



**PRIOR PARK SCHOOLS**  
An Education for Life

# CHILD PROTECTION POLICY (Part of Safeguarding)

A policy for all Prior Park Schools, including  
the Early Years Foundation Stage

All Prior Park Schools? Yes	Statutory? Yes	Website? Yes and a hard copy will be provided on request	
Reviewed: October 2016	Next review: July 2017		
   			

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Prior Park Schools (PPS) comprises four schools. Three of those schools, Prior Park College, The Paragon and Prior Park Preparatory School are incorporated in England as Prior Park Educational Trust Ltd. The fourth Prior Park School Gibraltar is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

## 1. INTRODUCTION AND PRINCIPLES

- 1.1 Prior Park Schools recognise the duty to safeguard the welfare of children: protecting them from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best possible outcome.  
All staff have a role to play in safeguarding children. Prior Park Schools will work with all relevant agencies to promote the welfare of children and protect them from harm as a fundamental part of our intent to provide excellent pastoral care to all pupils.
- 1.2 The purpose of a Child Protection Policy is to inform the school community of staff, volunteers, parents, governors and pupils of the school's responsibilities for safeguarding children and to enable everyone to know how these responsibilities should be carried out. This is part of an environment where children and staff feel secure, are encouraged to talk, and all are listened to when they have a worry or concern.
- 1.3 The policy will be reviewed annually by the Governing Body. It will be implemented through the induction and training programme of the Prior Park Schools, and as part of day-to-day practice.
- 1.4 All action is taken in line with relevant legislation and guidance including:
- *Keeping Children Safe in Education* (DFE Sept 2016)
  - *Sexting in Schools and Colleges: Responding to incidents and safeguarding young people* (September 2016)
  - *Disqualification under the Childcare Act 2006* (February 2015)
  - *What to do if you are worried a child is being abused* (March 2015)
  - *Working Together to Safeguard Children* (March 2015)
  - *Prevent Duty Guidance; for England & Wales* (March 2015)
  - *The Prevent duty: departmental advice for schools* (June 2015)
  - *The use of social media for on-line radicalisation* (July 2015)
  - The Children Act 1989, The Children Act 2004
  - Education Act 2002, Section 175 and Section 157
  - National Minimum Standards for Boarding, April 2015
  - Independent School Standards Regulations November 2014
  - South West Child Protection Procedures (SWCPP) at [www.swcpp.org.uk](http://www.swcpp.org.uk)
  - Wiltshire and Bath & North East Somerset Local Safeguarding Children Boards (LSCB)
- 1.5 All staff, because of their contact with and knowledge of the children in their care, are well-placed to identify abuse and offer support to children in need or at risk. The staff and governors are committed to ensuring a safe and suitable environment through safer recruitment, training of staff and deployment of suitable designated senior lead teachers to guide staff. In addition, all staff and volunteers must understand and adhere to a defined staff code of conduct (Appendix 5). Staff should feel free to raise concerns about any unsafe practice (as referred to in the

‘Whistle-blowing’ Policy). Pupils will be given opportunities through the pastoral programme to develop the skills to stay safe and avoid abuse and to access the appropriate support in the Prior Park Schools, including advice on e-safety.

- 1.6 This Policy is available to all members of the community on the Prior Park Schools’ websites. A paper copy is available on request.
- 1.7 Prior Park Schools aim to create a culture of safeguarding and recognise that the Child Protection Policy operates in conjunction with other related policies, including Safer Recruitment, Health and Safety, Counter-Bullying, Behaviour Management (Reward and Sanctions), ICT and Social Media policies and Cyberbullying, HR Policies and the Staff Code of Conduct.

## **2. AWARENESS AND IDENTIFYING ABUSE**

- 2.1 Staff are well-placed to monitor pupil welfare, observing appearance and behaviour. A child protection concern may come to the attention of school staff or volunteers in a variety of ways, such as observation, pupil disclosure, third party disclosure, or staff knowledge. Any suspicion, allegation or incident of abuse should be reported to the Designated Safeguarding Lead for Child Protection in the school (DSL).
- 2.2 It is not the primary responsibility of the school to investigate suspected or alleged abuse; the issue must be reported to the Local Authority Designated Officer (LADO) and Police and Social Services who will normally conduct any investigation. [Wiltshire do not use a LADO. There is a multi-agency safeguarding hub (MASH). The relevant social worker for children is contacted by a call to the MASH.]
- 2.3 Child abuse occurs when a person or group abuse or neglect a child by inflicting harm, or by failing to act to prevent harm, in the following four categories:
  - Physical abuse. For example, this may involve hitting or otherwise causing physical injury. Female Genital Mutilation (FGM) or risk of FGM should be treated as a child protection issue in this category.
  - Emotional Abuse. For example, conveying to children that they are unloved, inadequate or unvalued. This may also involve psychological manipulation causing behavioural shifts in the child.
  - Sexual abuse. For example, forcing a child to take part in sexual activities or involving children in looking at pornography or behaving in sexually inappropriate ways, attempting to groom a child. Be aware of potential Child Sexual Exploitation (CSE) and the impact this may have on a pupil’s manner and presentation.
  - Neglect. The persistent failure to meet a child’s basic physical, emotional and psychological needs.

*(Details of signs of abuse can be found in Appendix 2 to this Policy at P.14-15).*
- 2.4 Who are potential abusers? Abusers can be parents or carers, siblings, neighbours, teachers, strangers, or other pupils. Do be aware of the possibility of groups of pupils bullying another pupil and this turning into a form of abuse.
- 2.5 Peer-on-peer abuse may take a range of forms (such as “sexting”, apparent banter, on-line “roasting”, inappropriate touching, initiation ceremonies (“hazing”) and staff must be alert to and must never tolerate these forms of behaviour (see 4.7 and the Counter-Bullying Policy).
- 2.6 Sexting must be a focus for staff awareness and steps must be taken both to raise awareness and to educate pupils to avoid creation and sending of sexualised images

and remarks. Pressure can be exerted on pupils through images and messages by their peers and action must be taken to support pupils and to counter this damaging behaviour. When dealing with sexting issues follow the guidance '*Sexting in Schools and Colleges: Responding to incidents and safeguarding young people*' and show sensitivity, put the welfare of the young person first and operate within the context of the Child Protection Policy.

- 2.7 We aim to prevent child abuse by appropriate recruitment procedures (see Safer Recruitment Policy and Procedure). Staff are trained to be aware of safeguarding and child protection through induction and a planned cycle of training. There is a staff code of conduct (see Appendix 5) and children are given accessible pastoral support plus a pastoral programme to develop skills and equip children with safeguarding needs. Children are taught how to be safe, including how to stay safe on-line and how to use mobile technology appropriately inside and outside of school. Prior Park Schools have a culture of listening to children, using class teachers and tutors as daily points of contact. This is complemented by medical centres, counselling services, information about helplines, (including Childline posters), Chaplaincy and a strong staff presence across the Prior Park Schools (see Appendix 8). We recognise the seriousness of [Mental Health and Wellbeing](#) and our duty to identify issues and support young people. The Prevent Duty Policy also alerts staff to the dangers of the radicalisation of children and gives guidance on how to react if potential radicalisation is suspected.
- 2.8 If abuse is disclosed or suspected we will act in accordance with procedures put in place by the Wiltshire and Bath & North East Somerset Local Safeguarding Children Boards. The key ideas are to 'Receive information', 'Record it', 'Reassure the pupil', and 'Report immediately' to the DSL. The Incident Form at Appendix 4 shall be completed in all cases. We will help children in need of support from one or more agencies using local processes such as the 'Common Assessment Framework' (CAF) and 'Team Around the Child' (TAC).
- 2.9 Be alert to misuse of social media and electronic devices by pupils, staff and parents. All users should conform with the Prior Park Schools' ICT Acceptable Use Policy - the Schools will be especially alert to issues of cyberbullying, sexting, and access to unsuitable material. At plays and shows, audiences are advised that filming is not allowed. Be alert to who is taking images and their motive for doing so.

