

Safeguarding & Child Protection Policy

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Review Date:	

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1. Introduction

Dunedin School is dedicated to ensuring that all students and staff work together in a safe environment. Safeguarding is central to all that we do and is integral to the ethos of the school. It is the duty of all members of staff, throughout the school community, to play an active role in promoting the wellbeing of all our students. Students must feel that they can take any issues and concerns to an adult confident in the knowledge that they will be treated with respect, listened to and the appropriate action taken. To this end all members of staff are trained so that they have knowledge of safeguarding and child protection procedures.

Our Safeguarding Policy is set in the framework of Scottish Government's Getting it Right for Every Child (GIRFEC), the National Guidance for Child Protection in Scotland (2021) and The Children and Young People (Scotland) Act 2014. The core message of GIRFEC is that everyone has a responsibility to do the right thing for each child and work towards a unified approach, with less bureaucracy and more freedom to respond to children. Young people should get the help they need, when they need it, and their welfare is always paramount.

The Chair of Governors and the Governing Body are responsible for overseeing all aspects of safeguarding in the School. Ms Rhona Trotter is the Governor responsible for Safeguarding at the school.

Alongside all members of the school, the following have responsibility for Safeguarding matters in the School:

Child Protection Coordinators (CPC):	Mrs Cathy Murray Mrs Amanda Butters
Safeguarding Governor:	Mrs Rhona Trotter
Chair of Board of Governors:	Mrs Fiona Ferguson

All members of staff are trained annually in safeguarding and are expected to follow the Safeguarding procedures. These are also reviewed annually and the guidelines on safeguarding are issued to all members of staff.

Recruitment procedures rigorously check the suitability of adults to work with children and all members of Staff and Governors are members of the Protection of Vulnerable Groups (Disclosure Scotland) scheme.

Our safer recruitment policy reflects best practice and is updated every year.

All visitors to the School are required to sign in on arrival. They will be accompanied on campus by a member of staff unless PVG checked.

1.1 Responsibilities for Safeguarding

1.1.1 Governing Body

The Chair of Governors and the Governing Body are responsible for overseeing all aspects of Safeguarding in the School. Rhona Trotter is the Governor responsible for Safeguarding. All Board Meetings have Safeguarding as a standing agenda item and the Safeguarding Governor reports to the Board at this time. The Children and Young People (Scotland) Act 2014 legislates for the implementation of the key principles of GIRFEC (Getting It Right For Every Child). As the directing authority, the Governing Board ensures that the School complies with this legislation and ensures good safeguarding practice.

1.1.2 Safeguarding Governor

As well as other safeguarding responsibilities, the Chair and Governors are accountable for ensuring their school has effective Child Protection Policies and Procedures in place. The Governors are also accountable for the wellbeing and protection of pupils and should have systems in place where these are evaluated and formally reported to them. The Safeguarding Governor advises the Board on safeguarding, wellbeing and child protection and meets with the Child Protection Coordinators to review safeguarding concerns or complaints and any other key issues arising.

Therefore, the Safeguarding Governor will:

- Be appropriately trained.
- Keep up to date with Scottish legislation, policy and practice, relevant to the safeguarding, wellbeing and protection of children.
- Advise the Board on safeguarding, wellbeing, and child protection matters.
- Participate in Board decisions on safeguarding, wellbeing and child protection in compliance with the policy and that no such decision will be taken by the Board without reference to the Safeguarding Governor.
- Ensure that the School has all the necessary safeguarding policies in place.
- Act as a point of contact for the child Protection Coordinators, who will inform the Safeguarding Governor of any new child protection cases and share the child protection overview log and chronology sheets securely with the Safeguarding Governor as required.
- Meet termly with the Safeguarding Committee to review Child Protection files, wellbeing concerns, records of staff training and any other key issues arising including possible trends.
- Conduct an annual audit visit to the school, meeting with students, parents and staff to assess the school's safeguarding practice.
- Deal with any safeguarding complaints that arise.

1.1.3 External Agencies Contact numbers

Police	101 or 999
Social Care Direct (Children and Families Social Work)	0131 200 2327
Child and Adolescent Mental Health Services (CAMHS)	0131 537 6000
PREVENT	
NSPCC	0808 800 5000
Childline	0800 1111
People's Commissioner Scotland	0131 346 5350

2. What is Safeguarding?

Safeguarding is looking after the wellbeing and safety of young people at Dunedin School. Dunedin takes an individual approach to education and wellbeing. To do this all adults working in the school will put the young people at the centre of their decision making. Young people will be listened to and closely supported. The school works in close partnership with families and outside agencies to ensure that the choices that are made for our young people are in their best interests both while they are a pupil at the school and when they make their transition journeys from school.

We strive to treat our young people with kindness and respect with the aim of forming positive and supportive relationships. We are committed to engendering positive values in all our young people which they can take with them into wider society. We work hard to help our young people become resilient and informed decision makers.



3. Getting it Right For Every Child: Children and Young People (Scotland) Act 2014

All children and young people have the right to be cared for, and protected from, harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met. At the heart of the GIRFEC approach is early, proactive intervention in order to create a supportive environment and identify any additional support that may be required for a child as early as possible. GIRFEC places children's and young people's needs first, ensures that they are listened to and understand decisions which affect them and that they get more co-ordinated help where this is required for their wellbeing, health and development.

4. GIRFEC Values and Principles

Dunedin School shares the GIRFEC principles which are:

- promoting the wellbeing of individual children and young people; this is based on understanding how children and young people develop in their families and communities and addressing their needs at the earliest possible time;
- keeping children and young people safe: emotional and physical wellbeing is fundamental and is wider than child protection;
- putting the child at the centre: children and young people should have their views listened to and they should be involved in decisions that affect them;
- taking the whole child approach: recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life.
- building on strengths and promoting resilience: using a child or young person's existing networks and support where possible;
- promoting opportunities and valuing diversity: children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity;
- providing additional help which is appropriate, proportionate and timely, considering long and short-term needs;
- working in partnership with families: supporting wherever possible those who know the child or young person well, know what they need, what works well for them and what might be helpful;
- supporting informed choice: supporting children, young people and families in understanding what help is possible and what their choices are;
- respecting confidentiality and sharing information: seeking agreement to share information that is relevant and proportionate while safeguarding children's and young people's right to confidentiality;
- promoting the same values across all working relationships: recognising that respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, their families and colleagues;
- making the most of bringing together each worker's expertise: respecting the contribution of others and co-operating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or responsibilities;
- coordinating help: recognising that children, young people and their families need practitioners to work together, where appropriate, to promote the best possible help;
- building a competent workforce to promote children's and young people's wellbeing, who are committed to contributing individual learning and development and improvement of inter-professional practice.

5. What is Wellbeing?

Wellbeing is defined as every child and young person's right to be safe, healthy, achieving, nurtured, active, respected, responsible and included.

6. What is a Wellbeing Concern?

A child or young person has a wellbeing need if their wellbeing is, or is at risk of, being adversely affected by any matter. A wellbeing concern may be identified by the young person, and can be identified for many reasons, such as (but not limited to) the following:

- a child or young person may be worried, anxious or upset about an event or set of circumstances;

- a parent/carer may have noticed a change in the child or young person's behaviour, demeanour or developmental progress;
- a parent/carer may have concerns about the impact on their child of an event or set of circumstances;
- an adult at Dunedin may have concerns for a child or young person's health, or may have noticed a change in their behaviour, demeanour, developmental progress or level or achievement.

7. Main Point of Contact for Wellbeing

The Tutor is the first point of contact for young people and their families and for other agencies when there are concerns about a child. The Tutor is usually the person to initiate action if a young person needs extra help, and is critical in supporting early intervention.

