pupils relates to any child or young person (i.e. under 18 years of age) who has suffered from, or **may be at risk of** physical injury, neglect, emotional abuse or sexual abuse. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Everyone has a duty to safeguard children and part of this is to act in the role of early help to prevent an escalation of abuse if signs are spotted early on. We use the LBS Safeguarding guidance to help staff identify differences between children who are in immediate danger and those who are causing us concern. It is an offence to do nothing if we can see that a child is suffering a form of abuse, and action is not taken to prevent further harm. We also acknowledge that some children are especially vulnerable to abuse due to circumstances outside of their control. These include girls who have a disability or special educational needs and they are closely monitored to ensure that they continue to thrive.

RECOGNITION

The first indication of concern about a pupil's welfare is not necessarily the presence of a serious injury. Concerns may be because of:

- Bruises or marks on a pupil's body
- Remarks made by the pupil, another pupil, a parent or another adult
- Observations of the pupil's behaviour
- Unexplained changes in the pupil's behaviour or personality
- Evidence of disturbance or explicit detail about abuse or possible abuse in a pupil's play, drawing or writing
- Evidence of neglect, failure to thrive or exposure to unnecessary risks
- Unauthorised absence from school; or authorised absence which includes a child missing from education (long or regular periods absent from school could indicate a number of abuse or neglect risks) Admission and attendance registers are closely monitored and any significant change or patterns are reported to the local authority
- Information about the parent(s)/carer(s) of the child or their home background
- Misuse of information technology e.g. sexting, inappropriate comments on Facebook, cyberbullying or online grooming, the use of social media which allows access to sites or individuals that encourage extremism and/or terrorism and may lead to radicalisation.

DESIGNATED STAFF FOR CHILD PROTECTION

Our Designated Lead for safeguarding children is the Headmistress, Mrs D Morrison and the Deputy when she is absent is Mrs L Wilson. Mrs Sarah McGreevy is the Designated Lead for the Early Years Foundation Stage. They are responsible for child protection issues. Any member of staff concerned about a pupil should tell the Designated Lead immediately. If they are unavailable you should talk to whoever is deputising. We also have a nominated governor for child protection who is Ms Barbara Grant who can also liaise with the local authority and/or partner agencies on issues of child protection.

The Designated Lead has a responsibility to:

- Refer all cases of suspected abuse to the local authority child social care and
 - The local authority designated office (LADO) for child protection concerns (**all cases which concern a staff member**)
 - The Multi Agency Safeguarding Hub (MASH) for child protection concerns in which **an external (i.e. outside of school) person** is involved
 - Disclosure and Barring Services (cases where a person is dismissed or left due to risk/harm to a child; and/or
 - Police (cases where a crime has been committed)

- Liaise with the nominated governor, the local authority and other agencies in line with Working Together to Safeguard Children 2015. There should always be cover for this role.
- Act as the contact person within the school, providing advice, expertise and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their role.
- Be responsible for co-ordinating action within the school on child protection issues and ensure that any deficiencies and weaknesses in safeguarding arrangements are remedied without delay.
- Discuss individual cases with staff on a 'need to know' basis to protect children's right to confidentiality.
- Oversee the planning of any curricular or other provision in relation to child protection matters.
- With any relevant staff (e.g. form teacher), represent the school at child protection meetings and be a member of the 'Core Group' if requested.
- Ensure staff are familiar with this Policy and Procedures, the London Child Protection Procedures and DFE (previously DCSF and DfES) guidance and that they are used appropriately.
- Raise awareness about child protection on an ongoing basis
- Provide all staff and volunteers with induction training that includes child protection
- Ensure that temporary staff and volunteers are made aware of the school's arrangements
- With the local authority safeguarding children adviser, training and development officer, arrange child protection training for **all (i.e. including ancillary)** staff at least once every three years (and for new staff commencing work between whole school training sessions or absent for such sessions, arrange attendance at induction sessions arranged by the local authority).
- Link with the local LCSB to make sure that staff are aware of training opportunities and the latest local policies on safeguarding.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put into place to protect them.
- Ensure that the Designated Leads and deputies receive update training at least every 2 years
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the Safeguarding Policy posted on the School's website and making it available in hard copy to those who do not have access to the Internet.
- Notify the Children and Families Service if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Keep detailed, accurate, written records of concerns about children, even where there is no need to refer the matter immediately.

- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Report to the Governors at least once a year on child protection issues.
- Ensure that the safeguarding policy and procedures are updated and reviewed annually and working with the governor who has responsibility for Child Protection ensure that the efficiency with which the related duties have been discharged are reviewed and work with the governing body regarding this.
- Ensure safe recruitment practices are always followed.
- Where children leave the school, ensure that their child protection file is transferred to the new school as soon as possible, but separately from the main pupil file.
- To embed the culture of protecting children who are at risk from being drawn into terrorism. This is done from initial induction protocols to rigorous CPD training for the Prevent Duty.
- It is the duty of the Headmistress to have regard for children who are missing in education. Every pupil who leaves the school or is on extended leave of absence must be accounted for. The LA must be informed if there is uncertainty about where a child is receiving their education.

LOOKED AFTER CHILDREN

- Currently there are no looked after children at Seaton House. However if a looked after child should become a pupil, there should be appointed a designated teacher to promote the educational achievement of the child. The designated teacher must be given the appropriate training.
- The most common reason for children becoming looked after is as a result of abuse and/or neglect. Therefore staff should have the skills, knowledge and understanding necessary to keep the looked after child safe.
- Appropriate staff should have the information that they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with the consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her.
- The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the local authority that looks after the child.

THE ROLE OF INDIVIDUAL STAFF

Everyone in the school must be alert to the possibility that any pupil, regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect, and must be familiar with these procedures and potential signs and indications of abuse. Concern about a pupil must be discussed with the Designated Lead immediately so that if necessary, a referral can be made without delay. In urgent situations, referral must not be delayed.

Members of staff should **not** investigate child protection concerns. This is done by Children's Social Services (in Sutton, the Children and Family Service) or the Police. However if a pupil says something, it is vital to listen carefully so that you can record and report it accurately. Records will also assist other members of staff who have concerns.

CONFIDENTIALITY OF RECORDS

Our pupils and their parents have the right to expect all staff to deal sensitively and sympathetically with their situation. It is important that information is only available to those who need it. Parents, and where appropriate, pupils should be assured of their right to confidentiality may be breached if information comes to light suggesting possible harm to a child. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

Members of staff should also remember not to promise to pupils to keep 'secrets'.

WORKING WITH CHILDREN

We recognise that children, who are abused, neglected or witness abuse or neglect may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that pupils know that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, the borough school attendance service and educational psychology service.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

HELPING TO KEEP CHILDREN SAFE

Induction

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school receives basic training in being alert to the signs of abuse and bullying and on the procedures for recording and referring concerns to the Designated Lead for Safeguarding. Child Protection

training is also offered to Governors and volunteers. Included in the Induction pack, are the procedures for whistleblowing if any concerns are raised.