### 3. DESIGNATED SAFEGUARDING LEAD (DSL)

- 3.1 Prior Park Schools have appointed senior teachers (members of the SMT or SLT) as Designated Safeguarding Leads. They are supported by nominated deputies. Their role is to manage referrals, ensure training and to raise awareness.

Prior Park College

DSL - Simon Cane-Hardy (Deputy Head Pastoral) 01225 835353

Deputy DSL - Louise Blake (Deputy Head Operations) 01225 835353

The Paragon School

DSL - David Barratt (Deputy Head) 01225 310837

Deputy DSL - Sarah James (Head of Pre-Prep) 01225 310837

Prior Park Preparatory School

DSL - Vaughan Jelley (Deputy Head) 07818 516571

Deputy DSL - Liz Clover (School Nurse) 01793 754409

### 3.2 The DSL:

- Must receive updated Child Protection training on a two yearly basis.
- Ensures that all staff are provided with the most up-to-date copy of Part 1 of KCSIE. All staff will be required to sign that they have read and understood the guidance.
- Ensures that staff understand and discharge their role and responsibilities as set out in Part 1 of KCSIE.
- Ensures that the Headmaster and all staff receive appropriate training, regularly updated. Safeguarding training for staff includes information on Child Protection, identifying abuse, interagency working and local agreed procedures. All staff receive training concerning the risks of radicalisation and how to identify children and young people at risk.
- Ensures that all staff, temporary staff and volunteers receive safeguarding children induction training (within seven days of the commencement of their work at the school)
- Ensures induction training will include talking through the Prior Park Schools' Child Protection Policy, the Prevent Duty, the Staff Code of Conduct, the School's Behaviour Policy (based on "The Prior Way"), and the Trust's Whistleblowing Policy. In addition, the identity of both the DSL and the Deputy DSL must be defined. Part 1 of KCSIE will be given to all staff, temporary staff and volunteers and signed to confirm receipt and that it has been read and understood.
- Ensures that the school operates within the legislative framework and guidance, consistent with the stipulations of the Wiltshire and Bath & North East Somerset Local Safeguarding Children Board
- Must inform the LADO/MASH immediately of any concerns. Please note that the DSL may contact the LADO/MASH for information or to discuss borderline cases, and this can occur without specific names or identification. The key thing is to consult and seek effective inter-agency co-operation.
- Must develop effective working relationships with other agencies and services, liaising and working with Children's Services over suspected cases of child abuse.
- Ensures accurate safeguarding records (for individual children) are kept separately in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new school.
- Ensures child protection records are sought from feeder schools.
- Must participate in any child protection conferences and contribute to delivery of action to safeguard the child.
- Must monitor children about whom there are concerns, being aware of any children missing from education and notifying Children's Services where there is an unexplained absence for more than two days for a child subject to a child protection plan.
- Will act as a source of advice and support within the school, co-ordinating action, regarding referrals in relation to both children and allegations against staff.
- Will liaise with the Governing Body with appropriate reporting, review and discussion throughout the year.

### 3.3 The DSL acts to:

#### Manage Referrals

Refer all cases of suspected abuse to:

- a) the local authority's Children's Social Services through the LADO/MASH or by following the Prevent referral process.

- b) the Disclosure and Barring Service (DBS), any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had he or she not left earlier.
- c) the Police (where a crime is evident, and where serious harm or risk of harm to a child is suspected, the Police will be informed immediately).
- d) the Headmaster to inform of issues, especially enquiries under Section 47 of the 1989 Children Act and Police investigations. The DSL acts as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding to make a referral by liaising with the relevant agencies.

#### Training

- a) Ensure that regular formal safeguarding training for staff, provided at least annually, is supplemented by informal updates.
- b) Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

#### Raise Awareness

- a) Ensure that policies are known and used appropriately.
- b) Review Child Protection Policy and update accordingly, working with the Governing Body.
- c) Link with the LSCB to make sure staff are aware of training opportunities and local policies.
- d) Ensure child's file is sought from and supplied to other schools in an appropriate manner.
- e) Ensure National Minimum Standards for boarding are known and followed where relevant.

### **4. SCHOOL PROCEDURES: RESPONDING TO CONCERNS**

#### 4.1 All members of staff must know:

- The school's Child Protection Policy
- The school's Staff Code of Conduct
- The identity of the Designated Senior Lead (DSL) and the Deputy DSL
- They must be aware and have the view that **"...it could happen here"**
- The importance of listening to children

#### 4.2 Any member of staff or volunteer who receives a disclosure of abuse or who suspects abuse must report it immediately to the Designated Safeguarding Lead (DSL) or, if he/she is unavailable, to their deputy.

Prior Park Schools have a Whistleblowing Policy and a member of staff has the right to go directly to the LADO/MASH or Children's Social Care if they feel it is appropriate.

#### 4.3 The member of staff must record information that day on an incident form (see Appendix 4). A clear, factual account is required (with date, time of incident, note of any witnesses).

#### 4.4 If a child discloses abuse, the member of staff must follow the principles stated:

- Listen without displaying shock or disbelief
- Allow the child to talk freely (follow TED - Tell, Explain, Describe).
- Do not ask leading questions
- Do not promise confidentiality

- Stress it is right to tell
  - Make a written record in accordance with 4.3 above
  - Explain what has to be done and who has to be told
  - Pass the information to the Designated Senior Lead without delay
- 4.5 The DSL will consider the information and contact the LADO/MASH. The DSL will not seek to investigate. If there is a risk of immediate harm, the issue must be referred to Children's Social Care immediately.
- 4.6 The DSL will take account of the child's views and wishes at all times in determining the necessary course of action.
- 4.7 Staff must be aware that a pupil may suffer significant harm due to the behaviour of another pupil or pupils. Behaviour that is dealt with under the Counter-Bullying Policy and Cyber-Bullying Policy may be of such seriousness that it puts victims and perpetrators at risk. This must be referred to the LADO/MASH and/or the Police.
- 4.8 Be aware that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and that barriers may exist in recognising abuse in this group of children. Avoid assuming that potential indicators such as mood, behaviour and injury arise from their condition. Also appreciate that elements like bullying and inappropriate behaviour may have deep impact, but barriers in communication might mask signs and hinder expression.

## 5. ALLEGATIONS AGAINST A MEMBER OF STAFF

- 5.1 An allegation is any information which indicates that a member of staff/DSL/volunteer/Head may have:
- Behaved in a way that has, or may have harmed a child
  - Possibly committed a criminal offence against or related to a child
  - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children
- 5.2 To reduce the risk of allegations all staff should be aware of safer working practice and adhere to guidance in the staff handbook and the Staff Code of Conduct. Additional information for staff can be accessed in “Guidance for Safer Working Practice for those working with children and young people in education settings” (2015 by the Safer Recruitment Consortium, adapted from original DfE 2009 document).
- 5.3 If an allegation is reported to you or you become aware of a concern, take it seriously. Follow the procedure of making a clear written record, not promising confidentiality, not asking leading questions. Report to the Head without delay, who will inform the DSL. The DSL will keep the Head informed of any progress with an allegation against a member of staff. A decision on how to proceed (and whether to suspend a member of staff) will be taken by the Head after consultation with the LADO/MASH. Action will be based on KCSIE 2016, Part 4.
- 5.4 Allegations against the Head should be referred to the Chair of Governors. In the absence of the Chair of Governors, the Vice Chair should be contacted. The Head must not be informed - leave this to the police/LADO/MASH for action.
- 5.5 If an allegation is made against the DSL, then the Head will not consult or inform the DSL, but will leave this to the police/LADO/MASH for action.
- 5.6 If an allegation is made against a member of the residential staff, the Head may require the staff member to relocate to a residence off-site, pending a full investigation.
- 5.7 If a member of staff ceases their role or employment in the circumstances set out in paragraph 5.1 above, a report will be made to the DBS promptly. A referral will also be made to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first). The school is also committed to report to the DBS any person/volunteer, employed, contracted or student, whose services are no longer used, but DBS referral criteria are met.
- 5.8 Should the Head feel the allegation meets any of the stated criteria he will contact the LADO/MASH within one working day. If the LADO/MASH decides it is not at this level it will be referred back to the school for action. Informing the subject will occur only following briefing from the LADO/MASH.
- 5.9 At all times the matter will be handled with due regard for confidentiality and potential for professional damage due to unfounded or malicious allegations.