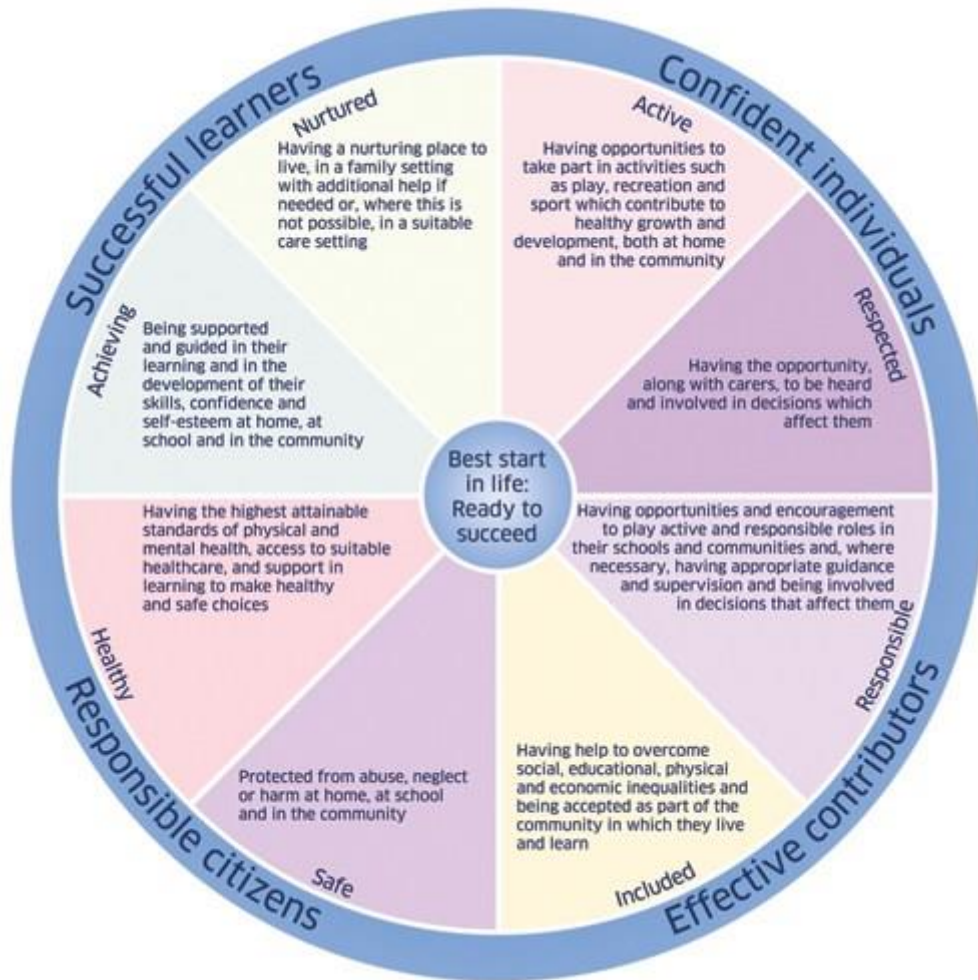
8. An Assessment of Need

Once a child is on the roll at Dunedin they are allocated a Tutor. This Tutor will carry out an assessment of needs using background papers, discussion with parent/guardian and child and relevant outside agencies. Depending on the young person's needs a plan with targets is put in place and monitored by the Tutor. This will be reviewed regularly and all relevant parties will be brought together in November/December each year to further monitor the child's situation. A wide range of young people may present with a wellbeing need at some points in their lives and these can most often be met by support from their family, and the support generally available within the school and associated healthcare professionals.

9. Tools for Identifying Wellbeing Concerns

The SHANARRI Wheel – the ideal

- Our Dunedin curriculum is designed to help all our young people meet the eight wellbeing targets below:-



10. GIRFEC: The National Practice Model

This model should help to provide a shared understanding of a young person's needs and identify concerns that may need to be addressed. The model and the tools which support it can be used by workers in adult and children's services. The main components in the practice model are:

a) The Wellbeing Indicators

Identified in the SHANARRI Wheel on previous page

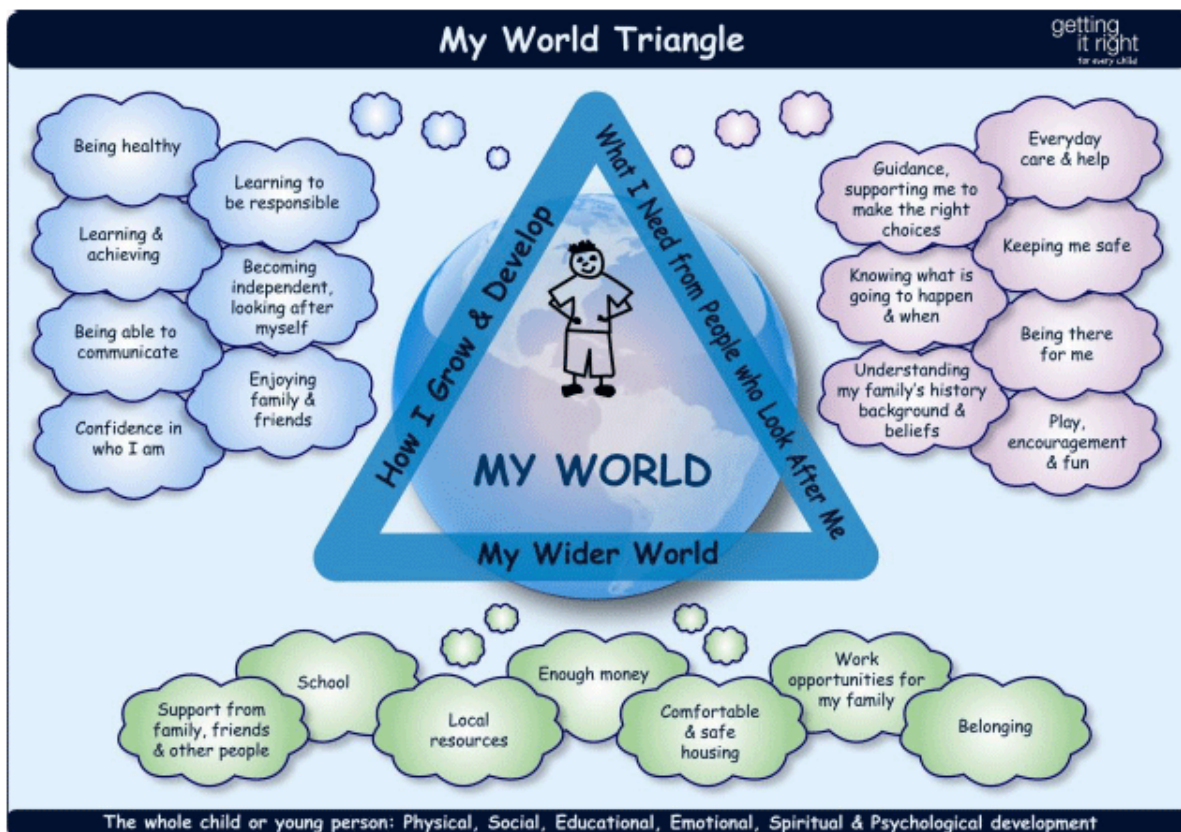
b) The Five Questions

On at least an annual basis, or as the need arises, Tutors should meet with each student in order to review their progress and to consider the following five questions

- What is getting in the way of this young person's wellbeing?
- Do I have all the information I need to help this young person?
- What can I do now to help this young person?
- What can the school do to help this young person?
- What additional help, if any, many be needed from others?