Early Years – termly whistleblowing meetings

All staff who work with Early Years children have a termly whistleblowing meeting with either the Nursery Manager or the Early Years Co-ordinator to discuss safeguarding issues. In this meeting, if they have no concerns regarding staff or parents, they record this and sign it.

Keeping Children Safe in Education, DFE, September 2016

All staff have are required to read Part 1 and Annex A of KCSIE. All new staff will be given Part 1 as part of their induction, as well as Annex A.

Safeguarding Training

All staff who work with children need to have basic safeguarding training that equips them to recognise and respond to child welfare concerns. The Headmistress and DSLs keep the staff updated on safeguarding issues with informal emails and at staff meetings throughout the year

All staff (both full- and part-time) who do not have designated responsibility for safeguarding should undertake initial training in safeguarding, followed by suitable refresher training at 3 yearly intervals. Voluntary staff should be made aware of the arrangements.

The member of staff with designated lead responsibility for child protection (the Headmistress, Mrs D Morrison), the Deputy DSL (Mrs Lesley Wilson) and the EYFS Designated Lead (Mrs S McGreevy) receive training in inter-agency procedures to enable them to work in partnership with other agencies and to provide them with the skills and knowledge to fulfil her responsibilities. Refresher training should be undertaken at 2 yearly intervals.

Training on the Prevent Duty is mandatory and all staff must complete some form of instruction regarding vulnerable pupils who are at risk from being radicalised. If pupils are identified as being at risk of significant harm due to this form of abuse, the referral could be made to Channel or Children's social care. Janice Barnett (Tel; 02087704464) is the point of contact for LA advice about the Prevent Duty. The DFE telephone helpline is 02073407264 and the website is counter-terrorism@education.gsi.gov.uk.

All staff, whether permanent or temporary, and volunteers who will work with children should be given a written statement about the School's Policy and Procedures, and the name and contact details of the Designated Lead plus the policy on Interaction with Children: Code of Conduct for Staff, when they start working at Seaton House.

All staff are required to do modules on Educare (online CPD package purchased by the school) on the Prevent Duty, Safeguarding, FGM, cyber bullying and online safety and mental health. These are done on a yearly cycle although not all modules need to be done yearly. We consult with Sutton and Merton services (SAMS) to determine how often staff need refresher training. Lyn Rigg (lrigg16@gmail.com) is the Independent Safeguarding consultant and our point of contact for advice and liaison with the LA.

INTERACTION WITH PUPILS: MODEL CODE OF CONDUCT FOR STAFF

New members of staff, Governors and volunteers are given copies of the school's policy on Interaction with Pupils: Model Code of Conduct for Staff. Discussion of the procedures set out in that document forms part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

The Headmistress, our designated Safeguarding Officer, who has received specialist training in this topic, should always be informed if a member of staff has any concerns.

The code is placed on the agenda of a staff meeting once a year, so that it can be reviewed and updated by the staff themselves, before being sent to Governors for approval.

EDUCATING CHILDREN ABOUT ISSUES

It is important to make children aware of behaviour towards them that is not acceptable and how they can keep themselves safe. There are opportunities within our provision for Personal, Social Health, Emotional and Economic education for pupils in KS1 and KS2 and in the EYFS to learn about keeping safe and who to ask for help if their safety is threatened. Other learning opportunities arise in subject lessons, e.g., in Computing, pupils learn how to keep themselves safe online. Pupils can access sites like www.saferinternet.org.uk or www.thinkuknow.co.uk to help

Pupils will be taught:

- ❖ To recognise and manage risk in different situations and then decide how to 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

Issues such as domestic violence and abuse can be difficult to broach directly in the classroom. However, discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable. Children should know that it is okay to talk about their problems; sources of help should be identified. Raising these issues can lead children to bring up personal problems and concerns and staff delivering lessons on these subjects, need to be prepared for that possibility.

Keeping Children Safe in Education (2016) makes mention of preventing radicalisation of pupils within schools (Section 26 of the Counter Terrorism and Security Act 2015). The Prevent duty guidance issued by the DFE in June 2015 clearly states what the objectives of the guidance are and how they link to safeguarding children in schools. Therefore, as a school, we regard this as a safeguarding issue because there are clear links between extremist views and radicalisation of individuals. Channel is a programme that we refer to if we feel early support is needed for children who may be drawn into terrorism. We obtain guidance about the programme from the government document '[Channel guidance](#)' April 2013. Through assemblies, PSCHEE lessons and when the occasion arises in class discussions, views that may challenge those that are commonly held by society in Britain, are discussed.

These may include issues of the right to express your own views, democracy, arranged or forced marriages, female genital mutilation, respect for public services (including the laws of the country and the role of police, and the NHS) etc. Both FGM and forced marriages are considered to be honour based forms of violence and these are crimes in the UK. All suspected cases of this type of abuse are escalated to the DSL.

Social Media and the possible dangers of radicalisation for vulnerable pupils, is taught subtly through Computing lessons as the girls learn about safety when using the internet, especially when they are unsupervised at home. No social media sites are available to pupils while they are at school, unless it is part of a formal, supervised lesson. Pupil logons do not have access to YouTube as our filters prevent it. The school will report any suspicions it may have about pupils being at risk (or having already had the procedure) of female genital mutilation (FGM), immediately to the police. We also currently teach girls that forced marriages (marriages that are arranged with pressure from families or the cultural community and without the full, free consent of both parties) are not part of the British values that exist in this country. Families within the school, who already function under these circumstances, are not judged or ridiculed. Tolerance and respect for each person is the core foundation of how we develop confidence in each individual pupil. The Forced Marriages Unit (FMU) has offered advice which we follow as a baseline in our classroom discussions.

Children Missing in Education

As all children are entitled to a full time education, Seaton House takes its duty to safeguard children in this area, very seriously. We will report to our local authority, any child who we suspect may be missing from education and therefore at a higher risk of potential abuse or neglect. This applies to any child who removed from our school for home schooling, is no longer attending our school but lives too far away to be reasonably able to travel to the school at which they are registered, has been certified by a school medical officer as unlikely to be well enough to attend school until they are 18 years old and they do not intend to return to a school, or has been permanently excluded. Please see annex A for a comprehensive list (15 points) of valid reasons for pupils being deleted from the school register. "Children Missing in Education" (DFE-00214-2016) September 2016 is the guidance used in this policy.

When removing a pupil's name, we will notify the local authority of: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).

The school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under certain circumstances where there has been a long period of school missed by a pupil, before they leave the school.

All new pupils who start at the school at a non- standard transition point will be placed on the school's register and the local authority informed within five working days of the start date.