The NSPCC whistleblowing helpline is available to staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 - available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **6. ROLE OF THE GOVERNING BODY**

- 6.1 The Governing Body has overall responsibility for ensuring that there are sufficient and effective measures in place to safeguard the children in the Prior Park Schools and which comply with all the relevant legislation.
- 6.2 The Governing Body must ensure that safeguarding procedures are reviewed annually and the Child Protection Policy updated as required (this will happen at the scheduled June meeting every year). The Chair of Governors must sign off the policy as approved, with advice of the Governing Body and the lead safeguarding Governor.
- 6.3 There is a nominated governor, Maggie Rae, with lead responsibility for child protection, who has suitable training.
- 6.4 The Governing Body must ensure that:
- There are safe recruitment procedures
  - There are suitable child protection policies and procedures
  - Suitable DSLs and deputies are appointed in the Prior Park Schools with their job descriptions including detail of their DSL duties
  - Relevant safeguarding training for school staff is attended
  - Allegations are managed appropriately
  - Any deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- 6.5 The Chair of Governors has a duty to deal with any allegations made against the Head.
- 6.6 All governors must be able to identify the nominated DSLs and their deputies.

## **7. CHILD PROTECTION (SAFEGUARDING) IN THE EARLY YEARS FOUNDATION STAGE (EYFS)**

- 7.1 All elements of this Policy apply to the Pre-Prep Departments (including EYFS) within the Prior Park Schools.
- 7.2 At both PPPS and TPS a designated member of staff co-ordinates child protection procedures and liaises with the DSL; at PPPS, Mrs Kate Mackenzie (Head of Pre-Prep) and at TPS, Mrs Sarah James (Head of Pre-Prep).
- 7.3 EYFS staff training ensures understanding of policy and procedure and up-to-date knowledge. Training includes awareness of:
- Significant changes in children's behaviour
  - Deterioration in children's general well-being
  - Unexplained bruising, marks, or indications of neglect
  - Inappropriate behaviour, by child, parent/carer or staff
- 7.4 Prior Park Schools are aware of their duty to report allegations of serious harm or abuse to Ofsted.

7.5 The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 place separate and additional requirements on the EYFS departments of Prior Park Schools.

7.5.1. Staff who work in early years provision (or childcare provision), those who work in later years provision for children who have not attained the age of 8 (including during outside school hours such as breakfast clubs or after school care) and staff who are directly concerned in the management of such provision even though they may not work in the Early Years or relevant later years provision themselves, are required to declare if they or others in their households are “disqualified” from doing such work.

7.5.2 Declaration of the relevant information about a person who lives or works in the same household guards against an individual working with young children who may be under the influence of a person who lives with them and where that person may pose a risk to children.

7.5.3 The disqualification by association rule applies to employees only, not to volunteers and governors.

7.5.4 In the case of workers that are supplied by an agency or third party organisation, Prior Park Schools will ensure that the agency or organisation has carried out the relevant checks, including the Disqualification check.

7.5.5 The grounds for disqualification are, in summary, that:

- a person is barred from working with children;
- they have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- other orders have been made against them relating to their care of children;
- they have had their registration refused or cancelled in relation to childcare or children’s homes or have been disqualified from private fostering;
- they are living in the same household with another person who is disqualified.

7.5.6 Schools may not employ people who are “disqualified” to work in these settings (7.5.1) or allow them to be directly concerned with their management.

7.5.7 Disqualification occurs as soon as the criteria in 7.5.5 are met (even before formal sanction is issued). Employees should inform the school of their disqualification immediately.

7.5.8 Relevant convictions are not considered “spent” in this connection. The relevant offences are listed in Ofsted: Disqualifications (February 2013) and in DBS: Relevant Offences (September 2014).

7.5.9 Existing employees working in the Early Years and later years provision and those who are directly concerned in the management of such provision should provide the relevant information about themselves or a person who lives or works in the same household as them by way of self-declaration completed annually.

7.5.10 New employees working in the relevant settings and those concerned with the management of the relevant settings will be required to provide such declaration as part of the Prior Park Schools pre-employment checks.

7.5.11 When it is identified that an individual is disqualified or the ‘by association’ criterion is met, where possible, employees who work in the specified Early Years or later years provision, or those concerned with the management of such provision, should be asked to provide the following information about themselves or any person who lives in the same household as them:

- Details of any order, determination, conviction, or other ground for disqualification from Registration under the Childcare (Disqualification) Regulations 2009
- The date of the order, determination or conviction, or the date when the other ground for disqualification arose
- Information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed
- A certified copy of the relevant order (in relation to an order or conviction)