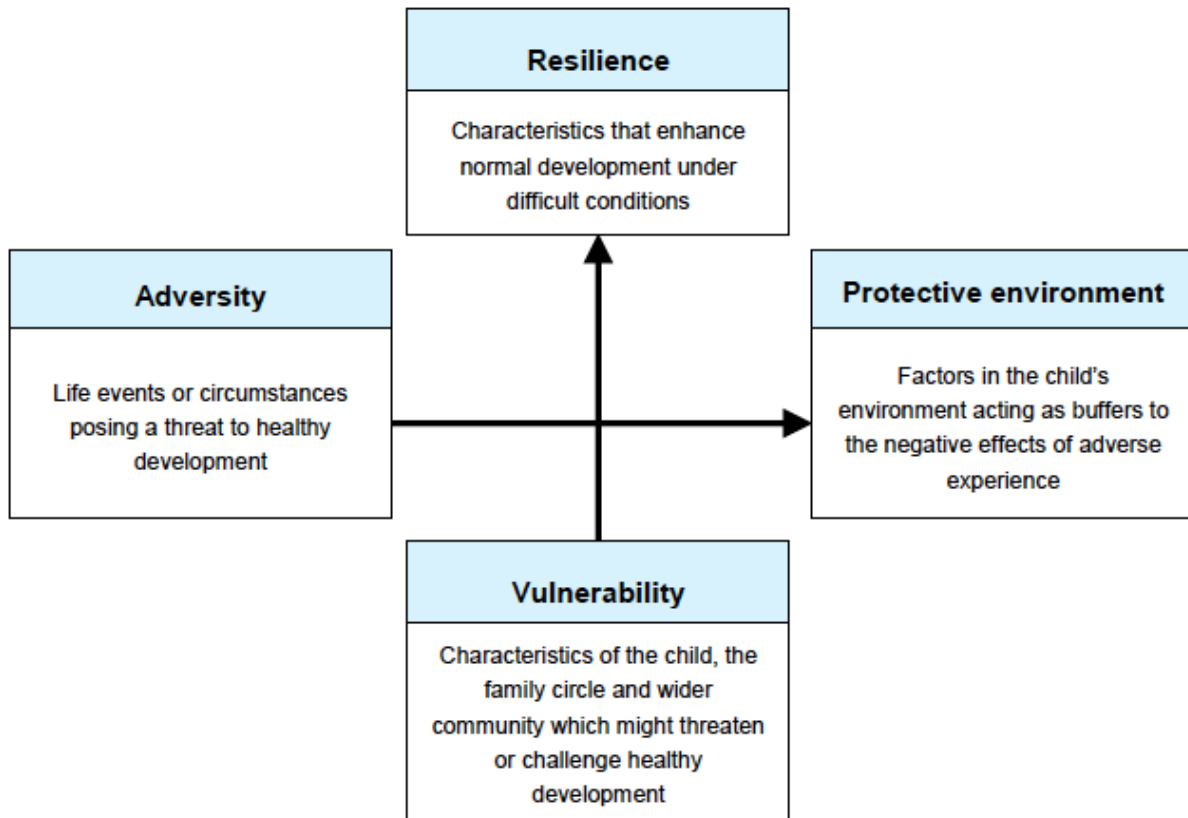
c) The My World Triangle

The [My World Triangle](#) serves as a starting point for considering what risks might be present in a child's life.



d) The Resilience Matrix

Analyse the information, using the Resilience Matrix to aid clarity where required.



e) The Young Person's Plan

A Younger Persons Planning Meeting (YPPM) should take place annually for all pupils and more often for those in Years S5 and S6. Summarise the young person's needs against Wellbeing Indicators.

- Agree outcomes and the targets required to reach these outcomes.
- Construct a Child's Plan with the help of parents/carers and if necessary outside agencies and take appropriate action.

11. What is Child Protection?

'Child protection' means protecting a child from child abuse or neglect. However, abuse or neglect do not directly need to have taken place for child protection to step in. It is sufficient for a risk assessment to have identified a likelihood or risk of 'significant harm' from abuse or neglect.

11.1 What is the difference between a Wellbeing concern and Child Protection?

A concern may be expressed about anything that affects or has the possibility of affecting the wellbeing, happiness or potential of a child. It may refer to a single event or observation, a series of events, or an attribute of the child or someone associated with them. It is important that staff are confident in distinguishing between a routine concern, which is likely to be handled in school as a Wellbeing Concern (which may trigger the completion of a Wellbeing Concern Form) and a Child Protection Concern.

A Child Protection Concern is one that is assessed as a risk that is causing or likely to cause significant harm to a child. Significant harm is inextricably linked to child protection and is a single act, an accumulation of acts or the omission of an act that disrupt and impact on a child's physical, emotional or psychological development.

12. GIRFEC and Child Protection

Where a child is thought to be at risk of 'significant harm', the primary concern will be for their safety and a Child Protection referral should be initiated.

In child protection cases, the role of the Lead Professional will typically be taken by a social worker. However, many of the young people at Dunedin do not have a social worker so the Lead Professional in the early stages of a concern may be the Child Protection Coordinator.

Where a young person is believed to be at risk of 'significant harm', the Child's Plan is called the 'Child Protection Plan' for as long as the risk of significant harm is deemed to last. The multi-agency group working with the child and their family is known as the core group.

13. What is harm and significant harm in a Child Protection Context?

'Harm' means the ill treatment or the impairment of the health or development of the child, including, for example, impairment suffered as a result of seeing or hearing the ill treatment of another. In this context, 'development' can mean physical, intellectual, emotional, social or behavioural development and 'health' can mean physical or mental health. Whether the harm suffered, or likely to be suffered, by a child or young person is 'significant' is determined by comparing the child's health and development with what might be reasonably expected of a similar child.

Child Protection is closely linked to the risk of significant harm. 'Significant harm' is a complex matter and subject to professional judgement based on a multi-agency assessment of the circumstances of the child and their family. Where there are concerns about harm, abuse or neglect, these must be shared with the relevant agencies so that they can decide together whether the harm is, or is likely to be, significant.

Significant harm can result from a specific act, a series of acts, the omission of an act or an accumulation of concerns over a period of time. It is essential that when considering the presence or likelihood of significant harm that the impact (or potential impact) on the child takes priority and not simply the alleged abusive behaviour.

Radicalisation could present the risk of significant harm. See Appendix 1 for Prevent Duty Guidance.

Risk Indicators have been defined by the Scottish Government in the National Guidance for Child Protection in Scotland (2021) and can be summarised as follows:

Domestic abuse: children can be affected by abuse even when they are not witnessing it or being subjected to abuse themselves

- Neglect and emotional abuse
- Physical abuse
- Obesity
- Poverty
- Parental problematic alcohol and drug misuse

- Disability: disabled children are all vulnerable to the same types of abuse as their able-bodied peers, but children with behavioural disorders, learning disabilities and/or sensory impairments can be particularly at risk. Similarly, a parent or carer who is affected by a disability may be unable to prioritise their children's needs due to their disability.
- Non-engagement of parents and carers with services
- Children experiencing or affected by mental health problems
- Children affected by parental mental health or physical health problems
- Suicide and self-harm affecting children
- Children and young people who display harmful or problematic sexual behaviour
- Under-age sexual activity
- Child sexual abuse
- Child sexual exploitation, including online
- Female genital mutilation
- Honour-based violence and forced marriage
- Fabricated or induced illness
- Looked-after children
- Radicalisation
- Serious harmful behaviour shown by children
- Sudden death of a child or young person - will automatically require an investigation by services

If any of the aforementioned list is included with an assessment of risk to a child or young person it is likely that a multi-agency assessment is required and a referral to Social Care Direct will be made in consultation with the child/young person and parent/carer (where appropriate). If consent is not required i.e. it may place the child or young person at greater risk, then a referral without seeking consent first may be made

14. Responding to Child Protection Concerns about a Young Person

Tutors and all staff at Dunedin play a crucial role in the support and protection of children as well as the development of their wellbeing. Staff are likely to have significant day-to-day contact with children and so are well placed to observe physical and psychological changes in a child that could indicate abuse and to contribute to the assessment of vulnerable children. Staff may be the first to be aware that families are experiencing difficulties in looking after their children. Staff should be alert to signs that a child may be experiencing significant harm.