Children may become missing in education for a variety of reasons and we bear in mind the following circumstances that may affect a child's attendance at school:

- Traveller children (the families regularly move about)
- Children of Service personnel (Armed Forces servicemen and their families often move around a lot)
- Missing children and runaways (children who run away are often at risk of serious harm)
- Young offenders who have been supervised by the Youth Justice system
- Children who cease attending school
- Children of migrant families
- Children who suffer from abuse or neglect

Listening to Children

Experience shows that children will talk about their concerns and problems to people they feel they can trust and feel comfortable with. This will not necessarily be a teacher. It is therefore essential that all staff and volunteers working at Seaton House know how to respond sensitively to a pupil's concerns, who to approach for advice about them, and the importance of not guaranteeing complete confidentiality.

Children want to know that they will be listened to and that their concerns will be taken seriously. Any member of staff or volunteer who is approached by a child wanting to talk should listen positively and reassure the child. They should record the discussion with the child as soon as possible and take action in accordance with Seaton House School's Safeguarding procedures.

The way in which an adult talks to a child who discloses abuse could have an effect on the evidence that is put forward if there are subsequent proceedings and it is important that members of staff do not jump to conclusions, ask leading questions, or put words in a child's mouth. If a pupil makes a disclosure to a member of staff, s/he should write a record of the conversation as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken in cases of possible abuse and signing and dating the note. A copy of this record should be given to the Designated Lead as a matter of expediency.

Staff must also be aware that:

- It is not the responsibility of teachers or other staff or volunteers in school to investigate suspected cases of abuse
- They should not take any action beyond those detailed in this document
- They cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to keep the child or other children safe.

The child's wishes or feelings should be taken into account when determining what action to take and what services to provide to protect individual children through ensuring that there are systems in place for children to express their views and give feedback.

RAISING AWARENESS

The nominated governor with responsibility for child protection matters is Ms Barbara Grant. The governors should formally consider child protection issues once a year and should:

- Review the procedures for and the efficiency with which the child protection duties have been discharged
- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- Approve amendments to child protection arrangements in the light of changing regulations or recommended best practice
- See our separate Risk assessment policy

TRANSPARENCY

Seaton House School prides itself on respect and mutual tolerance. Parents/guardians have an important role in supporting the school. This policy is posted 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. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

PROTECTING CHILDREN FROM UNSUITABLE PEOPLE

There are several aspects to protecting children from unsuitable people. These include safe recruitment practices, procedures for dealing with allegations of abuse against staff, guidance about appropriate behaviour, and reporting cases to the Disclosure and Barring Service so that unsuitable people can be stopped from working with children in any setting. Computing lessons include teaching how to be safe online and avoid being approached by individuals that encourage harmful or dangerous behaviour. This includes the dangers of radicalisation and advice and resources regarding social media can be found at www.saferinternet.org.uk and www.thinkyouknow.co.uk.

Appointment of Staff (see Appendix 6)

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance contained within ‘Working Together to Safeguard Children’ (HM Government 2015) and ‘Keeping Children Safe in Education ‘ (DFE, 2016) associated guidance to replace Chapter 5 of SCSRE ‘Dealing with allegations of abuse against teachers and other staff.’

In particular we will ensure that our interview panellists are appropriately trained (safer recruitment training has been required for at least one person on an interview panel), that we always follow up gaps in employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate DBS disclosure. The recruitment process is robust in seeking to establish the commitment of candidates to support the school’s measures to safeguard children and to deter, reject or identify people who might abuse children or are otherwise unsuited to work with them. We keep a single centralized register of recruitment and vetting checks. All Governors and regular volunteer helpers are also vetted and recorded on the centralized register.

The revised standards also require that checks be made for the existence of directions made by the Secretary of State under s.128 of the Education and Skills Act 2008 barring individuals from taking part in the management of an independent school. It is now possible for the DSL to ascertain that the existence of an s.128 direction exists and will show if a check is made through the NCTL (which can be done whether or not the person concerned is a teacher). Thus governors and non - qualified teachers can be checked.

Ongoing suitability to work with children (see Appendix 7)

All staff are asked to confirm that since their DBS check, they continue to be suitable to work with children and have nothing to disclose which may affect their suitability to perform their role in school. This confirmation occurs annually as part of the appraisal process. All staff who work within the Early Years and with children up to the age of eight years old, including those who work in the Early Birds and after school clubs, are asked to give written confirmation that both they and the anyone **else living with them**, has not been disqualified to work with children.

Pupils/Students in Workplace Placements

When students from other schools/colleges etc are attending Seaton House for a Workplace Placement, they must always be under the direct supervision of a member of staff. Such students should never be asked or expected to be with one or more pupils without direct supervision. This implies that, when with children, the student can be seen by a member of staff at all times.

Carshalton Beeches Bowling Club (CBBC)

There is no direct access to the CBBC clubhouse from the school and no access to the school from the clubhouse. The Green keepers have all had a DBS check (updated in 2015) and they wear identification, copies of which are kept in the office. In the summer months, bowlers play on a Monday from 2.30 pm and League matches are set out in the clubs' fixture list. They try to play on the rinks furthest from the school path. If they wish to play a match starting at 2.30 pm on another day they must inform the Headmistress (in writing) a minimum of 5 days before and state how many players will be playing. Again, they play on the furthest rinks from the school path. Otherwise they start play at 3.45pm. The CBBC is affiliated to both Bowls England and Surrey County Bowling Association (SCBA); organisations that prioritise safeguarding within their member clubs and all the participating bowlers. A risk assessment is carried out on an annual basis to make sure that all possible precautions are taken to ensure that pupils do not have unsupervised access to visiting bowlers. To this end, an agreement has been reached between the school and CBBC that a DBS checked watchman will be on duty for any fixtures that may take place during school hours (2.30pm to 3.30pm). This is to make sure that any pupils who need to move about on the site, have a recognisable and safe person available on the path around the Bowling Green.

Contractors and other Services

All contractors providing services within the School whose staff have access to school premises should comply with this policy and the attached procedure. The contractor or individual must agree to this in writing.

Any contractor or organisation delivering a service on behalf of the school or using its premises is to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS disclosure checks. **This policy and procedure will also apply to any organisation using school facilities.**

Abuse of Trust

All those working with children need to know that inappropriate behaviour with or towards children is unacceptable. In particular, under the Sexual Offences Act 2003, it is an offence for a person over 18 to have a sexual relationship with a child under 18, where that person is in a position of trust in respect of the child. This applies where the child is in full-time education and the person works in the same establishment as the child, even if s/he does not teach the child.

Whistle-blowing

We recognise that children cannot be expected to voice concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. The school will report to the Disclosure and Barring Service (DBS) within one month of leaving school, any person (whether employed, contracted, a volunteer or student) whose services are no longer because he or she is considered unsuitable to work with children. DBS PO Box 181, Darlington. The NSPCC has helpline that whistle-blowers can use if they have any concerns regarding a member of staff – 08088005000.

Physical Contact with Pupils/Restraint

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. 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 Headmistress who will decide what to do next. This policy follows the guidance 'Use of Reasonable Force' published by the DFE.