7.5.12 The school must inform Ofsted of the relevant disclosure within 14 days.

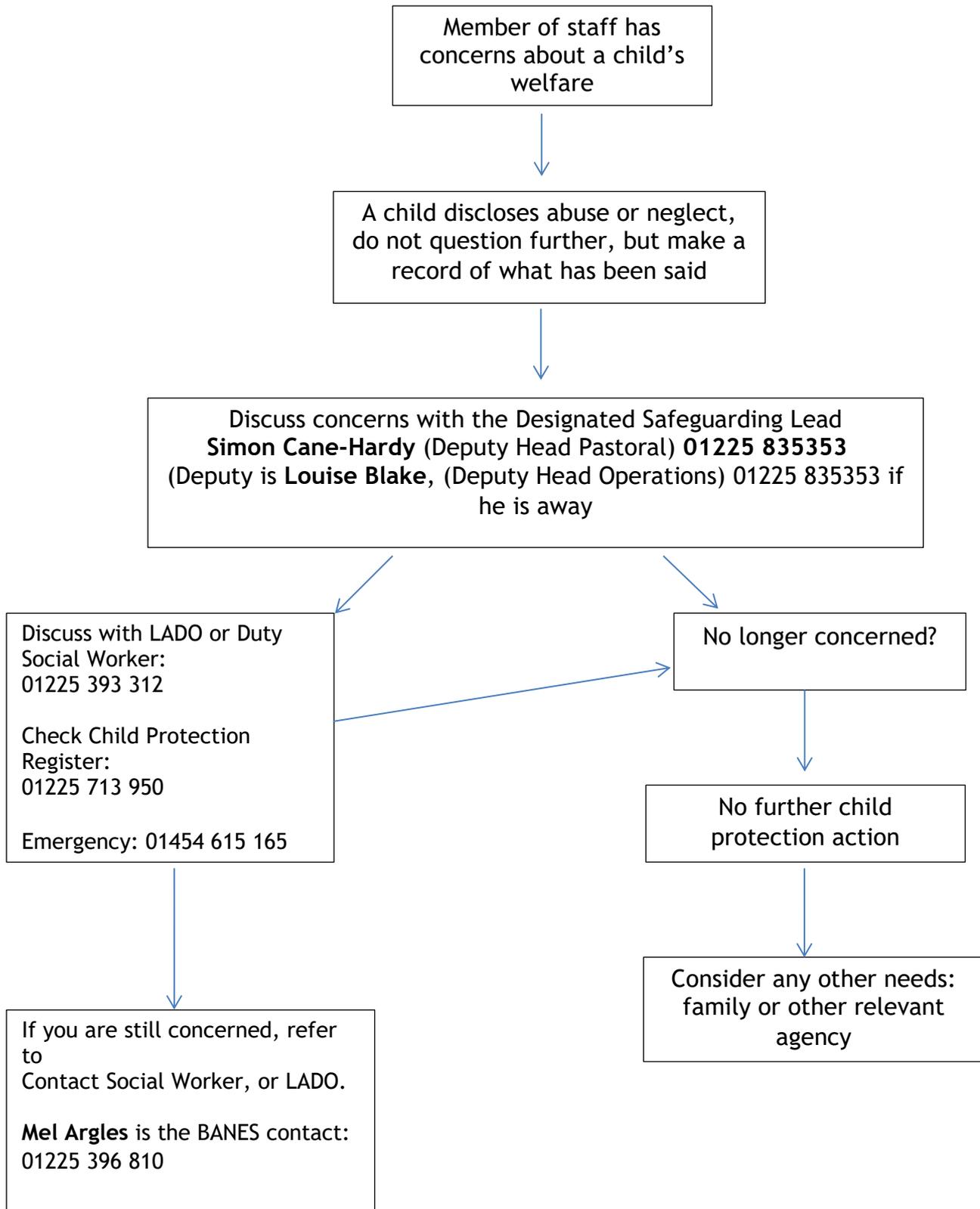
7.5.13 Staff who fall within the “by association” rule may apply to Ofsted for a waiver of disqualification but such staff cannot be used by the school unless and until such waiver is confirmed.

- 7.6 Control of images and use of mobile devices. In Pre-Prep and the EYFS, all staff and support staff mobile phones must be left in the staff room: staff must never use their own phones, cameras or other mobile devices to take images of pupils. Only devices provided by Prior Park Schools may be used to record school matters, including images of pupils and their work, but no images may be uploaded to the web or social media sites without express approval of a member of the school leadership team. No images should be sent to or stored on any personal device.

APPENDIX ONE

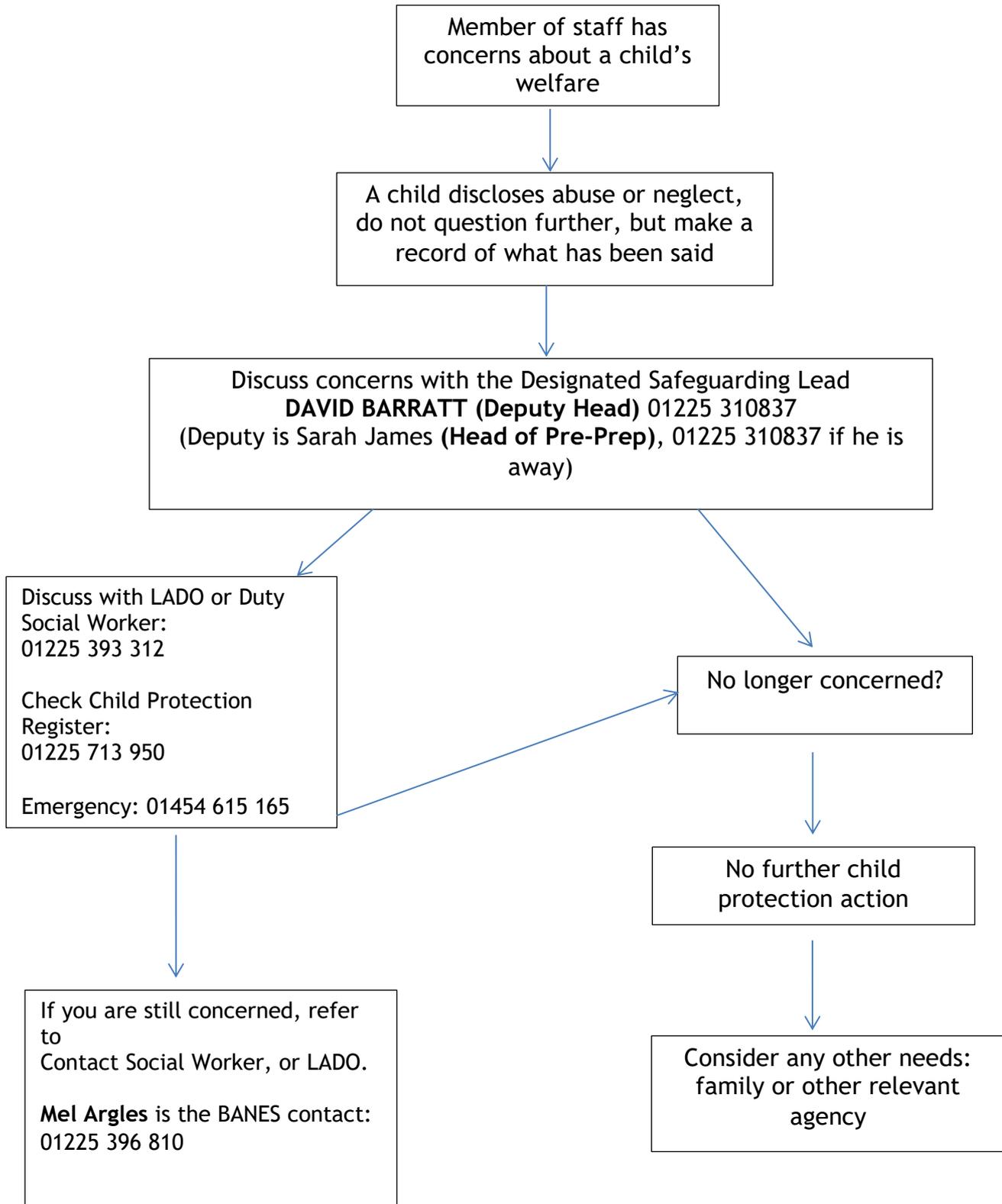
BATH AND NORTH EAST SOMERSET LOCAL SAFEGUARDING  
CHILDREN BOARD  
Prior Park College