What to do when a student wants to tell you about something that has happened.

'ALGEE':

ASSESS for risk – if you think that a child is at serious risk contact one or other of the Child Protection Coordinators immediately.

LISTEN non-judgmentally – do not promise confidentiality.

GIVE reassurance and information – ask 'open' questions: 'tell me what has happened' and avoid leading questions.

ENCOURAGE appropriate professional help – do not take it upon yourself to investigate what the student has told you.

ENCOURAGE using support strategies when dealing with mental help crisis (with guidance from the appropriate members of staff).

Questioning and testing of evidence is not a matter for school staff; this is the responsibility of the police and social work. Such an approach by staff could prejudice later investigations.

The role of school staff is to **recognise, respond, report and record (the 4 R'S)**:

1. **Recognise** when the child's behaviour and demeanour is a cause for concern or they have told you something that suggests that they may be at risk of harm
2. **Respond** by following the guidance below.
3. **Report** their concerns as quickly as possible and on the same working day to the Child Protection Co-ordinator.
4. **Record** in detail on the Child Protection Concern Form and sign and date the form with details of what they have seen and heard, and when they did so. Signs of physical injury should be described in detail. Any comment by the child concerned, or by an adult who might be the abuser, about how the injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made, and sign and date the report on the day.

Following a disclosure staff must complete a Wellbeing Concern Form and pass on the concern to the relevant Tutor or in the case of a Child Protection Concern to either of the CPCs or if appropriate to the Governor responsible for Safeguarding.

Where a child is thought to be at risk of significant harm the primary concern will be for their safety and staff should contact one of the Child Protection Coordinators in the first instance. If you are in any doubt, you should always pass it on. Consult the Child Protection Policy and RECORD.

15. Reporting a 'Child Protection' concern at Dunedin School

- Speak to one or other of the Child Protection Coordinators
- Record concerns on Part 1 of the Child Protection Form
- Part 2 of the Child Protection Form to be completed by a CPC
- An incident Chronology is opened
- Pupil's opinion/Parent's opinion (where applicable)

16. Record Keeping

Any Wellbeing Concern or Child Protection Form should be kept in the locked Child Protection cabinet and kept separate from the young person's file. It should be clearly cross referenced and marked confidential and held in accordance with data protection arrangements.

17. How Concerns may Arise

Concerns about Child Protection may arise in the following circumstances:

- a) a member of staff has concerns arising from an observation of the child's behaviour or appearance, or comments the child has made;
- b) a young person tells a member of staff they have been abused or feel unsafe;
- c) a third party expresses concerns to a member of staff: this could be another pupil, a parent or carer or member of the public;
- d) an anonymous allegation is received;
- e) historical abuse. It is also possible that a school's cooperation might be sought in relation to a child abuse investigation which was initiated outside the school.

17.1 A Member of Staff has Concerns or a Child mentions something which suggests a possible Concern

The suspicions of a tutor or staff member may be aroused by the presence of indicators of possible harm or by a feeling, based on knowledge of the young person, that all is not well; or ;by a mixture of factors. It may be appropriate for a member of staff to make an enquiry of a young person about how an obvious injury was sustained, or why the young person appears upset or distressed using open-ended non-leading questions. For example: 'What happened?' 'Where did it happen?' 'When did it happen?' and 'Who was there?' If the young person does not respond, the matter should not be pursued further and advice should be sought.

Questioning and testing of evidence is not a matter for school staff, as this is the responsibility of the police and social work agencies. Such an approach by staff could prejudice later investigations.

The role of school staff is to recognise, respond, report and record:

Recognise when a young person's behaviour and actions are a cause for concern and respond.

Tutors and staff should report their concerns as quickly as possible on the same working day and in the form included as Appendix 2 to one of the Child Protection Coordinators.

Record in detail what they have seen and heard, and when they did so. Signs of physical injury should be recorded in detail.

Any comment by the young person concerned, or by an adult who might be the abuser, about how the injury occurred should be recorded, preferably quoting words actually used, as soon as possible after the comment has been made, and sign and date the report on the day.

Staff should:

- a) Listen sympathetically and with care.
- b) Reassure the child that he/she is not to blame.
- c) Not show disbelief.
- d) Not give a guarantee of confidentiality.
- e) Take the allegation seriously.
- f) Affirm the child's feelings as expressed (don't tell the child how he/she should feel).
- g) Avoid being judgemental about the information given by the child.
- h) Refer to one of the Child Protection Co-ordinators in accordance with school procedures.

- i) the child draws back from speaking to the staff member, the child should be informed of the possibility of making a private and confidential telephone call to ChildLine on 0800 1111. ChildLine's approach is to listen to the child, discuss options and encourage the child to seek help from a trusted adult.

A member of staff who is concerned about a child in these circumstances should inform one of the Child Protection Co-ordinators that the young person appears to have some concerns. Where the concerns are expressed by another pupil, it should be remembered that reporting suspicions of abuse may be traumatic for that child and appropriate support should be provided.

General points on how to respond to a young person wanting to talk about a Child Protection Concern:

- a) Show acceptance of what the young person says (however unlikely the story may sound).
- b) Keep calm.
- c) Look at the young person directly.
- d) Be honest.
- e) Tell the young person you will need to let someone else know – don't promise confidentiality.
- f) Even when a young person has broken a rule, they are not to blame for the abuse.
- g) Be aware that the young person may have been threatened or bribed not to tell.
- h) Never push for information. If the young person decides not to tell you after all, then accept that and let them know that you are always ready to listen.

Helpful things to say:

- i) I understand what you are saying.
- j) Thank you for telling me.
- k) It's not your fault.
- l) I will pass this on

Things not to say:

- m) Why didn't you tell anyone before?
- n) I can't believe it!
- o) Are you sure this is true?
- p) Why? How?
- q) Never make false promises.
- r) Never make statements such as 'I am shocked, don't tell anyone else'.

At the end of the conversation:

- s) Reassure the young person that they were right to tell you and show acceptance.
- t) Let the young person know what you are going to do next and that you will let them know what happens.
- u) Contact one of the Child Protection Co-ordinators.
- v) Consider your own feelings and seek pastoral support if needed.

17.2 A Third Party Expresses Concern

Research suggests that some adults see schools as a preferred contact point if they have concerns about the wellbeing or safety of a child either in the school their child attends or at another school. Parents in conflict may also share concerns about their partner with school staff. In some circumstances, therefore, school staff will find themselves receiving external information that indicates the possibility of harm to a student. In these circumstances it is important that, as with young people disclosing, staff listen carefully and sympathetically, treat the matter seriously and as soon as is practically possible on the day, record, sign and date the information on the form included as Appendix 2.

They should also explain to the person that they cannot give a guarantee of confidentiality. Where the contact wishes to remain anonymous, the member of staff should refer the concerns to one of the Child Protection Co-ordinators who should explain to the referrer the actions that will be taken as set out above.

