

St Benedict's C. of E. VA Junior School

Benedict Street, Glastonbury, Somerset, BA6 9EX

Tel: 01458 831811, Fax: 01458 832261

<http://stbenedictsjuniorschoolglastonbury.org/>

Email: sch.164@educ.somerset.gov.uk

Headteacher: Mr S. Gumm

Dream, Believe, Achieve.



SAFEGUARDING POLICY 2015/16

SCHOOL PRACTICE and PROTOCOL

The purpose of this policy and protocol document is to raise awareness among members of staff about appropriate ways to act and behave in relation to pupils, parents and colleagues within the school environment and to avoid situations that may be misinterpreted, or misunderstood, which could in turn lead to complaint or inappropriate allegations.

Whilst every attempt has been made to cover a wide range of situations, it is recognised that any such guidance cannot cover all eventualities. There may be times when professional judgements are made in situations not covered by this document, or which directly contravene the guidance given by their employer. In these circumstances, it is expected that staff will always advise their senior colleagues of the justification for any such action already taken or proposed.

This document should be read in conjunction with the National Employers Organisation for School Teachers (NEOST) 'Guidance on Conduct', 'Preventing Abuse of Trust', and 'Staff Facing an Allegation of Abuse' jointly produced by NEOST and the six Teacher Unions. This document is also of relevance to LAs and employers in education in respect of the requirements of Section 175 of the Education Act 2002 and the related guidance.

1. Principles of Safe Practice

- a) The welfare of the child is paramount (Children Act 1989).
- b) 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.
- c) Staff should work, and be seen to work in an open and transparent way.
- d) Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident, which may give rise to concern.
- e) Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- f) Staff should apply the same professional standards regardless of gender or sexuality.
- g) All staff should know the name of their designated person for child protection, be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.

h) Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Situation: School Interpretation

2. Duty of Care:

a) Teachers and other education staff are accountable for the way in which they exercise authority; manage risk; use resources; and protect pupils from discrimination and avoidable harm.

b) All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.

c) All staff additionally have a duty to remain aware of their statutory responsibilities with regard to Safeguarding. This can be demonstrated by reading Part One of **Keeping children safe in education - Statutory guidance for schools and colleges**, issued by the Department of Education in July 2015, or by reading any guidance which updates or supersedes this, as the Headteacher shall direct. Staff are required to have read Part One of **Keeping children safe in education** within one month of the adoption of this policy in respect of existing staff, or within one month of starting work in respect of new staff. The Headteacher will require staff to sign a declaration that these policies have been read. (Please see Appendix B for further details).

This means that adults should:

- . understand the responsibilities, which are part of their employment or role, and be aware that sanctions will be applied if these provisions are breached
- . always act, and be seen to act, in the child's best interests
- . avoid any conduct which would lead any reasonable person to question their motivation and intentions
- . take responsibility for their own actions and behaviour.

3. Professional Judgement

a) This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. It does highlight however, behaviour that is illegal, inappropriate or inadvisable.

b) There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists.

c) Individuals are expected to make judgements about their behaviour in order to secure integrity.

This means that where no guidance exists staff should:

- . discuss the circumstances that informed their action, or their proposed action, with a senior colleague. This will help to ensure that the safest practices are employed and reduce the risk of actions being misinterpreted.
- . always discuss any misunderstanding, accidents or threats with a senior manager
- . always record discussions in class log book and actions taken with their justifications.

-have the best interests and welfare of the children in their charge and in so doing, will be seen to be acting reasonably.

4. Confidentiality

a) Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information.

b) They should never use confidential or personal information about a pupil or her/his family for their own, or others' advantage (including that of partners, friends, relatives or other organisations). Information must never be used to intimidate, humiliate, or embarrass the pupil.

c) Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

This means that staff:

. are expected to treat information they receive about children and young people in a discreet and confidential manner.

. in any doubt about sharing information they hold or which has been requested of them should seek advice from a senior member of staff

. need to be cautious when passing information to others about a child/young person.

5. Dress and Appearance

a) A person's dress and appearance are matters of personal choice and self-expression.