What to do if you are worried a child is being abused or neglected



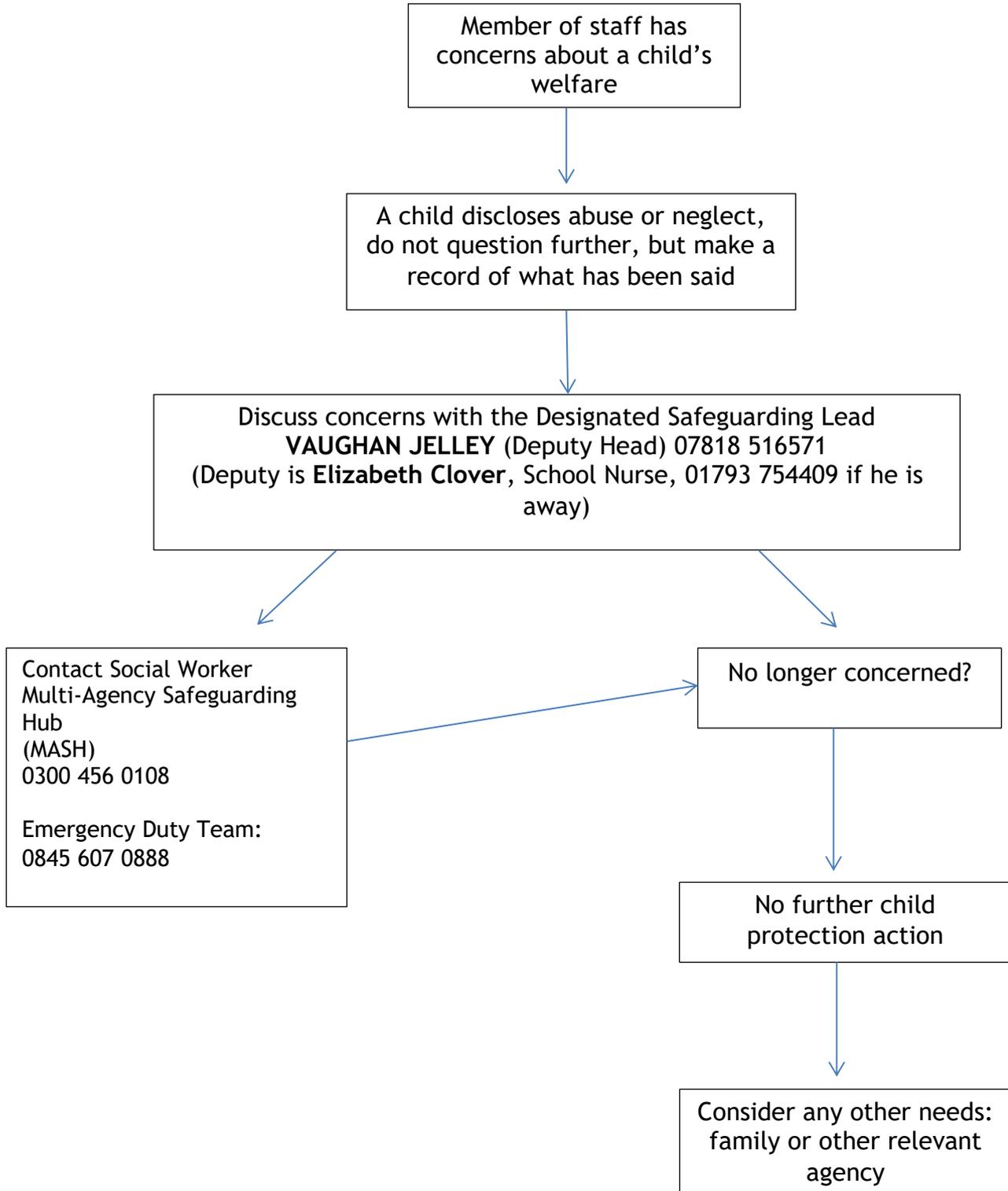
BATH AND NORTH EAST SOMERSET LOCAL SAFEGUARDING  
CHILDREN BOARD  
The Paragon School

What to do if you are worried a child is being abused or neglected



WILTSHIRE LOCAL SAFEGUARDING  
CHILDREN BOARD  
Prior Park Preparatory School

What to do if you are worried a child is being abused or neglected



**APPENDIX 2  
DEFINITIONS AND TYPES OF ABUSE AND NEGLECT**

<b>Children</b>	Anyone who has not yet reached their 18 <sup>th</sup> birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.
<b>Safeguarding and promoting the welfare of children</b>	Defined for the purpose of this guidance as: Protecting children from maltreatment; Preventing impairment of children’s health or development; Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and Taking action to enable all children to have the best life chances.
<b>Child Protection</b>	Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
<b>Abuse</b>	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or, more rarely, by others (eg via the internet). They may be abused by an adult or adults, or another child or children.
<b>Physical Abuse</b>	A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical abuse includes a parent or carer fabricating the symptoms of, or deliberately inducing illness, in a child.
<b>Emotional Abuse</b>	The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or “making fun” of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
<b>Psychological Abuse</b>	This is often a form of emotional abuse, which may result in a child altering their behaviour or points of view. Staff must therefore be alert to such personal shifts. Of course peer pressure is impossible to eradicate entirely, but its potentially negative effects must be inhibited as far as possible. Our Counter-bullying and cyber-bullying policies, as identified above, address this issue. One particular example of potential psychological abuse is the danger of ‘radicalisation’ through exposure to extremist doctrines and beliefs. Our Prevent Duty Policy defines these dangers in greater depth and offers guidance for staff on both how to identify radicalisation, and also how to react to perceived instances of it.

<b>Sexual abuse</b>	Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
<b>Neglect</b>	The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: Provide adequate food, clothing and shelter (including exclusion from home or abandonment); Protect a child from physical and emotional harm or danger; Ensure adequate supervision (including the use of inadequate care-givers); or Ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
<b>Young carers</b>	Young carers are children and young persons under 18 who provide or intend to provide care assistance or support to another family member. They carry out on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult. The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care support or supervision.

## Recognising abuse: what to look for

### Physical Abuse

Signs and symptoms may include:

- Unexplained injuries/burns, abdominal injuries, especially if they are recurrent (and explanations improbable);
- Untreated injuries and fear of medical help;
- Fear of parents being contacted/fear of returning home;
- Self-destructive tendencies;
- Aggression towards others;
- Chronic running away;
- Emotional and behavioural problems;
- Female Genital Mutilation (FGM).

### Female Genital Mutilation

Teachers have a duty to make a report to the police where, in the course of their professional duties, they either:

- Are informed by a girl of under 18 that an act of FGM has been carried out on her; or

- Observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for a girl's physical or mental health or for purposes connected with labour or birth.

To make a report it is recommended that the person calls 101, the non-emergency number. However, where there is risk of serious immediate harm, then it should be reported immediately to the Police by dialling 999.

Further guidance can be found at the following link:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

### **Sexual Abuse**

Signs and symptoms may include:

- Chronic depression, suicidal tendencies;
- Loss of self-esteem;
- Self-mutilation, self-hatred and/or self-harm;
- Anorexia or bulimia;
- Excessive use of drink or drugs;
- Recurrent nightmares;
- Fear of undressing (eg for gym);
- Chronic ailments (stomach pains and headaches);
- Inappropriate play (with dolls or with other children).

### **Emotional abuse**

Signs and symptoms may include:

- Feelings of shame or guilt;
- Extreme embarrassment or comments that trigger cause of concern;
- Compulsive stealing;
- Neurotic behaviour (re rocking, thumb sucking)
- Over-reaction to mistakes;
- Sudden speech disorders;
- Self-mutilation;
- Child seems withdrawn.

### **Neglect**

Signs and symptoms may include:

- Feelings of shame or guilt, seeming withdrawn;
- Extreme embarrassment;
- Compulsive stealing;
- Neurotic behaviour (eg rocking, thumb sucking);
- Over-reaction to mistakes;
- Sudden speech disorders or difficulty in social situations;
- Self-mutilation, malnourishment, impaired development.

## YOUTH PRODUCED SEXUAL IMAGERY (SEXTING)

For further guidance refer to the non-statutory guidance:

<http://www.safeguardingschools.co.uk/wp-content/uploads/2016/08/Sexting-in-schools-and-colleges-UKCCIS-August-2016.pdf>

### Defining Sexting

Many professionals consider sexting to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.'

### The Law

Making, possessing and distributing any imagery of someone under 18 which is indecent is illegal. This includes imagery of yourself if you're under 18.

'Indecent' is not definitively defined in law, but images are likely to be considered indecent if they depict:

- a naked young person
- a topless girl
- an image which displays genitals
- sex acts including masturbation
- overtly sexual images of young people in their underwear

### Initial disclosure

All members of staff in the Prior Park Schools are aware or will be made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. All incidents should be responded to in line with the school's Child Protection Policy (Section 4.3)

### Initial Review Meeting

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

- If there is an immediate risk to a young person or young people
- If a referral should be made to the Police and/or Children's Social Care
- If it is necessary to view the images - in most cases the images should not be viewed (see below)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services / platforms
- Whether to contact the parents - in most cases parents should be contacted

See page 11 of *Sexting in schools and colleges* for reasons why an immediate referral to Police and /or Children's Social Care should be made. If the decision is taken by the DSL not to refer to the Police / Children's Social Care then there should be a further review to assess the risks (*Sexting in schools and colleges*, p. 12)

### Viewing images

- Avoid viewing youth-produced sexual imagery. Instead, respond to what you have been told the image contains.
- If it is felt necessary to view, discuss with the head teacher first.
- Never copy, print, or share the image (it's illegal).
- View with another member of staff present.
- Record the fact that the images were viewed along with reasons and who was present. Sign and date.

### **Deleting images (from devices and social media)**

If the school has decided that involving other agencies is not necessary, consideration should be given to deleting the images. It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed, and dated.

Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

### **Talking to the Young Person**

Once the school has assessed a young person is not at immediate risk, it may be necessary to have a conversation and decide the best course of action. When discussing the sharing of youth produced sexual imagery the DSL should:

- Recognise the pressures that young people are under to take part in sharing such imagery and, if relevant, support the young person's parents to understand the wider issues and motivation
- Avoid asking questions such as 'why have you done this?'
- Reassure the young person that the school will help and support them
- Discuss the issues of consent and trust within health relationships

### **Recording incidents**

All incidents of youth produced sexual imagery need to be recorded in the school, this includes incidents that have been referred to an external agency and those that have not.

Records should demonstrate:

- identification and management of the risk of harm
- sound decision-making, appropriate responses to concerns and evidence of relevant referrals
- action taken in response to concerns and allegations in a timely manner
- effective partnership working (internally and with relevant agencies) and sharing of information

### **Education**

The Prior Park Schools educate young people about youth produced sexual imagery, and other safeguarding issues, through the PSHCE and pastoral education programmes. The learning focuses on:

- what it is
- how it is most likely to be encountered
- the consequences of requesting, forwarding or providing such images
- issues of legality
- the risk of damage to people's feelings and reputations

**APPENDIX FOUR**

**Incident Form**

**Date of Report:**..... **Time:**..... **Sheet:**..... **Ref:**.....

This form is to be completed by staff in the event of any incident occurring, however minor, which may be considered relevant to the happiness, progress and welfare of a pupil under his or her care in order to retain the details of any significant conversation, with a pupil, parent, guardian or others, which might similarly have a bearing on the perceived welfare of a pupil.

This form must be open to inspection by those with the authority to inspect. In the case of a significant or developing welfare issue, a copy of this form must be sent to the Designated Safeguarding Lead for CP in your school.

**NAME**..... **HOUSE**..... **YEAR**.....

Outline report of incident/ allegation made and any action taken (include observations as well as professional opinions):

**Remember, in child safeguarding cases, DO NOT ask leading questions and DO NOT investigate the matter.**

Comment/Assessment (if appropriate)

Signed:  
..... (Name, job title and date)

Reviewed by  
DSL:.....(Sign and date)

**Final Outcome/ Next steps:**

## APPENDIX FIVE

### STAFF CODE OF CONDUCT

All staff must be aware of the Child Protection Staff Code of Conduct. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

1. Staff must behave in a formal, professional manner at all times.
  - Relationships between pupils and staff must be conducted on a professional basis.
  - Anticipation of risks and prevention of misunderstandings and false allegations must inform our behaviour.
  - All staff in contact with children must be mindful of safe working practice.
  - All staff must ensure a sense of accountability between staff to ensure that poor practice does not go unchallenged. Staff must be made aware of their duty under the Prior Park Schools' Whistleblowing Policy.
  - Aim to empower children to discuss their rights and responsibilities, and understand what they can do if there is a problem.
  - Always avoid behaviour which could be interpreted as poor practice.
  - Never promote partisan political views.
2. Staff must never:
  - Hit or physically assault children;
  - Develop any relationship that could be considered to be exploitative. This entails the prohibition of any sexual relationship between any member of staff with any student. This is regardless of, in the case of those pupils aged 16 and over, whether or not the relationship is consensual.
  - Discriminate, favour, or inappropriately touch any pupil.
  - Take images of pupils on any personal device.
3. Use of ICT and social media:
  - Follow the Social Media Policy and the Acceptable Use Policy.
  - Use school devices (phones, iPads, email) for formal professional purposes.
  - Any images of pupils must be taken for school purposes and on school equipment only.
  - School accounts can be used for receipt of pupil work and work-related messages: only contact pupils for clear professional reasons.
  - Do not have children as friends or followers or similar on personal social media sites such as Facebook.
  - Text messaging is rarely appropriate in contacting children - only use it as a last resort, for example to locate a missing child.
  - Be alert to parental use of phones and or cameras to take pictures at events, considering if their intentions are reasonable.
  - Be alert for pupil infatuation and always maintain professional boundaries. Alert your line manager, the Senior Deputy Head or Deputy Head Pastoral if you have any specific concerns about any pupil infatuation.
4. Physical Contact
  - Sports Coaching and Instrumental Teaching. Try to avoid any physical contact when coaching children. If any guidance has to occur, seek to describe or demonstrate, rather than touch. If physical contact is required in order to

convey how to perform a particular skill, the teacher should ask the pupil if they can position their arm, etc, before touching them.

- An element of physical contact is inevitable when teaching Pre-Prep and EYFS pupils. Members of staff working with this age group should take great care, and be mindful of whether physical contact is appropriate, necessary and whether the intention could be misconstrued.
- Access to accommodation and changing areas: Staff on duty will go into all areas of Houses (PPC and PPPS), avoiding the creation of “no go areas” that could foster bullying, but do so with professional caution. Consider time and place. PE staff have a duty to ensure safe changing and good order, but it is better to supervise from outside and by proximity.

#### 5. Transporting Pupils

- Drive with due care and attention.
- If conveying a pupil by car, ensure that this is agreed and known to other staff, ideally avoiding transporting a lone child. If this has to happen, seek to brief a colleague.

#### 6. Tuition

- When giving one-to-one tuition inform a colleague and do so in a venue that is seen by other staff. Inform the appropriate HsM.

#### 7. Conducting Interviews

- Try to be accompanied by a colleague or interview with the door open and a colleague nearby if intending to interview a pupil alone. Remember that visual access safeguards all.

#### 8. Alcoholic Drinks

- It is unacceptable to consume alcoholic drinks when on duty. It is unacceptable to consume alcoholic drinks if driving.
- Pubs and clubs: All Prior Park Schools’ staff must avoid socialising with older pupils from Prior Park College in pubs/clubs as this could be professionally compromising. If any Prior Park Schools’ staff encounter such older pupils (unaccompanied by their parents) in a pub/club, they should leave the premises to avoid any compromising circumstances. Any tutor outings must be approved by HsM and details agreed, with two staff as minimum supervision to ensure professional protection.

#### 9. Professional Language and Conduct:

- All professional language and conduct should be professional, measured and considered.
- Avoid any communication that could be seen as inappropriate, notably remarks that may be seen as sexually suggestive or provocative.

#### 10. Routine Standards

- All members of staff must dress in a formal, professional manner, appropriate to the activity taking place. Be aware of the impact of your dress and appearance, considering if it is appropriate in a school setting. Clothing should promote a positive and professional image and be appropriate for your role.
- Leaving the site must be consistent with the expectations of the staff handbook.
- Any absences from school must be agreed formally and the cover procedure followed.

The Prior Park Schools do not have a policy of restraining pupils, but if an occasion occurs where any restraint has to be used, this must be recorded with the Deputy Head Pastoral and entered in the Restraint Log.

## APPENDIX SIX

### CHILD ABUSE: CRISIS MANAGEMENT PLAN

Procedure to be followed in the event of an incident of major significance:

- The Head seeks advice of the local Social Care Team or Local Authority Designated Officer if the allegation is against a member of staff (if not available, the Head consults the Duty Social Worker, who alerts the Local Safeguarding Children Board). Outline all available information and be guided by their expertise and procedures. The Head informs the Chair of Governors, Safeguarding Governor and Chair of LGC of the situation. If the allegation concerns the Head, the Chair of Governors should be contacted directly and they will take this responsibility.
- Alert police and solicitors as soon as possible in line with LADO/MASH/Local Safeguarding Children Board advice.
- Write to all parents to give clear information as soon as possible. This must occur with agreement of Police and LADO/MASH, but should be done on “Day One” if appropriate.
- Deal with the press through prepared statements. The Headmaster will act as Press Officer (but may ask his Deputy to act on his behalf).
- Full co-operation will be provided in any investigation, the school being guided by appropriate agencies and school solicitors.

## **APPENDIX SEVEN**

### **RESPONSE TO AN INCIDENT OF A MISSING CHILD**

#### **PRIOR PARK COLLEGE:**

All staff need to respond in a systematic fashion if they become aware of a missing child; this can occur in a boarding setting, on a school trip/outing, or during the normal school routine. Registration of forms and classes ensures routine vigilance, as does a House routine incorporating nightly prayers and roll call.

If an absence is noted immediate steps must be taken:

1. Gather the group (for example, the whole House or those on a trip) and ask for information.
2. Find those who know the missing pupil's mobile telephone number and ring it. Attempt to establish whereabouts.
3. HsM/Senior Staff to contact parents (within an hour), both to seek information and to inform.
4. HsM/Senior Staff to record (in writing) all relevant facts.
5. Alert all Staff using school mobile phone system (Prior Park College) and any sensible and effective means considered appropriate. Arrange a site search by staff. Include local off site areas (Rainbow Wood, Monument Field, the valley below St Mary's, Combe Down village). On school trips, contact the School Base Contact.
6. HsM/Senior Staff to contact police and DSL to contact the Child Missing Education officer/ Local Authority Designated Officer.

#### **THE PARAGON SCHOOL:**

All staff need to respond in a systematic fashion if they become aware of a missing child; this can occur on a school trip/outing, or during the normal school routine. Registration of forms and classes ensures routine vigilance.

#### **FROM SCHOOL:**

If a pupil is missing during the school day the following procedure should be followed:

1. Check the receptionist's absentee list and the Medical Room.
2. Explore other reasons for absence, e.g. Music / Speech & Drama lessons, matches, any other individual lessons, i.e. Learning Support; question other children.
3. Inform senior staff (HM/DHM) and carry out a search of the school. Contact parents and the Police no later than one hour after the reported absence and sooner if the circumstances give greater cause for concern.

#### **WHEN ON A SCHOOL VISIT OR ATTENDING MATCHES:**

1. Question the other children.
2. Organise a search of the immediate locality.
3. Contact Police.
4. Contact School on mobile phone.
5. Contact parents and the Police no later than one hour after the reported absence and sooner if the circumstances give greater cause for concern.

## PRIOR PARK PREPARATORY SCHOOL

All staff should respond in a systematic manner if they become aware of a missing child; this can occur in a boarding setting, on a school trip/outing or during the normal school routine. Registration of forms and classes ensures routine vigilance, as does roll call in the evening.

### If an absence is noted, immediate steps must be taken:

1. Gather the group (for example all of the boarders or those on a trip) and ask for information.
2. Find those who know the missing person's mobile telephone number and ring it. Attempt to establish whereabouts.
3. Initiate a search of school premises (if on site) and alert senior staff (HM/DHM). Check with the school's Health Centre and out of the way places such as toilets, changing rooms, the Sports Hall and music practice rooms. Along with other staff, carry out a full search of buildings and grounds. On school trips contact the School Point of Contact.
4. Senior staff to contact parents, both to seek information and to inform. Senior staff to record, in writing, all relevant facts.
5. Senior staff to contact Police.

### Timescale

- *When in school always check with the Health Centre first.*
- *As soon as it is clear to you that someone is unaccounted for go to step one.*
- *If this confirms your suspicions move immediately to step two.*
- *Allow maximum of ten minutes for a 'local' search and if this is unsuccessful alert senior staff.*
- *After a wider search the parents must be contacted (this should be within a further 15 - 20 minutes or sooner if it transpires that the child has not been seen for some time).*
- *Senior staff will contact the police as soon as it is clear that the child is not on the premises and is not with a responsible adult.*

## APPENDIX EIGHT

### CHILD PROTECTION POLICY - GUIDANCE FOR SUPPORT STAFF

#### **1. Introduction**

1.1 The Prior Park Schools have a duty to safeguard and to promote the welfare of pupils in all three schools. In addition, staff are in a very good position to be aware of the welfare of all pupils, and to safeguard and to promote their welfare as far as possible.

#### 1.2 Child Abuse - A definition:

Child abuse encompasses physical injury, sexual abuse, emotional abuse and neglect. Bullying only amounts to abuse if it is of a very serious nature, otherwise this should be dealt with under the Counter-Bullying Policy.

Staff must be aware that a pupil may suffer significant harm due to the behaviour of another pupil or pupils. Behaviour that is dealt with under the Counter-Bullying Policy and Cyber-Bullying Policy may be of such seriousness that it puts victims and perpetrators at risk. This must be referred to the LADO/MASH and/or the Police.

#### **2. Designated Safeguarding Lead**

Each school has a Designated Safeguarding Lead (DSL). The DSL will refer any concerns promptly to the Local Authority Designated Officer or the Local Referral & Assessment Team, 'MASH' (Wiltshire/Prior Park Prep School only).

2.1 The DSL is assisted by a DSL Deputy in each school. At the College this is a member of the Senior Management Team and at the Preparatory School this is the School Nurse. In both cases the Nursing Sisters may be able to clarify concerns for staff. At The Paragon School the Deputy DSL is the Head of the Pre-Prep.

#### **3. Procedure**

3.1 Staff are required to report any situations where abuse is suspected. All staff should feel free to raise concerns about school practices or the behaviour of individuals which puts pupils at risk of abuse or other serious harm. Any member of staff who hears of allegations or who suspects abuse must inform the DSL (or the Deputy DSL) on the same day and produce a written record of all the facts. In turn, the DSL will act on that day to contact the local Social Care Team.

#### **4. Key Steps**

4.1 If you receive an allegation of abuse, agree you will treat it sensitively but make it clear that you cannot guarantee confidentiality and that it must be passed to the DSL. Be sure only to inform the minimum number of people to resolve the problem (namely Housemaster and DSL)

In the event of actual injury, the child should be accompanied to the Medical Room/ Health Centre.

4.2 Make a handwritten contemporaneous record if possible, but the key thing is to make a formal record as soon as possible, and certainly on the same day. Do not ask leading questions, simply record the facts (injury, times, dates, cause) as disclosed to you. Stop asking questions as soon as you appreciate that the pupil (or adult) has disclosed that he or she believes that something abusive has happened to him or her, or to someone else. Give your report (whether handwritten or typed) to the DSL.

4.3 Upon receiving the allegation the DSL will take any steps needed to protect the pupil. The DSL might not interview or investigate the allegation further, but may need to speak to you to clarify some details. Again, he will need to consult appropriately before proceeding.