**As with a direct approach, a member of staff to whom a third party expresses concern should:
RECOGNISE, RESPOND, REPORT and RECORD**

Actual words used should be quoted where possible. Record the behaviour and demeanour of the person expressing the concerns, where this is done in person. In all circumstances, the Child Protection Co-ordinators must ensure that the information is shared with other relevant agencies (health, police, social services), so that an early assessment can be made of any potential/actual harm to the young person and whether further child protection enquiries are necessary.

17.3 An Anonymous Allegation is Received

Staff in receipt of anonymous allegations about child abuse, whether that young person is a pupil in school or not, should: record in writing the words used, so far as possible, where the allegation is by telephone, or retain the paper, where it is in writing. Report the matter to one of the Child Protection Coordinators.

17.4 An allegation is made against a staff member

The procedures for dealing with allegations of abuse need to be applied with common sense, proportionality and judgement. The School has a duty of care to all staff members. The School should ensure they provide effective support for anyone facing an allegation and provide the staff member with a named contact if they are suspended. It is essential that any allegation of abuse is dealt with quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation. Allegations may be genuine, malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned.

17.4.1 Where the Allegation Suggests Possible Child Abuse

Any allegation of child abuse against a member of staff must be taken seriously and acted on. One of the Child Protection Coordinators and the **Chairperson of the Board of Governors** (Fiona Ferguson) should be informed immediately. If the subject of the allegation is deemed to be an immediate risk to children or there is evidence of possible child abuse, then advice should be taken by either the Child Protection Coordinator or the Chairperson of the Board from the police, before anyone is questioned to ensure best evidence is preserved. If the police inform the school that they are proceeding with a criminal investigation, advice should be taken from the Investigating Coordinator about what information (either orally or in writing) can be given, and when, to the member of staff who is the subject of the allegation.

The Chair of the Board of Governors should organise an inter-agency strategy meeting and take advice from police and Social Work (Children and Family Services) and agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if anything, can be shared with parents.

17.4.2 Where the Allegation Does Not Meet the Criteria at 17.4.1

If the information is unclear, the basic facts should be established by the Chair of the Board of Governors using open-ended, non-leading questions and a decision made as to what action the school needs to take. If during this process information becomes available which satisfies the criteria of para 17.4.1 then the procedure set out therein should be followed.

Where the information does not suggest child abuse, the context of the interaction between the member of staff and pupil and the intent of the member of staff should inform the initial assessment. Where the allegation concerns inappropriate behaviour by a member of staff, it may be appropriate to invoke the school's staff disciplinary procedures. The member of staff who is the subject of the allegation should always be informed that such an allegation has been made by the Chair of the Board of Governors.

17.4.3 Supporting the Member of Staff

The School has a duty of care to all staff members. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible, whilst following the advice or instruction from external agencies, and given an explanation of the likely course of action (with the provisos outlined at 17.4.1). The individual should be advised to contact their Professional Association/Trade Union representative, if they have one, or a colleague for support. They should also be given access to counselling or medical advice. Particular care needs to be taken when staff members are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence. If so, this should be discussed with the Investigating Coordinator in the police.

The Scottish Government have issued advice on reporting restrictions preventing the publication of any material that may lead to the identification of any member of staff in a school who has been accused by a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence. The reporting restrictions are lifted if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so.

17.4.4 Precautionary Suspension

Dunedin School must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. The school will have to consider the need to ensure that children are protected while an allegation is under investigation. A precautionary suspension, without prejudice to the member of staff, for the duration of the investigation, should be considered by the Chair of Governors in cases where:

- there is cause to suspect or believe a pupil or pupils are at risk of harm;
- the allegation warrants investigation by the police;
- the allegation is so serious that it might be grounds for dismissal.

The power to suspend is vested in the Governors. The police or Social Work (Children and Family Services) cannot require the Board of Governors to suspend a

member of staff. However, where the initial evaluation or an inter-agency discussion concludes that there should be enquiries by Social Work (Children and Family Services) and/or an investigation by the police, the Chair of the Board of Governors, as part of a risk assessment, should seek the views of the Investigating Coordinator and Social Worker about whether the member of staff needs to be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis after having undertaken a risk assessment.

In the event of a member of staff being suspended while investigations are taking place, the school should consider whether it may be advisable to inform all parents or carers of children with whom the staff member concerned has had contact. As the matter will be *sub judice* advice should be sought from the Investigating Coordinator in the police who may need to discuss the matter with the Procurator Fiscal.

Where the member of staff concerned has had contact with a number of children, consideration should be given to the possibility that others may also have been abused. If a decision is made to suspend the member of staff, there should be no delay in taking action, including during school holiday periods. The member of staff should be informed immediately and informed that there should be no contact with pupils for the duration of the investigation.

In the infrequent event of a second allegation being made, the school would have to consider informing all parents. If there is enough suspicion of multiple abuse to justify enquiries being made of other children and families by Police and Social Work (Children and Family Services), the school will wish to ensure that it is seen to be co-operating and responding appropriately to the legitimate concerns of parents or carers. In this situation, legal advice should be taken about the terms of any letter to be sent to all relevant parents or carers, and the terms of response to any enquiries from the press. Where the matter is *sub judice*, no letter should be sent to the parents or carers without clearing it with the Investigating Coordinator in the Police who may need to clear it with the Procurator Fiscal. A delicate balance has to be maintained between openness and confidentiality, which respects rules of law about matters which are under investigation.

In cases where abuse of more than one child is suspected, the school should, after consulting Police, Social Work and the Procurator Fiscal about compliance with legal requirements, consider seeking counselling for individuals affected.

Should the allegations be proven, parents or carers should be informed of the facts and of the action taken by the school. If, after Police and Social Work (Children and Family Services) investigation, there is felt to be insufficient evidence for prosecution, or where a prosecution does not result in a conviction, disciplinary action against the member of staff may still be taken, if the member of staff is considered to represent a risk to a child or children or their behaviour has caused concern. A referral to the PVG Scheme may be appropriate in some circumstances.

17.4.5 Unfounded Allegations

If after due consideration, the conclusion is that the allegation is unfounded, the decision to take the matter no further should be recorded, together with the reasons for it, and the information placed in a confidential file.

If an allegation is shown to be deliberately invented or malicious, the Chair of Governors should consider whether any disciplinary action is appropriate against the pupil who made it or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil. The Child Protection Coordinator should refer the matter to Social Work to determine whether the child concerned is in need of services, or may have been abused by someone else.

The member of staff may wish to seek advice and support from their professional association in these circumstances.

17.4.6 Abuse of Trust

Part 5 of the Sexual Offences (Scotland) Act 2009 covers the abuse of trust offence whereby a person aged 18 or over engages in sexual activity with a person under that age if the person aged 18 or over is in a position of trust in relation to the younger person. The definitions of when a person is in a 'position of trust' would include all staff in schools.

The School should ensure that all staff, including volunteers, are aware of their responsibilities and boundaries of relationships with pupils.

17.4.7 Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

If the member of staff resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the protection of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the member of staff should be given a full opportunity to answer the allegation and make representations about it. The process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available should continue even if that cannot be done or the member of staff does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

Settlement agreements (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

17.4.8 Record Keeping

Details of allegations that are found to have been malicious should be removed from Personnel Records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the person alleged to have abused a student, and a copy provided to the person concerned. These should be retained in accordance with the principles of the General Data Protection Regulation (GDPR).

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. It will provide clarification in cases where future PVG checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as

sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the member of staff has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

Cases where an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

17.4.9 Non-recent Allegations of Abuse (previously known as 'Historical' Abuse')

Non-recent abuse refers to allegations of abuse which took place before the victim was 16 (or 18, in particular circumstances) and which have been made after a significant time lapse. The complainant may be an adult but could be an older young person making allegations of abuse in early childhood.