SAFEGUARDING PROCEDURES

Concern may arise from observations of the child (eg injury, behaviour, appearance, nature of play or work produced) **or** as a result of something said by the child, another child or an adult.

Definition

Child protection relates to any child (under 18) who has suffered from, or may be at risk of physical injury, neglect, emotional abuse or sexual abuse. For definitions of abuse, see Appendix 1.

Abuse or neglect can have a damaging effect on a child's health, educational attainment and emotional well-being. Staff may see changes of behaviour or attendance patterns in existing pupils which are likely to adversely impact on a child'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 the symptoms of a hidden disability or undiagnosed medical condition and the need to distinguish those cases reinforces the need for a careful and thorough assessment of the child and his/her needs when concerns are passed on.

Children can be put at risk of harm by a variety of behaviours. The examples below are not exhaustive but give an indication of the range of problems which may occur:

Alcohol / Drug Abusing Parents

Alcohol or drug abuse by parents can have a serious effect on their children. There is an increased risk of violence in families where parents abuse substances. Children can suffer from lack of boundaries and discipline and lead chaotic lives. This can seriously affect their psychological and emotional development. Children can suffer violence, aggression, neglect or rejection.

Domestic Violence

The effect of domestic violence on children must be considered as abuse. Either witnessing it or being the subject of it is not only traumatic in itself but is likely to adversely impact on a child and should be treated as either physical or emotional abuse.

Children Who Sexually Abuse

A distinction needs to be drawn between behaviour dealt with in the School's Anti-Bullying Policy and more complex behaviour which can be particularly sexually harmful and where both the perpetrator and the victim may need specialist help. Abuse is not just an adult crime. Children can pose a threat, either physical or sexual, to other children.

Parental involvement

All parents need to understand that the school has a duty to safeguard and promote the welfare of children who are its pupils, that this responsibility necessitates a safeguarding 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.

Recognition

The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. Concerns may be aroused by:

- Bruises or marks on a child's body
- Remarks made by the child, another child, a parent or another adult
- Observations of the child's behaviour or reactions
- Unexplained changes in the child's behaviour or personality
- Evidence of disturbance or explicit detail in a child's play, drawing or writing
- Neglect, failure to thrive or exposure to unnecessary risks

(See also Appendix 2)

WHAT TO DO

If concern arises about the welfare of a pupil, or if a pupil discloses that s/he is suffering abuse or reveals information that gives grounds for concern, the following procedure must be followed:

DO NOT DELAY

- Tell the Designated Lead as soon as you can – it may be necessary to interrupt a lesson to do this – do not leave notes in the Designated Lead's tray or pigeon hole as they may not get back to check their post until the end of the day once the child has gone home.
- Early referral gives more time to offer help to the pupil and family before the situation becomes severe or serious.
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil.
- The Designated Lead may consult the Borough School Attendance Officer or Children's and Family Service
- The member of staff raising the concern should check that that concern has been acted upon.

MAKE WRITTEN NOTES

- At the earliest opportunity make a written record of your concerns – record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later.
- Notes should be legible, in black ink, signed and dated.
- These notes must be given to the Designated Lead as soon as possible.

CONCERN FROM SOMETHING THE CHILD SAYS

Listen – do not ask questions or interrogate

Remain calm – if you are shocked, upset or angry, the child will pick this up and this may stop them from saying more

Reassure – the child has done nothing wrong; tell them it is alright to talk

Do not promise to keep it secret – tell the child that you cannot keep the matter secret and will need to take advice from someone who can help.

REFERRAL PROCEDURES

If a member of staff wishes to make a referral to Social Care or the Police they should consult the Designated Lead or deputy about how to do this. However referral must not be delayed – if the Designated Lead or deputy is not available a senior member of staff should be advised and the referral made (see London Child Protection Procedures for details). The Multi-Agency Safeguarding Hub (MASH) or the Education Safeguarding Children Adviser, training and Development Officer will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. All contact details are available on the notice board in the Heads' office.

REMEMBER

- If in doubt, consult
- Do not ignore concerns, even if these are vague
- Your first responsibility is to the child
- If you need help or support to manage your own feelings, this can usually be provided.

CONTACT WITH THE FAMILY

Contact with the family should be discussed with the Designated Lead, who may consult the MASH.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the child from harm), the pupil, parent or carer will be informed that the matter must be referred to the MASH.

In cases of possible neglect or emotional abuse, the concern is likely to have built up over a period of time. There may have been discussion between school staff and the family about sources of help (eg Children and Families Service.), but, if concerns persist, the designated member of staff will need to refer to Children and Families Services and will normally advise the family of this.

In cases where there are suspicions of sexual abuse, the designated member of staff will seek immediate advice from Children and Family Social Work Service before discussing the matter with the family.

RECORDING

- All records relating to child welfare concerns will be kept on the child's file and the file will be kept secure – a chronology of concern should be kept in front of the records.
- Where there are concerns about a pupil, our file is easily distinguishable from others where there are no concerns.
- We will keep written records of any concerns about pupils, even where there is no need to refer the matter immediately
- Information from records will only be accessed by staff on a 'need to know' basis
- Staff will need to know when a pupil is subject to a Child Protection Plan (previously the Child Protection Register), so that they can monitor the child's welfare
- Records relating to a child's welfare will remain on the child's file as long as the child is a pupil of the school
- When the child leaves this school, the new school will be advised, in writing, that this school's records contain information about child protection concerns even where these are no longer current. Records should be sent to the new school in a way that is lawful in terms of the requirements of the Data Protection Act.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- Schoolstaff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of children
- information about a child must therefore be shared on a 'need to know' basis with other agencies
- when telephone requests for information are received, **always** maintain security by checking the telephone listing of the caller and calling back to a switchboard number **before** giving information or confirming the pupil is on the school roll
- always advise the designated member of staff about such requests for information
- requests for attendance at meetings about individual children (eg child protection conferences) should be notified to the designated member of staff, who will arrange preparation of a report and attendance at the meeting
- reports should contain information about the child's:
 - ❖ academic progress
 - ❖ attendance
 - ❖ behaviour
 - ❖ relationships with children and adults
 - ❖ family
 - ❖ any other relevant matter
- reports should be objective and distinguish between fact, observation, allegation and opinion
- unless you specify otherwise, reports will normally be made available to the child's family.

PUPILS SUBJECT TO A CHILD PROTECTION PLAN

- the school will be told by the relevant local authority Children and Family Social Work Service when a child is subject to a Child Protection Plan (previously the Child Protection Register), whether in the London Borough of Sutton or another local authority.
- the name of the key social worker **must** be clearly recorded on the child's record
- the school will participate fully in the work of Core Groups for these pupils, to assist with the objectives of the Child Protection Plan for the pupil.
- when a child is subject to a Child Protection Plan, the school will report all unexplained absences if only for a day.
- when a child is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker and
- when a child who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to their new school.