## **5. Guidelines for Support Staff**

- a. Cordial relations between staff and pupils are at the heart of a happy and thriving school, but formal and correct behaviour from all parties is expected.
- b. Professional boundaries must be established. Over familiarity is to be avoided and staff must act to protect themselves.
- c. Language should be professional, with the avoidance of bad language or any words that could be interpreted as having inappropriate overtones.
- d. Physical contact is a difficult area, but a member of staff should never touch a pupil in a manner that could be construed as physical assault or interpreted as having sexual overtones. The action rather than the intention may give rise to problems, so please be cautious. The natural wish to comfort an upset pupil or to congratulate success has to be dealt with in a considered, professional fashion.

## **6. Confidentiality**

- 6.1 Appropriate sharing of information is a key aspect. Information should be confined to those who need to know, avoiding any 'loose talk'. Breaches of privileged information may lead to disciplinary action.
- 6.2 Staff should maintain good sense in carrying out their duties, especially in boarding areas. Announce your presence, knock on doors, and make sure pupils hear you coming.
- 6.3 All staff are under a duty to report all suspicions of abuse to the DSL so they can be passed on to Social Services. This is an inescapable personal and professional responsibility.

## **7. The Use of Force to Control or Restrain Pupils**

- 7.1 The law provides for the use of "reasonable force" to prevent a pupil from committing a criminal offence; injuring themselves or others; causing damage to property; prejudicing the maintenance or good order and discipline; and in self-defence.
- 7.2 There is no definition of "reasonable force". The guidelines offered are that the use of force is only reasonable if the circumstances justify it and the degree of force employed is in proportion to the seriousness of the situation. It should always be the minimum needed.
- 7.3 Always attempt to control situations by voice and presence, using a calm and measured manner to manage the situation. It is better to avoid use of any physical force. A hand held as a stop sign (like a policeman's traffic signal) might be effective in controlling a situation. Seek help from your Supervisor or a member of the teaching staff.
- 7.4 Any such instances must be recorded immediately.

## **8. Staff Recruitment**

- 8.1 Careful staff recruitment procedures are essential and Prior Park follows a systematic process, with defined steps and use of staff trained to identify risks to children on all interview panels.
- 8.2 False statements in any application will be reported to the Disclosure and Barring Service or other authority, as appropriate.



# PRIOR PARK SCHOOLS

## An Education for Life

### Staff Suitability Self-Declaration Form

*This form is to be completed by all eligible existing employees and as part of pre-employment checks for new employees. This declaration needs to be completed annually.*

*Please respond to the questions listed below and sign the declaration to confirm that you are safe to work with children. If you are unable to meet any of the following aspects, please disclose this immediately to the Designated Safeguarding Lead in your school. Please circle “yes” or “no” against each point.*

*Please note that you must provide details of all convictions, including those regarded as “spent”.*

Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence <b>since the date of your most recent enhanced DBS disclosure?</b>	Yes	No
Have you been cautioned, subject to a court order, bound over, received a reprimand or warning or been found guilty of committing any offence <b>either before or during your employment at this school?</b>	Yes	No
Are you 'Disqualified from Caring for Children'?	Yes	No
Have you committed any offences against a child (at home or abroad)?	Yes	No
Have you committed any offences against an adult (e.g. rape, murder, indecent assault, actual bodily harm, etc. at home or abroad)?	Yes	No

Have you been barred from working with children (DBS)?	Yes	No
Are you living with someone who has been barred from working with children (DBS)?	Yes	No
Are you living in the same household as someone who has been disqualified from working with children under the Childcare Act 2006?	Yes	No
Have your own children been taken into care?	Yes	No
Have your own children ever been the subject of a child protection order?	Yes	No

If you have answered “yes” to any of the above, please provide further information below (please refer to point 7.5.11 of the Child Protection Policy for guidance):

.....

.....

.....

.....

.....

.....

.....

.....

**Employee's declaration**

I understand my responsibility to safeguard children, and I am aware that I must immediately notify the Designated Safeguarding Lead in my school of anything that may affect my suitability to work with children.

I will ensure that I immediately notify the Designated Safeguarding Lead of any convictions, cautions, court orders, reprimands or warnings I may receive.

I confirm that I am not living with a person who has been disqualified from working with children.

I will ensure that I immediately notify the Designated Safeguarding Lead if I live with a person who has been disqualified from working with children.

**Signed** .....

**Date** .....

Please record follow-on action taken, where relevant.

.....

.....

.....

.....

.....

**Signed** .....

**Date action taken** .....

## APPENDIX TEN

### KEY CONTACTS

#### Prior Park Schools Designated Safeguarding Leads and Deputies:

##### *The Paragon School*

DSL: Mr D Barrett (DHM) 01225 310837

Deputy: Mrs S James (Head of Pre-Prep) 01225 310837

##### *Prior Park Preparatory School*

DSL: Mr V Jelley (DHM) 07818 516571

Deputy: Ms E Clover (School Nurse) 01793 754409

Independent Listener: Mrs Jo Thomason 01793 700158

##### *Prior Park College*

DSL: Mr S Cane-Hardy (Deputy Head Pastoral) 01225 835353

Deputy: Ms L Blake (Deputy Head Operations) 01225 835353

School Counsellor: Mrs J Robertson email: [office@focusbath.com](mailto:office@focusbath.com)

#### For all Prior Park Schools

Chair of Governors: Mr Michael King

Vice Chair of Governors: Rear Admiral Nigel Raby

Safeguarding Governor: Mrs Maggie Rae

#### Chairs of Local Governance Committees

PPC: Ms Anne Shepherd

TPS: Mrs Nicky Pearson

PPPS: Mrs Ann Lloyd

Ofsted: 0300 123423

#### Wiltshire Contacts

Local Referral & Assessment Team (MASH) 0300 456 0108

Emergency Duty Officer 0845 607 0888

Allegations Against Staff 01225 713000 / 01225 713793

Missing Education Officer 01225 713010

#### Bath and North East Somerset Contacts

Local Authority Designated Officer

Mel Argles

t. 01225 396 810

Children and Families Assessment and Intervention Team

t. 01225 396312/01225 396313

Julie Downey

t. 01225 396 974

e. [julie\\_downey@bathnes.gov.uk](mailto:julie_downey@bathnes.gov.uk)

Emergency Duty Officer (Out of hours)

t. 01454 615165

**Missing Education Officer**  
t. 01225 713010

**Children's Social Care**  
t. 01934 426444

**Senior Human Resources Manager for Schools and EYFS**  
Hester Edmond  
t. 01225 394490  
e. [hester\\_edmond@bathnes.gov.uk](mailto:hester_edmond@bathnes.gov.uk)

**EYFS: Ofsted**  
Pre-School @MPS  
t. 0300 1231231  
e. enquiries @ofsted.gov.uk

**South West Child Protection Procedure**  
[www.swcpp.org.uk](http://www.swcpp.org.uk)

**Contact details for advice and support about extremism**  
For Prevent Duty: contact LADO or MASH or contact local police or call 101  
In emergencies: 999 or anti-terrorist hotline 0800 789321  
(DfE helpline for non-emergency advice for staff & governors: 020 7340 7264  
and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk))

For reporting FGM, contact CSC and local police (mandatory from October 2015)

### **HELPLINES PROVIDED FOR PUPILS**

#### **Prior Park College**

Childline - 08001111

PPC School Counsellor 01225 330096 (Focus Counselling, Jan Robertson)

The Line - 0800 884444

National Drugs Helpline - 0800776600

#### **The Paragon School**

Childline - 08001111

#### **Prior Park Preparatory School**

Independent Listener (Mrs Jo Thomason) - 01793 700158

Childline - 08001111