If a school receives a non-recent allegation of abuse the Chair of the Board of Governors should be informed immediately and it is a matter for the police to investigate. Any reasonable professional concern that a child may be at risk of harm will always over-ride a professional requirement to keep information confidential. This may be in a professional capacity such as in school, within a personal family setting or in the wider community.

When a report of a non-recent allegation of abuse is received by the school, consideration needs to be given to the investigation of any current child protection concerns. This should include determining whether there are any children potentially still at risk from the suspected perpetrator(s).

As with all investigations into suspected or reported abuse, the agencies involved should take a measured, planned approach that balances current child protection risks with support for the individual. Multi-agency communication and collaboration is vital and services should be proactive in ensuring they have a clear understanding of each others' roles and remits.

17.4.10 Whistleblowing in the context of Child Protection

- Whistleblowing is the mechanism by which staff can voice their concerns made in good faith, without fear of repercussion.
- In working with children and young people, it is possible for staff, through ill-considered actions, to lay themselves open to allegations of abuse. Their best protection is to encourage a climate of respect and openness within the classroom and school community where pupils feel confident to point out aspects of behaviour which are considered to be inappropriate.
- If another member of staff is seen to behave inappropriately with a child, staff should not ignore it but share it with one of the Child Protection Co-ordinators.
- If the concern is about one of the Child Protection Co-ordinators then it should be reported to the Chair of the Board of Governors.
- Any staff member who does not feel that a child protection concern has been dealt with adequately by the Child Protection Coordinators or the Chair of the Board of Governors should contact Social Work Direct or the Police themselves.

18. What is child abuse and child neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Assessments will need to consider whether abuse has occurred or is likely to occur.

The following definitions show some of the ways in which abuse may be experienced by a child but are not exhaustive, as the individual circumstances of abuse will vary from child to child.

18.1 Physical Abuse

Physical abuse is the causing of physical harm to a child or young person. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child they are looking after.

18.2 Emotional Abuse

Emotional abuse is persistent emotional neglect or ill treatment that has severe and persistent adverse effects on a 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 involve the imposition of age- or developmentally-inappropriate expectations on a child. It may involve causing children to feel frightened or in danger, or exploiting or corrupting children. Some level of emotional abuse is present in all types of ill-treatment of a child; it can also occur independently of other forms of abuse.

18.3 Sexual Abuse

Sexual abuse is any act that involves the child in any activity for the sexual gratification of another person, whether or not it is claimed that the child consented. Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or in watching sexual activities, using sexual language towards a child or encouraging children to behave in sexually inappropriate ways.

18.4 Neglect

Neglect is 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or to ensure access to appropriate medical care or treatment. It may also include neglect of, or failure to respond to, a child's basic emotional needs. Neglect may also result in the child being diagnosed as suffering from non-organic failure to thrive where they have significantly failed to reach normal weight and growth or development milestones, and where physical and genetic reasons have been medically eliminated.

In its extreme form, children can be at serious risk from the effects of malnutrition, lack of nurturing and stimulation. This can lead to serious long-term effects such as greater susceptibility to serious childhood illnesses and reduction in potential stature. With young children in particular, the consequences may be life-threatening within a relatively short period of time.

18.5 Risk of harm due to radicalisation

Although not immediately causing direct harm, radicalisation could lead to abuse of the child through external influences. It is therefore important that staff are vigilant to early signs of extreme views or behaviour.

19. Child Protection Plan

When a Child's Plan incorporates a Child Protection Plan this should be set out in detail:

- a) the perceived risks and needs;
- b) what is required to reduce these risks and meet those needs; and
- c) who is expected to take any task forward including parents or carers and the young person themselves.

Children and their families need to understand clearly what is being done to support them and why. In addition, Child Protection Plans need to identify clearly:

- d) the agreed outcomes for the young person;
- e) key people involved and their responsibilities, including the Lead Professional and named practitioners
- f) timescales;
- g) supports and resources required
- h) the longer term needs of the young person;
- i) the process of monitoring and review; and, if not
- j) any contingency plans.

Responsibility is shared for the Child Protection Plan and is created and overseen by the Child Protection Coordinator. Each person involved should be clearly identified, and their role and responsibilities set out. To preserve continuity for the child and their parent(s)/carer(s), arrangements should be made to cover the absence through sickness or holidays of key people. All Child Protection Plans where there are current risks should have specific cover arrangements built in to make sure that work continues to protect the child. Plans should also include whether there may be a need for Compulsory Measures of Supervision. As part of this continuity, children and young people who are on the Child Protection Register should not be excluded from school unless there is a multi-agency discussion to identify risk factors and strategies to address these. Any interventions should be proportionate and clearly linked to a desired outcome for the child. Progress can only be meaningfully measured if the action or activity has had a positive impact on the child.

Participants should receive a copy of the agreed Child Protection Plan within 5 calendar days of the CPCC. It is recognised that a full comprehensive risk assessment may not be achievable within the timescales of the initial CPCC or the first core group. Therefore, it should be recognised that the early Child Protection Plan may need to be provisional until a fuller assessment can be undertaken.

20. Appointment of New Staff

- Before any appointment of new staff two references will be taken up in advance.
- All applicants who are offered employment in posts involving access to young people (whether teacher or support staff) will be subject to a PVG Disclosure.
- Other adults who may come into direct contact with pupils as part of their business with the school will need to be supervised by a member of staff at all times.
- Dunedin's school administrator will be in charge of checking supporting documents for a PVG application. The school will pay for the PVG Disclosure.

- A new member of staff will not start working in the school until they have a new or updated PVG Disclosure.

21. Child Protection Training

- New staff will have an initial meeting with one or other of the CPCs and given in house Child Protection training. They then should take part in formal CPD training within their first year of employment.
- New staff should be given the crib card about how to respond to a young person if they make a disclosure.
- Both of the CPCs must undertake level 4 training every two years.
- Teaching and other staff should take part in whole school training every three years.
- All staff should complete PREVENT training and this should be dated and logged.
- Staff are given regular wellbeing updates at staff meetings.
- Staff know how to respond to a pupil who discloses abuse.
- All parents are made aware of which members of staff (and which Governor) are responsible for Safeguarding and Child Protection.
- All new members of staff will be given a copy of this document.

22. Information Sharing and Recording

The wellbeing of a child is of central importance when making decisions to lawfully share information at all times. Information shared should be relevant, necessary and proportionate to the circumstances of the young person, and limited to those who need to know.

When gathering information about possible risks to a young person, information should be sought from all relevant sources, including services that may be involved with other family members. A record should be made of when it was shared, with whom, for what purpose, in what form and whether it was disclosed with or without informed consent. Similarly, any decision not to share information and the rationale for that should be recorded.

23. Storage and Retention of Information

See Dunedin School's Retention and Disposal of Records Policy

24. Information Sharing about a Young Person's Wellbeing

Section 23 in the Children and Young People (Scotland) Act 2014 stipulates that when a child's Named Person service provider, i.e. a health board, local authority, or independent school, changes, the previous Named Person must share information that is likely to be relevant to any risk to the child's wellbeing, with the new Named Person. This ensures that important information is not lost due to the child moving area, or making other transitions.

Information is expected to be communicated within 10 working days after the new arrangement is put in place, unless there is good reason for this to take longer. In some cases, there would be an expectation that this would be done more quickly e.g. transition of a child from primary to secondary school. Where a Child's Plan is in place, the legislation is specific that, with few exceptions, the area into which the child moves is responsible for the management of the plan. Concerns must be

communicated to the receiving school, along with the child's education file, and a written notification provided, even where initial contact was made by other means. This notification should include information on the history of the original school's involvement with the child and their family and the identified risks, including the most recent intervention plan and any progress made. Where the case history is lengthy and/or significant, where practical, a face-to-face meeting between relevant staff from both schools should be considered as a follow up to the written referral.