CONCERN ABOUT A STAFF MEMBER, CARER OR VOLUNTEER

Allegations against Staff

- Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by: parents, the abused pupil, other members of staff, other pupils, the Police or Social Services, a third party. All allegations are recorded in writing.
- Allegations or concerns about a member of staff or volunteer working in school must immediately be notified to the Headmistress. In the absence of the Headmistress the Chair of Governors should be informed. If the allegation is made about the Headmistress the person receiving the allegation should inform the Chair of Governors, notifying the Headmistress first.
- If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. No delays are allowed.
- If faced with an anonymous allegation of child abuse which names both a member of staff and a child, it should be handled in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff but not the pupil, the member of staff should be interviewed to ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide further training. A record would be kept on the individual's personal file.
- The facts should be established before jumping to any conclusion.
- The Headmistress (or Chair of Governors) will always consult the Children and Families Service.
- Parents or carers of the child/children involved should be told about the allegation in confidence as soon as possible if they do not know of it. However where a strategy discussion is required, or police or children's social care services need to be involved, parents should not be informed until those agencies have been consulted and have agreed what information can be disclosed to parents. Parents should be kept informed about the progress of a case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents of the child should be told the outcome in confidence. (In deciding what

information should be disclosed, careful consideration should be given to the provisions of the Data Protection Act, 1998, the law of confidence and, where relevant, the Human Rights Act, 1998) Parents should also be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act, 2002. If parents wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

- Employers have a duty of care to their employees. The school should keep the person who is the subject of the allegations informed of the progress of the case and provide effective support for anyone facing an allegation. If the person is suspended, the school should provide the employee with a named contact and also keep the person informed about developments at school. If the person is a member of a union or professional association s/he should be advised to contact that body at the outset.
- Following consultation, the Headmistress (or Chair of Governors) will decide on appropriate action:
 - ❖ immediate contact with the local authority designated officer (LADO) responsible for providing advice and monitoring cases to consider the nature, content and context of the allegation and agree to a course of action. LADO will be informed in one day if serious allegations are made.
 - ❖ immediate referral to Children and Families Service
 - ❖ contact with the police, for example if the person is deemed to be an immediate risk to children or there is evidence of a criminal offence.
 - ❖ consideration of disciplinary proceedings
 - ❖ The accused person should be informed as soon as possible after consulting the LADO. It is extremely important that s/he is provided with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social services need to be involved, the accused should not be informed until those services have been consulted, and have agreed what information can be disclosed to the accused.
 - ❖ consider where an alternative to suspension may be appropriate
 - ❖ in response to an allegation all other options should be considered before suspending a member of staff: suspension should not be the default option. An individual should be suspended only if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the employer and the individual notified of the reasons. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension.
 - ❖ suspension should be considered in any case where there is cause to suspect a child is at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal.
 - ❖ If the allegation is not demonstrably false or unfounded, and there is a cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with 'Working Together to Safeguard Children'. If the allegation is about physical contact, the strategy discussion should take into account that teachers and other school staff are entitled to use reasonable force in certain circumstances.
 - ❖ report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person in regulated activity (whether employed, contracted, a volunteer or a student) whose services are no longer used because s/he is considered unsuitable to work with children, including as much evidence about the circumstances as possible. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided

by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. Reports concerning members of staff should be made by the Designated Lead for Safeguarding (the Headmistress); if the Headmistress is involved the report should be made by the Chairman of the Governors. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and as a consequence could lead to the school being removed from the register of independent schools.

The referral form and guidance on how to make a referral to the DBS can be found at dbdispatch@dbsgsi.gov.uk. The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

❖ Making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned, should be considered and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable, professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Further guidance can be found on the NCTL website. Where a referral has been made to the DBS, a separate referral is also sent to the NCTL. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to NCTL referral.

- If the member of staff or volunteer resigns mid-way through an investigation, the investigation will not be abandoned. Our policy is to always complete every investigation into allegations of child abuse.
- The investigation should be completed as swiftly as possible without compromising fair and impartial processes.

• **TIMESCALES**

The time taken to investigate and resolve cases depends on a number of factors but it is advised that 80% of cases should be resolved within one month, 90% within three months and all but the most exceptional cases should be completed within 12 months. For those cases where it is clear immediately that the allegation is unfounded or malicious, they should be resolved within one week. Where the initial consideration decides that an allegation does not involve a possible criminal offence it will be for the school to deal with it, although if there are concerns about child protection, the school should discuss with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the school should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be within 15 working days.

- **DEFINITIONS**

The following definitions should be used when determining the outcome of allegation investigations:

- a. **Substantiated:** there is sufficient identifiable evidence to prove the allegation
 - b. **False:** there is sufficient evidence to disprove the allegation
 - c. **Malicious:** there is clear evidence to prove that there has been a deliberate act to deceive and the allegation is entirely false
 - d. **Unfounded:** there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances
 - e. **Unsubstantiated:** this is not the same as a false allegation. It means that there is insufficient evidence to prove or disprove the allegation. This term does not imply, therefore, guilt or innocence.
- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken with regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by the case manager and the LADO, and agreement reached on what information should be put into writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the individual allegation.

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, should be kept on a person's confidential personnel file and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary reinvestigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be kept at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer. Allegations found to be malicious should be removed from personnel records. Allegations that are not substantiated, are unfounded or malicious, should not be referred to in employer references. A history of repeated concerns or allegations which have all found to be unsubstantiated, malicious, etc, should not be included in any reference.

- It is important to bear in mind that, although concern may relate to an individual pupil, other pupils may also be at risk.
- The recommended procedures in DFE Guidance 0027/2004 will be followed in such cases, the aim of which is to strike a balance between the need to protect children from abuse, and the need to protect staff and volunteers from false and unfounded accusations.

CONFIDENTIALITY

- It is extremely important that when an allegation is made, every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, e.g. an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.) Advice should be taken from the LADO, police and children's social care services to agree the following:
 - Who needs to know and, importantly, exactly what information can be shared
 - How to manage speculation, leaks and gossip;
 - What if any information can be reasonably given to the wider community to reduce speculation; and
 - How to manage press interest if and when it should arise.

SETTLEMENT AGREEMENTS

The policy at Seaton House School is to follow the DFE guidance set out in 'Keeping children Safe in Education' 2016 Section 4 which is entitled "Dealing with allegations of abuse against teachers and other staff" on the use of settlement/compromise agreements in cases of child abuse which is:

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. **A referral to the DBS *must* be made, if the criteria are met – *see below.** If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement.

***Schools and colleges have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.**

Policy for personal devices at school

Members of staff are not permitted to use their personal devices to take photographs or recordings of girls for any function or activity. However, should an occasion arise where there is no other option (i.e. it was not thought a camera would be needed or a camera is damaged or forgotten) but to use their own device to take pictures, staff must download the photos they have of children, onto a school computer at the first opportunity. They should immediately delete these images from their device. School cameras should be used at all times to take photos. No personal devices should be visible to pupils during the school hours of 8.00am until 3.30pm UNLESS the device is the only option to provide teaching aids to the lesson (i.e. music from an ipod or an app to assist with the strategy and gameplay for a P.E lesson.) At no time should pupils be allowed to handle or use the teacher's own, personal device. All calls for staff, including emergency telephone calls, during working hours, should be taken through the office. Texts and private calls can only be checked or made in areas that are off limits for pupils (i.e.

staff cabin, office or the kitchens etc.) and this should be done during staff breaks or non-contact time.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. A child who has been the centre of unfounded or unsubstantiated allegations of child abuse will need professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist. We will also consider whether to apply an appropriate sanction, which could include exclusion. However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

- Allegations found to be malicious should be removed from personnel records. Any unsubstantiated, unfounded or malicious allegations should not be referred to in employer references.
- A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

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

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Seaton House School, we would immediately pass such information to the Local Safeguarding Children's Board (LSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ALLEGATIONS INVOLVING THE HEADMISTRESS

The Chairman of Governors should be told at once by the Deputy Head of any allegation involving the Headmistress. S/he will obtain legal advice before proceeding to the steps outlined above. The Headmistress will normally be suspended for the duration of the investigatory process, and the Deputy Head will be made Acting Head until the conclusion of the investigation and resolution of the issue.

ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL

- Abuse or concerns about abuse or harm by other children should be subject to the same safeguarding procedures as in respect of children being abused by an adult.
- Professionals responding should be alert to the risk a child may pose to children other than any “current” victim.
- Children who harm others are likely to have considerable needs themselves (e.g. they may have been subjected to abuse, witnessed domestic violence or committed criminal offences).
- safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. No pupils are allowed mobile phones in school (FVI girls hand theirs in when they arrive at school and collect at the end of the school day, when they go home. Permission to bring in a phone has to be requested by parents, in writing). However, many pupils have access to social media sites when they are at home and we have a duty to educate children about the dangers of online communications using a variety of devices. We do this through our computing and PSHEE lessons and embed it in our school culture of safeguarding. If any incidents occur, we will immediately contact the parents of girls involved and set out a plan of action to support the pupil – both within the school environment and using the NSPCC helplines and website. All concerns, discussions and decisions will be recorded and kept in the Headmistresses office. If there has been a sexual assault or other serious cases of sexting, the safeguarding protocols will be followed with the LSCB as set out in this policy.
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In such cases there will usually be a need to refer the alleged perpetrator of harm to the **MASH**

GENERAL ISSUES

All staff must observe the above Policy and Procedures at all times. These will be reviewed annually and as required, in line with any changes in local (LCSB) or national guidance.

This procedure accords with DFE guidance:

“Keeping Children Safe in Education” (DfE 2016) – Part 4 of KCSIE 2015 replaces ‘Dealing with allegations against teachers and other staff’.

“Safeguarding Children in Education” (DFE/0027/2004)

“Working Together to Safeguard Children” (DFE, 2015)

“What to do if you are worried a child is being abused” (DFE 2015)

“Protecting Children from Abuse: The Role of the Education Service” (DFE circular 10/95)

“Dealing with allegations of abuse against teachers and other staff - Guidance for Local Authorities, Head Teachers, school staff, governing bodies and proprietors of independent schools.

The Prevent Duty (DFE June 2015)

Children Missing in Education (DFE-00214-2016) September 2016

APPENDIX 1

DEFINITIONS OF ABUSE – “What to do if you’re worried a child is being abused” DFE, 2015. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in family or institutional or community setting by those who are known to them or, more rarely, by others (i.e. the internet). They may be abused by an adult or adults or another child or children.

Physical Abuse

....hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.....

....may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after.....

....commonly described as fictitious illness by proxy or Munchausen syndrome by proxy.

Neglect

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

...may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment....

....also neglect of, or unresponsiveness to a child’s basic emotional needs.

Emotional Abuse

....persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development....

....may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person....

...age or developmentally inappropriate expectations being imposed on children....

...may involve seeing or hearing the ill-treatment of another.

....may involve serious bullying, causing children to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Sexual Abuse

....forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening....

....may involve physical contact, including penetrative (eg rape) or non-penetrative acts....

....non-contact activities such as involving children in looking at pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

....sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. This is not always involve physical contact and can happen on line.

APPENDIX 2

RECOGNITION

Physical Signs

- Bruising (especially unusual locations, patterns or differing age. Also black eyes, grasp marks, the imprint of an object)
- Burns and scalds (always cause for concern, especially in clusters; cigarette burns)
- Bites (especially adult size)
- Cuts and Lacerations (especially when severe, regular or unusual)
- Mouth injuries (particularly young children)
- Fractured or broken bones
- General condition (eg lethargy, tiredness, unkempt appearance etc)
- Poor physical condition (eg underweight, frequently ill etc)
- FGM victims may have difficulty urinating and shows signs of extreme discomfort or pain in the affected parts of their body

Behavioural Signs

- Changes in behaviour with no apparent explanation
- Aggressive behaviour or severe tantrums
- Regression (eg developmental progress such as speech or toilet training slows or stops)
- Deterioration in school work
- Fear or wariness of adults (eg goes quiet when adults enter the room or approach the child)
- Reluctant to go home
- Relationship difficulties (with adults or other children); relationships between child and adults which are secretive and exclude others

- Distress or crying (without explanation)
- Soiling or smearing
- Disturbed sleep, nightmares, bed wetting
- ‘Tummy pains’ with no medical reason
- Eating problems, including over-eating, loss of appetite
- Low self esteem
- An air of ‘detachment’ or ‘don’t care’ attitude
- Depressed, withdrawn or seen as a loner
- Inappropriate sexual conduct; sexually explicit behaviour , play or conversation, inappropriate to the child’s age; continual and inappropriate or excessive masturbation
- Unwillingness to remove clothes (but this may be related to cultural norms or physical difficulties)
- Describes abusive events

NB If a child describes sexual abuse of him/herself or someone else do **NOT** question. Reassure the child it is **OK** to tell; you will arrange for someone to talk to them who can help them **AND** you cannot keep it secret. Make notes (what the child actually said, how they acted etc)

Other Signs

- Inadequate parental explanation
- Parental behaviour (eg depression, anxiety, mood swings, aggression, indication of alcohol or substance abuse)
- Domestic violence
- High or unreasonable expectations of child
- Unusual descriptions of child (eg provocative, naughty, spoilt or other negative attitudes)
- Self harm
- Regular or unexplained absences
- Failure to attend to illness or injury, or to keep medical appointments.

Signs of child sexual exploitation (children are exploited for money, power or status. It can be violent and physical or involve no physical contact and happen online)

- New unexplained gifts or possessions
- Children who associate with other young people involved in exploitation
- Older boyfriends
- Sexually transmitted diseases occur
- Children who suffer from changes to emotional well being
- Use drugs or alcohol
- Children who go missing for long periods of time or who regularly get home late (older pupils)
- Children who regularly miss school or do not take part in school.

These signs are not evidence in themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

APPENDIX 3 – GUIDANCE TO STAFF

THIS SHOULD BE READ IN CONJUNCTION WITH THE POLICY ON INTERACTION WITH PUPILS

To ensure that staff behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil:

- Never convey a pupil by car on your own
- Never engage in inappropriate electronic communication with a child
- Never do things of a personal nature for a child that they can do themselves.
- Ensure that, if any form of manual or physical support is required, it is provided openly and appropriately. Children should always be consulted and their agreement gained.
- Never take a child to the toilet unsupervised
- One-to-one tuition/meetings must always be conducted in a room with a glass panel.

This list is not exhaustive and staff must at all times consider their behaviour and actions in the light of the risk to pupils and themselves and allegations of risk.

APPENDIX 4 - SUTTON CONTACT DETAILS

Safeguarding/CP Support for Sutton Schools and other education establishments

Updated 9.1.15

Name Organisation	Role	Contact details
Gill Bush (GB) Education, CYPLD	Education Safeguarding Children Adviser Education Lead in the MASH	Direct to GB – 0208 649 0414 MASH Manager – 0208 649 0417 MASH – 0208 649 0418
Jenny Rowley Education, CYPLD	Education Safeguarding and Well-being Lead <i>Support for Safeguarding / CP queries and training</i>	0208 288 5630 0773633 8180 jenny.rowley@sutton.gov.uk
Stephen Welding Education, CYPLD	Education eSafety Adviser <i>Support for eSafety issues and training</i>	0208 288 5689 07768 387330 stephen.welding@sutton.gov.uk
Lynne Rigg Education, CYPLD	Education Safeguarding Children Training Officer (5hrs a week) <i>Training Officer & updates for DP's, Governors, maintained schools</i>	0208 288 5676 07736 338755 lynne.rigg@sutton.gov.uk
Mick Bradshaw Education, CYPLD	Outdoor Education Adviser <i>Advice and Safeguarding Support for outdoor education and educational visits/residentials</i>	0208 288 5633 07736 338471 mbradshaw@suttonlea.org
Ceris Edwards Educational Psychology, CYPLD	Principal Educational Psychologist <i>Support for Critical Incidents (sudden death)</i>	020 8770 6780 ceris.edwards@sutton.gov.uk
Richard Nash	Executive Head Safeguarding	0208 770 4007

CYPLD	Children and Families	
Jean Kelly	Interim Head of Looked After Children & Care Planning	0208 770 4326
Toby Price CYPLD	Head of Service, Corporate Parenting	0208 436 1750
Martin Purbrick	Head of Service CP & Safeguarding (MASH, RAS, MAPPA)	0208 770 4306
RAS	Duty manager	0208 770 4944
Nefertiti Logan	Interim LADO (Local Authority Designated Officer – complaints against staff	0208 770 4799 switchboard Nefertiti
Emergency Duty Team	OUT of HOURS Contact	Main switchboard 0208 770 5000
David Charles Corporate	Principle Health & Safety Adviser Sutton Local Authority	8770 5023 david.charles@sutton.gov.uk

APPENDIX 5

POLICY ON INTERACTION WITH PUPILS: CODE OF CONDUCT FOR STAFF

INTRODUCTION

The safety and well-being of every pupil at Seaton House School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with the school's Statement on Child Protection Policy, our Policy for Pupils on Confidentiality Issues and our Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors. Staff are invited to review this code of conduct annually, and copies are sent to the Governors.

SAFER RECRUITMENT

Seaton House School follows the Government's guidelines for the safer employment of staff who work with children. We obtain enhanced Disqualification and Barring Service checks (DBS certificates) on all new members of staff, temporary staff, visiting and peripatetic staff and contractors' employees, who work unsupervised in the school (i.e. Greenkeepers). Governors and parent helpers who have regular unsupervised access to children are also required to have up to date DBS certificates. More details are set out in Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors.

New staff and Governors receive child protection training as part of their induction process. This training is repeated at not more than three yearly intervals.

DESIGNATED SAFEGUARDING OFFICER

The Headmistress is the designated safeguarding officer. She has been fully trained for the demands of this role and inter-Agency working. She regularly attends courses with other child support agencies to ensure that she remains conversant with best practice. She undergoes refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for Sutton. She reports at least once a year to the Governors on child protection issues.

The school's records on child protection are kept locked in the Headmistress' office, and are separated from routine pupil records. Access is restricted to the Headmistress.

PROMOTING AWARENESS

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all 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 the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding. We use opportunities, such as the annual National Anti-Bullying week and the annual Safer Internet Day to teach about the unacceptability of

bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside of school.

INTERACTION WITH PUPILS

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them.

Staff need to 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. Staff should avoid taking one pupil on his/her own in a car.

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones. On a residential trip, where staff may program the pupils' numbers into a mobile phone in order to be able to contact parents, these numbers should be deleted at the end of 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 Headmistress who will decide what to do next.

IF A PUPIL REPORTS ABUSE

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the Policy for Pupils on Confidentiality Issues). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the Headmistress with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists),
- Take what the child says seriously, and calmly, without becoming emotionally involved,
- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality issues as necessary),

- Explain that any adult member of staff is obliged to inform the Designated Safeguarding Person, if there child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to Designated Safeguarding Person,
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse,
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused,
- Allow the child to tell his or her own story, without asking detailed or leading questions
- Record what has been said,
- Inform the Designated Safeguarding Person/ the Headmistress as soon as possible - at least by the end of the morning/afternoon session of that day.
- Inform the Headmistress immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. If the Headmistress is unavailable – or is involved - the Chairman of Governors should be told immediately.

Where there are evident signs of physical injury that may (or may not) be the result of abuse or bullying, medical help should be summoned. In serious cases, the Police should be informed from the outset.

REVIEW

This policy will be reviewed every two years.

Reviewed September 2016

Judy Evans
Chair of Governors

Debbie Morrison
Headmistress

I have read the policy on Interaction with Pupils Policy (Code of Conduct for staff)

Name:

Signed:

Date:

SAFER RECRUITMENT: APPENDIX 7

This appendix details the checks that are required for any individual working in any capacity at or visiting, the school.

An enhanced DBS check with barred list information is required as staff will be engaged in regulated activity. In addition anyone appointed to carry out teaching work will need an additional check to ensure that they are not prohibited from teaching. The applicant must show the DBS certificate to the school before they take up their post or as soon as practicable afterwards. If an individual starts work in a regulated activity before the DBS certificate is available they the individual must be adequately supervised and all other checks, including a separate barred list check, must be completed.

There is no need to obtain an enhanced DBS check if in the 3 months prior to beginning work, the applicant has worked

- In a school in England in a post which brought them into regular contact with children or in any post in a school since May 2006; or
- In a college in England in a position which involved the provision of education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18.

NB: If a school knows or has reason to believe that an individual is barred, it commits an offence if it allows the individual to carry out any form of regulated activity. There are penalties of up to 5 years in prison if a barred individual is convicted of attempting to engage or engaging in such work.

Pre-appointment checks

An offer of appointment to a successful candidate, including one who has lived or worked abroad, must be conditional upon satisfactory completion of pre-employment checks:

- Verification of a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information
- Obtaining a separate barred list check if an individual will start work before the DBS
- Obtaining a separate barred list check if an individual will start work before the DBS certificate is available.
- Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service.
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities.
- Verification of the person's right to work in the UK.
- If the person has lived or worked outside the UK, make any further checks considered to be appropriate. (Advice on the criminal record information which may be obtained from overseas police forces, published by the Home Office, is on GOV.UK. The Department for Education has also issued guidance on the employment of overseas-trained teachers.
- Verification of professional qualifications.

Employment history and references

- Written information about previous employment history is to be provided on the application form and information checked to ensure that it is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, a check should be made with the most recent employer to confirm details of their employment and the reasons for leaving.

- References should always be obtained, scrutinised and any concerns resolved satisfactorily before the appointment is confirmed. They should always be requested direct from the referee and open references should not be relied upon.
- Ideally references should be sought on all short listed candidates, including internal ones, before interview, so that any concerns can be explored further with the referee and taken up with the candidate at interview.
- References should be checked to ensure that all specific questions have been answered satisfactorily and if necessary the referee contacted to provide further clarification if necessary. They should also be compared with information provided by the candidate on the application form. Any discrepancies should be taken up with the candidate.
- Any information about past disciplinary action or allegations should be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Employer Access Online checks)

Single central record

The school keeps a single central record, which covers the following people:

- All staff (including supply staff) who work at the school.
- All others who work in regular contact with the children, including volunteers
- All members of the governing body

Agency and third-party staff

- Written notification is obtained from any agency or third-party organisation used that the organisation has carried out the checks on the individual working at the school that the school would normally perform. This must include, as necessary, a barred list check, prior to appointing that individual.
- A check must be made that the person presenting themselves for work is the same person on whom the checks have been made.

Existing staff

If there are concerns about an existing staff member's suitability to work with children, all relevant checks should be carried out as if they were a new member of staff.

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe that member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed if they had not left. The DBS will consider whether to bar the person.

Referrals should be made as soon as possible after the resignation or removal of the individual.

Where the services of a teacher cease to be used because of serious misconduct, or where a teacher would have been dismissed if the teacher had not left first, consideration must be given as to whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. The Secretary of State may investigate the case and if there is a case to answer must decide whether to make a prohibition order in respect of that person.

Volunteers

- Under no circumstances should a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.
- For new volunteers in regulated activity who will regularly teach or look after children on an unsupervised basis, an enhance DBS certificate with barred list check must be obtained.
- The school should obtain an enhance DBS certificate for new volunteers not in regulated activity.

- It is not necessary to request a DBS check with barred list for existing volunteers who are unsupervised and continuing with their current duties, unless there is a cause for concern, as the volunteer should already have been checked.
- There is no requirement to request and enhance DBS check for existing volunteers not in regulated activity. However the school may choose to request one, but may not request a check of the barred list.
- If a volunteer is not in regulated activity, a risk assessment should be undertaken and professional judgment and experience used, to decide whether to seek an enhanced DBS. Considerations should be: the nature of the work with children, formal and informal knowledge of the volunteer, whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability and whether the role is eligible for an enhanced DBS check.
- If the volunteer is supervised while undertaking an activity which would be regulated activity if it were unsupervised, the statutory guidance must be followed:
 - There must be supervision by a person who is in regulated activity
 - The supervision must be regular and day-to-day
 - The supervision must be 'reasonable in all the circumstances to ensure the protection of children'
- Employers are not legally allowed to request a barred list check on a volunteer who, because they are supervised, is not in regulated activity.

Governors

- Governors, who are volunteers, should be treated in the same way as other volunteers, i.e., an enhanced DBS check with barred list check should only be requested if the governor will be engaged in regulated activity.
- Governing bodies can request an enhanced DBS check without a barred list check on an individual as part of the appointment process for governors.

Contractors

- Contractors and contractors' employees for whom an appropriate DBS check has not been undertaken should be supervised if they come into contact with children.
- If a contractor working at the school is self-employed, consideration should be given to the school obtaining a DBS check as self-employed people are not able to make an application direct to the DBS on their own account.
- A contractor's identity should always be checked when they arrive at school.

Work experience

If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school, and gives the opportunity for contact with children, it could be considered as a regulated activity. In these cases, and where the child is 16 years of age or older, consideration should be given to whether an enhanced DBS check should be requested for the child. DBS checks cannot be requested for children under the age of 16.

Chair of Governors

Before an individual becomes a Chair of a Governing Body the Secretary of State will

- Carry out an enhanced DBS check
- Confirm the individual's identity

Disqualification by association

As of January 2015, government guidelines recommend that all staff who work directly with children who under the age of 8 years old, sign a disclaimer to say that they do not reside in the same house hold as someone who has a prohibition from working with children order. Seaton House has adopted the approach that all relevant staff should sign the disclaimer either on induction or as part of the Safeguarding protocol in the school.

The school will inform Ofsted where they are satisfied that a person working within this setting, falls within one of the disqualification criteria listed below.

I hereby confirm that neither I nor anyone residing with me in my household has been disqualified from working with children for any of the following reasons:

For being cautioned, convicted or charged with certain violent and sexual criminal offences against children and adults either at home or abroad.

For having an order placed against me/them relating to our care of children

For having our registration cancelled in relation to childcare or children's homes or having been disqualified from private fostering

For living in the same household where another person who is disqualified lives

DATE _____

NAME : _____

SIGNATURE _____

Annex A: Grounds for deleting a pupil from the school admission register

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended

1- a. where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.

2 – b. except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.

3 – c. where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.

4 – d. in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school

5 – e. except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.

6 – f. in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that —
(i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted;
(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
(iii) the proprietor and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

7 – g. that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.

8 – h. that he has been continuously absent from the school for a period of not less than twenty school days and —
(i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2);
(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and
(iii) the proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.

9 - i. that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.

10 – j. that the pupil has died.

11 – k. that the pupil will cease to be of compulsory school age before the school next meets and—

- (i) the relevant person has indicated that the pupil will cease to attend the school; or
- (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form.

12 – l. in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that he has ceased to be a pupil of the school.

13 – m. that he has been permanently excluded from the school.

14 – n. where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school.

15 – o. where—

- (i) the pupil is a boarder at a maintained school or an Academy;
- (ii) charges for board and lodging are payable by the parent of the pupil; and
- (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.