However, staff should consider the manner of dress and appearance appropriate to their professional role which may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

This means that adults should wear clothing which:

. promotes a positive and professional image

. is appropriate to their role

. is not likely to be viewed as offensive revealing, or sexually provocative

. does not distract, cause embarrassment or give rise to misunderstanding

. is absent of any political or otherwise contentious slogans

. is not considered to be discriminatory.

6. Gifts

a) It is against the law for public servants to take bribes. Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

b) There are occasions when children or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you.

This means that adults should:

- . ensure that gifts received or given in situations which may be misconstrued are declared generally, only give prizes to an individual young person as part of an agreed reward system
- . where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally; this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

7. Social Contact

- a) Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.
- b) Staff should not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management.
- c) Internal e-mail systems should only be used in accordance with school policy.

This means that adults should:

- . always approve any planned social contact with senior colleagues, for example when it is part of a reward scheme or pastoral care programme
- . advise senior management of any regular social contact they have with a pupil which may give rise to concern
- . report and record any situation, which they feel, might compromise the school or their own professional standing
- . not communicate with pupils via social media such as Facebook, Twitter or via TXT messages

8. Physical Contact

- a) There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.
- b) A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.
- c) It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times.
- d) Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.
- e) If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible in the school's incident book and, if appropriate, a copy placed on the child's file.

This means that adults should:

- . be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described never touch a child in a way which may be considered indecent
- . always be prepared to explain actions and accept that all physical contact be open to scrutiny
- . never indulge in horseplay, tickling or fun fights.

This means that the school should:

- . ensure they have a system in place for recording serious incidents and the means by which information about incidents and outcomes can be easily accessed by senior management.
- . Provide staff, on a "need to know" basis, with relevant information about vulnerable pupils in their care
- . Make staff aware of the DfE guidance¹ in respect of physical contact with pupils and meeting medical needs of children (**DfE Circular 10/98 Section 550A Education 1996 The Use of Force to Control or Restrain Pupils**).

f) Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review.

g) Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

h) Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

i) The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

9. Changing

a) Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

b) Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

This means that adults should:

- . avoid any physical contact when children are in a state of undress
- . avoid any visually intrusive behaviour and where there are changing rooms:
- . announce their intention of entering

- . avoid remaining in the room unless pupil needs require it
- . ensure that pupils from Year 4 upwards change separately for PE and other activities, girls using the KS2 girls' toilets and avoiding changing by any external windows
- . change in private cubicles in public swimming pools

This means that adults should not:

- . change in the same place as children
- . shower with children.
- . use child designated toilets

10. Pupils in Distress

a) There may be occasions when a distressed pupil needs comfort and reassurance. This may include age - appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

b) Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

This means that adults should:

- . consider the way in which they offer comfort to a distressed pupil . always tell a colleague when and how they offered comfort to a distressed child.
- . record or report to a member of the LT situations which may give rise to concern.

11. Behaviour Management

a) All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools.

b) Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

This means that adults should:

- . not use force as a form of punishment
- . try to defuse situations before they escalate
- . keep parents informed of any sanctions
- . adhere to the school's behaviour management policy.

12. Care, Control and Physical Intervention

a) The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline.

b) Staff should have regard to the health and safety of themselves and others.

c) This is a complex area and staff must have regard to DFE's guidance.²

This means that schools should:

- . regularly acquaint staff with relevant school policy and DFE Guidance
- . ensure that staff are provided with appropriate training

This means that staff should:

- . adhere to the school's physical intervention policy
- . always seek to defuse situations (refer to de-escalation training)
- . always use minimum force for the shortest period necessary . Call trained staff to assist when restraint is the only option (DFE Circular 10/98 Section 550A Education 1996 The Use of Force to Control or Restrain Pupils).

d) Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence.

e) In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

. **See HR Training Folder in School Office for a list of staff currently trained in Team Teach.**

13. Sexual Contact with Young People

a) Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal.

b) Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour.

c) They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust (see Section 5).

d) The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material. 'Working Together to Safeguard Children'15, defines sexual abuse as "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'.

e) There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

f) More detailed guidance is available in the joint NEOST/Union Guidance on Preventing Abuse of Trust and Sexual Offences Act 2003.

This means that adults should:

- . not pursue sexual relationships with children and young people either in or out of school

. avoid any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact.

14. One to One Situations

a) Staff working in one to one situations with children and young people may be more vulnerable to allegations.

b) Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

c) Schools need to consider these issues in drawing up their school policies and offer clear training and guidance for the use of any areas of the school which place staff or children in vulnerable situations e.g. photographic darkrooms, counselling rooms.

d) Managers should undertake a risk assessment in relation to the specific nature and appropriateness of the situation.

This means that adults should:

. avoid meetings with pupils in remote, secluded areas of school

. ensure there is visual access and/or an open door in one to one situations

. where possible, inform other staff of the meeting beforehand, assessing the need to have them present or close by

. avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy

. always report any situation where a child becomes distressed or angry to implications of one to one work for each worker. In addition, each assessment should take into account the individual needs of each pupil. Any arrangements should be reviewed on a regular basis.

e) Pre-arranged meetings with pupils away from the school premises should not be permitted unless approval is obtained from their parent and the Headteacher or other senior colleague with delegated authority. A senior colleague should consider the needs and circumstances of the child/children involved.

. If any child is distressed or angry, the class teacher will keep an appropriate log of events. This will be copied to the CP staff and be passed on to the class teacher taking the class in the following year

. Any Child Protection comments should be sent immediately to the Headteacher (or Deputy), in writing and dated.

15. Transporting Children

a) In certain situations e.g. out of school activities, staff or volunteers may agree to transport children.

b) A designated member of staff should be appointed to plan and provide oversight of all transporting arrangements and respond to any difficulties that may arise.

c) Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort.

d) Staff should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements.

e) Staff should ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

This means that adults should:

. plan and agree arrangements with all parties in advance, responding sensitively and flexibly to disagreements

. ensure that they are alone with a child for the minimum time possible

. be aware that the safety and welfare of the child is their responsibility until this is safely passed over to a parent/carer

. report the nature of the journey, the route and expected time of arrival in accordance with agreed procedures

. ensure that their behaviour and all arrangements ensure vehicle, passenger and driver safety take into account any specific needs that the child may have.

. Booster seats should always be used for children under 1.35 m. These pupils should travel in the rear seats

16. Educational Visits and After School Clubs

a) Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or afterschool activity.

b) During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable.

c) However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

d) Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

e) Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

f) Staff must be aware of and follow guidance.

This means that adults should:

. always have another adult present in out of school activities, unless otherwise agreed with senior staff in school

. undertake a risk assessments

. have parental consent to the activity

. ensure that their behaviour remains professional at all times.

. There should always be a second adult on the premises when school clubs are taking place

17. First Aid and Administration of Medication

a) All schools must have trained first aiders/appointed persons. Teachers may volunteer to undertake this task but it is not a contractual requirement. Staff should receive appropriate training before administering first aid or medication.

b) Pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should be drawn up to ensure the safety and protection of pupils and staff. With the permission of parents, the children should be encouraged to administer the medication themselves.

c) If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil, this should be discussed with the appropriate senior colleague at the earliest opportunity. When administering first aid, wherever possible, staff should ensure that another adult is present, or aware of the action being taken. Parents should always be informed when first aid has been administered.

This means that adults should:

- . adhere to the school's medicines and first aid policy
- . adhere to the school's intimate care guidelines (see next section)
- . make other staff aware of the task being undertaken
- . explain to the child what is happening

18. Intimate Care

a) All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing).

b) A care plan should be drawn up and agreed with parents for all children who require intimate care on a regular basis.

c) Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and is aware of the task to be undertaken.

d) Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child.

e) As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the organisation must be negotiated, agreed and recorded.

f) In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

This means that adults should:

- . adhere to the school's intimate care guidelines
- . make other staff aware of the task being undertaken
- . explain to the child what is happening
- . consult with colleagues where any variation from agreed procedure/care plan is necessary
- . record the justification for any variations to the agreed procedure/care plan and share this information with parents.

19. Curriculum:

- a) Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.
- b) The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature.
- c) Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.
- d) Care should also be taken to abide by the governing body's required policy on sex and relationships education and the wishes of parents.
- e) Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

This means that adults should:

- . have clear written lesson plans.

This means that adults should not:

- . enter into or encourage inappropriate or offensive discussion about sexual activity.

20. Photography, Videos and other Creative Arts

- a) Many school activities involve recording images. These may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement.
- b) Staff need to be aware of the potential for these aspects of teaching to be misused for pornographic or 'grooming' purposes.
- c) Careful consideration should be given as to how these activities are organised and undertaken.
- d) Particular regard needs to be given when they involve young or vulnerable pupils who may be unable to question why or how the activities are taking place.
- e) Children who have been previously abused in this way may feel threatened by the use of photography, filming etc. in the teaching environment.
- f) Staff should remain sensitive to any children who appear uncomfortable and should recognise the potential for misinterpretation.
- g) Using images of children for publicity purposes will require the age - appropriate consent of the individual concerned and their legal guardians. Images should not be displayed on websites, in publications or in a public place without such consent. The definition of a public place includes areas where visitors to the school have access.
- h) It is recommended that when using a photograph the following guidance should be followed:
 - a. if the photograph is used, avoid naming the pupil
 - b. if the pupil is named, avoid using their photograph
 - c. schools should establish whether the image will be retained for further use

d. images should be securely stored and used only by those authorised to do so.

This means that adults should:

- . be clear about the purpose of the activity and about what will happen to the photographs when the lesson/activity is concluded
- . ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose.
- . ensure that all images are available for scrutiny in order to screen for acceptability
- . be able to justify images of children in their possession
- . avoid making images in one to one situations
- . Counsel and challenge (sensitively) parents and staff using cameras and mobile phone cameras in school

This means that adults should not:

- . take, display or distribute images of children unless they have consent to do so

21. Internet Use

All staff should follow the school's policy on E-Safety in both their personal and professional internet activity.

22. Sharing Concerns and Recording

This means that adults should:

- . be familiar with their school system for recording concerns
- . take responsibility for incidents
- i) All staff should be aware of the school's child protection procedures, including procedures for dealing with allegations against staff, which are informed by the NEOST/Joint Union Guidance.
- j) Staff who are the subject of allegations are advised to contact their professional association.
- k) In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.
- l) Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken recording any incident, and passing on that information where they have concerns about any matter pertaining to the welfare of an individual in the school or workplace.

This means that schools/services:

- . should have an effective, transparent and accessible system for recording and managing concerns raised by any individual in school or the workplace.

23. All adults working in education settings should know the name of the school's designated teacher for child protection (Headteacher), or the equivalent individual (Deputy Headteacher), and know and follow

relevant child protection policy and procedures. All staff have a duty to report any child protection concerns to their designated person for child protection. Please see Appendix A for guidelines to raising a concern.

24. Any acts where members of staff feel intimidated or threatened should be reported to the Headteacher and in turn reported to the Local Authority via for PDH806 available in the School Office.

Date approved by Governing Body:Signed:Chair of Governors

Review date:

APPENDIX A

How to raise a concern

The following procedural information is taken from the Raising Concerns at Work (Whistleblowing) Confidential Reporting Code.

Situations which may give rise to a concern

These could include:

- Financial- including unauthorised use of public funds, possible fraud, corruption and bribery
- Illegality- including conduct which is an offence or a breach of the law
- Health and Safety risks- including actions likely to cause physical danger to any person or give rise to a risk of significant damage to property
- Safeguarding- including sexual or physical abuse
- Abusive authority- including abuse of power or use of school powers and authority for any unauthorised or ulterior purpose.

The above list is not exhaustive but illustrates the range of issues which may be raised.

First Steps

- Check School Policies and Procedures for agreed standards
- Raise your concern with either the Headteacher or Chair of the Governors as appropriate. This may be verbally or in written form in the first instance. (A written concern will be required later.) A written response will be issued within 10 working days.

Next Steps

The following people can be contacted if the issue is not resolved or is not resolved satisfactorily:

- The External Auditor
- Your trade union or professional association
- Relevant professional bodies or regulatory organisations (e.g. Health and Safety Executive)
- The Police
- Own solicitor

Please note that if you take the matter outside the School/LA you should ensure that you do not misuse confidential information. Any personnel you contact should be able to advise you on this. In line with legislation, protection is provided for employees who raise concerns internally.

APPENDIX B

Keeping children safe in education - Statutory guidance for schools and colleges, as issued by the Department of Education in July 2015, can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf

Part One, which all staff are required to have read, comprises pp6-17 incl. of the PDF document at this webpage,