APPENDIX 1

PREVENT DUTY GUIDANCE

The UK Counter-Terrorism and Security Act 2015, places upon the School, the responsibility to have 'due regard to the need to prevent people from being drawn into terrorism'.

The related Prevent strategy has three specific strategic objectives:

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

The Prevent Duty Guidance for Scotland indicates that Prevent activity may include issues associated with sectarianism and extremism.

Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the Prevent strategy as: 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The School will undertake Prevent awareness and other training that could help staff to prevent people from being drawn into terrorism.

Any concerns should be directed to one of the Child Protection Co-ordinators and standard safeguarding procedures will be followed.

APPENDIX 2

CHILD PROTECTION CONCERN FORM – PART 1

PART 1: To be completed by the person who has the concern.

- If a member of staff knows or suspects that a child/young person has been, is being or is at risk of being harmed, this form must be completed and the concern must be passed on to one of the Child Protection Co-ordinators as soon as possible.
- This form should be either handwritten or completed electronically, provided it is signed and dated in writing on the day. Do not delay in completing the form if you do not have all the information.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.

1. Child/Young Person's Details

Name	Date of Birth	Year group / Class
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2. Person Recording the Concern

Name	Role/Designation
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3. Details of concern (The member of staff must record the facts as accurately as possible, using the child's own words.)

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4. Did the child/young person express a view?

--

Name: _____

Role/ Designation: _____

Date: _____ Time: _____

CHILD PROTECTION CONCERN FORM – PART 2

PART 2: To be completed by one of the Child Protection Co-ordinators

Name of Child Protection Co-ordinator: _____

Date Concern Form Received: _____ **Time:** _____

You should now open a child protection file and chronology.

1. Have there been previous child protection concerns?

Yes No

If yes, give details:

2. Has this concern been shared with the child/young person?

Yes No

(If Yes what is the child/young person saying about the concern? Note the date when the concern was shared. If No, please explain why not e.g. child too young.)

3. Did you as Child Protection Co-ordinator speak to the child/young person e.g. to establish basic facts?

Yes No

4. Was this concern shared with anyone else?

Yes No

If Yes, please specify:

The decision about who shares what with the parents is taken following advice from one of the statutory agencies involved in the Inter-agency Referral Discussion.

5. Does the concern involve any of the following types of abuse/ risk factors?

Sexual abuse No Yes

Physical abuse No Yes

Emotional abuse No Yes

Physical neglect No Yes

Domestic abuse No Yes

- Parental alcohol and/or drug misuse No Yes
- Disability No Yes
- Non-engaging family No Yes
- Child affected by parental mental health problems No Yes
- Child with mental health problems No Yes
- Child displaying problematic sexual behaviours No Yes
- Female genital mutilation No Yes
- Honour-based violence or forced marriage No Yes
- Fabricated or induced illness No Yes
- Sudden, unexpected death of a child No Yes
- Child exploitation No Yes
- Child placing themselves at risk No Yes
- Being radicalised or vulnerable to the messages of terrorism/extremism No Yes

▪ **Other (please specify)**

6. What action is to be taken in relation to this concern(s)?

Please tick the appropriate box.

- Discuss with Lead Professional (if allocated and available on the day)
Contact name & telephone number: _____
- Initiate child protection procedures
- Carry out an Assessment of Need (In-house School Assessment)
- Call a Child's/Young Person's Planning Meeting
- Continue to monitor

7. If child protection procedures are initiated, record details of the discussion with social work services/police or other statutory agency as per your local Inter-agency guidelines

Date: _____ Time: _____ Name of contact: _____

Details of discussion

Outcome of discussion

8. If the referral goes to an IRD and is being investigated and assessed by the statutory agencies, the Child Protection Coordinator should record details of his/her further involvement in the case and further communication from the statutory agencies involved. (See Guidelines on Chronology).

9. Child placed on the Child Protection Register

Yes No

If Yes, indicate the date:

10. Child removed from the Child Protection Register Date:

11. Following de-registration was the child/young person made the subject of a Child's Plan? Yes No

Name: _____ Date: _____

Time: _____

Role/ Designation: _____

APPENDIX 3

WELLBEING CONCERN FORM

PART 1: To be completed by the person who has the concern

- The purpose of this form is to pass on wellbeing concerns about a child/young person where these are unable to be met by parents and/or through the routine support systems in your school.
- This form should be either handwritten or completed electronically and passed onto the Child Protection Coordinator as soon as possible.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.
- **If you have any doubts as to whether you have a wellbeing or child protection concern, you should take advice from one of the child protection co-ordinators.**

1. Child/Young Person's Details

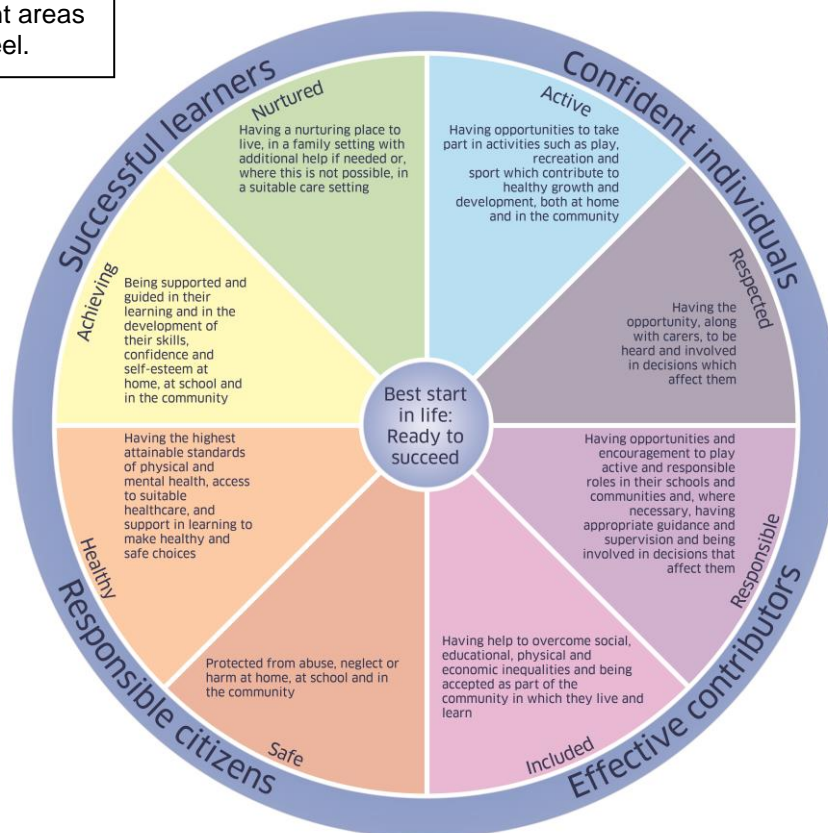
Name	Date of Birth	Year group / Class
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2. Person recording the concern

Name	Role/Designation
------	------------------

3. Area of Concern

Please ✓ any relevant areas of the Wellbeing Wheel.



4. Description of concern(s). Use the heading(s) you have ticked on the Wellbeing Wheel to record the details below. If appropriate include any action taken to address the issue. Include dates when action was taken.

Signed: _____ **Date:** _____

Name: _____ **Time:** _____

Role/Designation: _____

WELLBEING CONCERN FORM – PART 2

PART 2: To be completed by one of the Child Protection Coordinators

1. Have there been previous wellbeing concerns?

Yes No Don't know

if Yes, please summarise with dates.

2. Has this concern been shared with the child/young person?

Yes No

(If Yes what is the child/young person saying about the concern? Note the date when the concern was shared. If No, please explain why not e.g. child too young.)

3. Has this concern been shared with the child/young person's parents/carers?

Yes No

(If Yes, what was the parent's response? Note the date when the concern was shared.)

It does not have to be the Named Person who discusses the concern with the parent or carer, but agreement should be reached about who is the most appropriate person within the school to do this and the parents or carer's views recorded here.

4. Has the concern been shared with anyone else?

Yes No

If Yes, please specify:

5. What action is being taken in relation to this concern(s)? Please tick the appropriate box.

- Continue to monitor
- Carry out an Assessment of Need (an In-house School Assessment)
- Call a Child's/Young Person's Planning Meeting (Multi-agency Meeting)
- Discuss with Lead Professional (if allocated)

Contact name & telephone number: _____

- Initiate child protection procedures
- Other – please give details

6. Feedback given to the referrer.

Yes

Name: _____

Role/Designation _____

Date: _____

Signed: _____

Date: _____

Appendix 4

Code of Conduct for Staff: Guidance on Interaction with Pupils

Staff interactions with pupils must be transparent and staff should always be wary of allowing situations to develop which could lead to allegations of impropriety.

1. Physical Touch

The climate of suspicion that has developed with regard to child abuse poses a real dilemma for caring adults. This is true in all schools but especially where schools take a pride in fostering a family atmosphere. In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact needs a considered assessment of the situation. This does not mean that physical contact is never permissible. It does mean that adults touching children must operate within understood limits, and that contact outwith those limits must be a considered response which can be justified if necessary.

Where those limits lie will vary according to the age of the child and the role of the member of staff. A young child may well require to be comforted and reassured. Any touching or comforting should be age appropriate, context specific, preferably done within vision of others and prompted by the needs of the child, not those of the staff.

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

It would be impossible to lay down rigid rules about what is, and is not, permissible. Awareness-raising through in-service training should provide opportunities for staff to explore acceptable limits through discussion of case scenarios. Common sense is a good guide, but it must be informed common sense. It is important for caring adults to understand that too generous limits which can be operated satisfactorily by some can be exploited by others with less worthy motives. The difficulty in laying down clear limits makes it all the more important that schools make every effort to ensure that all staff who have contact with pupils are carefully selected and all appropriate checks completed.

2. One-to-One Situations

Opportunities for abuse exist in all schools in one-to-one situations, e.g. tutorials, music lessons, one-to-one tuition, guidance interviews, sick rooms. The simplest advice would be to try, as far as possible, to avoid being alone with a child or young person. However, for some staff this is unrealistic as the context of their job is teaching in one-to-one situations, e.g. Music Instructors. This may also prove difficult where it might be seen as beneficial for a child to have some opportunity for one-to-one contact with an adult.

- Where one-to-one contact is appropriate, it should be timetabled and, where possible, held with others around or within earshot or view of others. Never have the door locked and, wherever possible, maintain a gap/barrier between you and the child. Another member of staff should be aware of any meeting and its purpose.
- If possible, doors should have built-in windows.
- Do not meet pupils off school premises or invite them to your home.
- Most one-to-one meetings will be straightforward and uneventful. But where the meeting is difficult, fraught, tense, accusatory or the pupil becomes distressed, the adult must record details and inform the staff at the next staff meeting of the incident.
- If in doubt about a meeting, agree that a colleague will be nearby.

- Excursions out of the school, especially residential stays, can provide opportunities for abuse. Care should be taken to ensure that there are sufficient adults to provide proper supervision and that appropriate risk assessment(s) have been carried out.

3. Physical Contact and Restraint

- Physical contact should only be for the purpose of care, instruction, health and safety, physical intervention or restraint.
- Avoid any physical horseplay with a child, or any other actions another adult or child might misinterpret, no matter how innocent or well-intentioned the actions might be.
- Staff should always be able to justify resorting to physical contact in any situation.
- The nature of the contact should be limited to what is appropriate and proportionate.
- Where possible, initial responses should be to de-escalate and divert before considering physical intervention or restraint. Staff should avoid restraining a child by putting their hands on a child's joints. Where possible another member of staff should be summoned to witness and give support. As soon as the child is under control, staff should cease any physical contact. All incidents of physical intervention or restraint should be logged, dated and signed in a log kept for that purpose.
- The use of physical restraint on a child should involve the absolute minimum force reasonable to the situation and is only permissible when certain that a child is at imminent risk of endangering themselves or others (or in extreme circumstances of inflicting damage to property).

4. 'Hands on' Educational Instruction

- 'Hands on' educational instructions / support should only be used when verbal or role-modelling is insufficient or it is necessary for health and safety reasons. Whenever possible, this should be done within earshot, and preferably within view, of others.
- Where 'hands on' is necessary you should seek the young person's permission appropriate to their age and level of understanding and explain to them what you are about to do.

5. Verbal Remarks

- Positive relationships between staff and children often involve warmth and humour but staff should be aware that there can be a narrow line between remarks which an adult perceives as fair and humorous, but which can be hurtful and embarrassing to a child.
- Salacious or demeaning remarks should never be made to or in the presence of children and young people. Remarks about a child's physical characteristics or development, or suggestive or derogatory comments could fall into this category. Staff should avoid making unfavourable comparisons to a child and 'picking on' particular children.

6. Communication via E-Technology and Social Media

- Any communication via e-technology with pupils should be in line with school policy, for educational purposes and approved by the senior management of the school.
- A teacher can be vulnerable to unintended misuse of electronic communication. E-mail, texting and social media encourage casual dialogue and very often, innocent actions can easily be misconstrued or manipulated. A teacher should never share information with pupils in any environment that they would not willingly or appropriately share in a school or school-related setting.

7. Attachments

- In circumstances where you or a member of staff's relationship with, or feelings towards, a child or young person are at risk of being construed as unprofessional behaviour, then seek advice and support from the pupils tutor.

- If it seems that a young person is becoming inappropriately attached to you or to another member of staff or volunteer or adult helper, share your concerns and seek advice from the pupils tutor.

8. Climate and 'Whistle Blowing'

- In working with children and young people, it is possible for staff, through ill-considered actions, to lay themselves open to allegations of abuse. Their best protection is to encourage a climate of openness within the classroom and school community, where pupils feel confident to point out aspects of behaviour they do not like.
- If another member of staff is seen to behave inappropriately with a child, do not ignore it but share it with one of the Child Protection Co-ordinators.
- If the concern is about one of the Child Protection Co-ordinators then it should be reported to the Chair of the Board of Governors.

9. Inappropriate or Abusive Behaviour

The list below is presented to show some of the ways in which inappropriate behaviour or abuse may be manifested. It is important to recognise that this list is neither definitive nor exhaustive, nor is it meant to suggest that all the actions below are in themselves abusive: they must be seen in the context of the interaction with the child and the intention of staff. Staff should bear these in mind as a way of minimising risk and encouraging good practice. Staff must always exercise professional judgement in each circumstance.

Physical	Hitting/tapping Pushing/jabbing Throwing missiles Shaking
Emotional	Inappropriate/systematic sarcasm Isolating e.g. locked room Unfavourable comparisons Threats Intimidation Scapegoating Systematic personal criticism
Sexual	Any sexual activity with a pupil Inappropriate touching/comforting Suggestive remarks or gestures Sexual harassment Indecent materials Grooming a child for abuse

I confirm that I have read the above Code of Conduct. I have been informed of the school's Safeguarding and Child Protection policy and of my responsibility to take advice from one of the Child Protection Co-ordinators if I have a wellbeing and/or child protection concern about a pupil.

Signed:

Name (printed):

Role:

Date: