



# Beaconhouse School System Child Protection Policy

May 2015

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## REVISION RECORD

Date	Version	Revision description

## Related Policies and Documents

This policy should be read in conjunction with the following BSS policies and documents:

1. [The BSS e-safety policy](#)
2. [The BSS Code of Conduct](#)
3. [The BSS School Procedures Manual](#)
4. The BSS Safety and Security Manual
5. [The BSS Recruitment and Selection Policy](#)

## **1 Beaconhouse Child Protection Policy**

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### **1.1 Policy statement**

The Beaconhouse School System (BSS) is committed to providing a safe and secure environment for all students enrolled at BSS schools. As a responsible organisation we actively seek to promote the welfare of all students in our charge and ensure that they are protected from harm. The Beaconhouse School System believes that every member of the organisation has a role to play and endeavours to provide an environment where all members of the school community i.e. students, parents, teachers, administrators and support staff are confident in sharing concerns either about their own safety or the safety and wellbeing of others.

### **1.2 Guiding principles**

The BSS recognises its responsibility to promote the well being of students in its charge and to protect them from any harm that may come their way and to respond to any form of abuse.

We believe that all students irrespective of their age have a right to feel safe and secure from situations or practices that may cause physical or psychological damage. All BSS schools perform this role through teaching and learning, extracurricular activities and pastoral care. All members of staff including volunteers and support staff act proactively in matters of student welfare and adopt an open and accepting attitude towards students as part of their responsibility for pastoral care. Schools foster an open and accepting environment in which students and parents feel free to raise and discuss any concerns they have.

We believe that the worries and fears students have are serious if they seek assistance from a member of staff. The staff, in order to protect and safeguard students, maybe unable to promise secrecy if concerns require further action.

On suspicion that a student's physical, sexual or emotional wellbeing is being compromised or that a student is being neglected schools will take action to safeguard the student's welfare.

### **1.3 Aims**

- 1.3.1 To foster security and confidence in the school, the staff and in BSS policies and procedures.
- 1.3.2 To raise the awareness of both teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse.
- 1.3.3 To provide a systematic means of monitoring and supporting students known or thought to be at risk of harm.
- 1.3.4 To emphasise the need for good levels of communication between all parents and members of school staff.
- 1.3.5 To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse.<sup>1</sup>
- 1.3.6 To ensure that background checks are carried out on all adults who work with or intend to work with students.

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<sup>1</sup> Towers Junior School, (2014).

## **1.4 BSS schools ensure**

- 1.4.1 All members of staff play an active role in safeguarding students.
- 1.4.2 Safeguarding students is recognised as an important task and completely harmonious with the school's academic responsibilities.
- 1.4.3 All members of staff (including support staff) receive training to understand how students may be at risk of harm.
- 1.4.4 All members of staff safeguard and protect the welfare of students while they are in school against all bullying and in particular where this is accentuated by sexual or racial factors, disability or special education needs or digital technologies<sup>2</sup>.
- 1.4.5 All members of staff are aware of the child protection and safeguarding procedures. They know the procedures for reporting concerns and adhere to them.
- 1.4.6 The selection and recruitment of staff includes a thorough background check to make sure that candidates are suitable to work with students in schools<sup>3</sup>.
- 1.4.7 Immediate action and appropriate steps are taken when an accusation is made that a member of staff has committed an offence against a student, harmed a student, or behaved in a manner that brings into question their suitability for working with students.<sup>4</sup>
- 1.4.8 All members of staff in the school (including support staff) develop their understanding of the signs and indicators of abuse.
- 1.4.9 All members of staff (including support staff) know how to respond to a student who discloses abuse.
- 1.4.10 All parents/carers are made aware of the responsibilities of staff members with regard to student protection and safeguarding procedures.
- 1.4.11 All new members of staff are given a copy of the BSS Child Protection and Safeguarding Policy and Procedures as part of their induction into the school.

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<sup>2</sup> Beaconhouse School System, (2011)

<sup>3</sup> Beaconhouse School System, (2012)

<sup>4</sup> Towers Junior School, (2014).

## **2 Child Protection Committees and Functions**

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The Child Protection Committees organised within the BSS (see appendix B) have been designed to safeguard and protect staff and students at the BSS.

### **2.1 School based Child Protection Committee**

Depending on the size of the school and the age groups it caters to this committee comprises of the Head of School and two senior members of staff from each age group i.e. two Child Protection Coordinators for the Early Years, two Child Protection Coordinators for the Primary School, two Child Protection Coordinators for the Middle School and two Child Protection Coordinators for the Senior School. This committee is responsible for ensuring that:

- 2.1.1 All necessary steps are taken to safeguard and protect students (whilst they are in the charge of school).
- 2.1.2 This policy is implemented and the procedures followed.
- 2.1.3 The School Group Office/Regional Office/Head Office Child Protection Committee is consulted in accordance with this policy.
- 2.1.4 Information to parents and students regarding the measures the school takes to protect and safeguard students is disseminated effectively and regularly.
- 2.1.5 Records of all cases of abuse are maintained in the Child Protection Folder.

### **2.2 Functions of the school based Child Protection Committee**

The School Based Child Protection Committee is responsible for:

- 2.2.1 Implementing the Child Protection and Safeguarding Policy and Procedures as set out in this document.

### **2.3 The Head of School's responsibilities**

The Head of School is responsible for:

- 2.3.1 Leading the implementation of the BSS Child Protection and Safeguarding policy and procedures at the school.
- 2.3.2 Forming a school based Child protection and Safeguarding Committee (see appendix B), which consists of the Head of School and at least two Child Protection Coordinators per level i.e. two Child Protection Coordinators for the Early Years, two Child Protection Coordinators for the

Primary School, two Child Protection Coordinators for the Middle School and two Child Protection Coordinators for the Senior School.

- 2.3.3 Communicating the role and responsibilities of the Child Protection Coordinators to all members of staff.



- 2.3.4 Awarding the additional title of ‘Child Protection Coordinator (CPC)’ to the senior members of staff assigned the responsibility for coordinating the schools efforts to safeguard and protect students.
- 2.3.5 Attending and ensuring that all Child Protection Coordinators undertake regular training on ‘Safeguarding and Child Protection’.
- 2.3.6 Ensuring that the Child Protection Coordinators are given sufficient time to carry out their responsibilities, including attending and cascading training.
- 2.3.7 Holding termly monitoring meetings with the Child Protection Coordinators on an agreed focus.
- 2.3.8 Ensuring that action is taken in line with this policy where safeguarding concerns are raised about a particular member of staff.
- 2.3.9 Reviewing safeguarding practices in their schools on a regular basis and no less than annually to ensure that it is meeting the expectations laid out by the BSS.
- 2.3.10 Ensuring that only persons suitable (cleared stringent background check) to work in schools are employed, or engaged to work on a voluntary basis.
- 2.3.11 Ensuring that at least one person in the school is trained to administer first aid should the need arise.
- 2.3.12 Ensuring that child protection and safeguarding is on the agenda at each annual staff meeting.
- 2.3.13 Ensuring that the school’s annual internal review includes the review of child protection procedures and the implementation of this policy.
- 2.3.14 Ensuring that areas for development identified through the internal review are included in the school improvement plan.

## **2.4 The Child Protection Coordinator’s responsibilities**

- 2.4.1 Upholding the right of every member of the school community to feel safe and secure from all forms of abuse i.e. physical abuse, emotional abuse, sexual abuse and negligence.
- 2.4.2 Supporting students, staff, and volunteers in keeping themselves and others safe and secure, and away from harm.
- 2.4.3 Coordinating action within the school to safeguard and protect students from harm.
- 2.4.4 Cascading training, advice and guidance provided by the Head Office.
- 2.4.5 Adhering to the BSS procedures when and if there are concerns about possible abuse.
- 2.4.6 Maintaining a written record of concerns raised even if no steps need to be taken.
- 2.4.7 Maintaining a written record of all meetings, actions taken.

- 2.4.8 Ensuring all records maintained are kept confidential and separate from all other student records.
- 2.4.9 Ensuring that all teachers, support staff, administrative staff and volunteers are aware of this policy and have access to it.
- 2.4.10 Ensuring that the Head of School is kept up-to-date with any issues and cases.
- 2.4.11 Attending training on how to identify abuse, and know when and what action to take.
- 2.4.12 Attending refresher courses and ensure that new or key messages are passed onto all teachers, support staff, administrative staff, school managers etc.
- 2.4.13 Ensuring that all members of the school community know the role performed by them i.e. the Child Protection Coordinator.
- 2.4.14 Ensuring that the use of mobile phones is appropriate and that all members of staff have read the mobile phone policy.
- 2.4.15 Ensuring that all visitors sign in and out, clear the security check and are not left unsupervised with students.
- 2.4.16 Ensuring a safe system for sending students home at the end of the day.
- 2.4.17 Ensuring that the school premises are safe and secure in terms of the physical environment<sup>5</sup> i.e.
  - 2.4.17.1 The closed circuit monitoring system is in working order and is being monitored.
  - 2.4.17.2 That all corridors, passages, corners are well lit during the day.
  - 2.4.17.3 Spaces such as staircases, stores, washrooms that are not in use are locked or cordoned off so that they cannot be accessed by students or by staff.
  - 2.4.17.4 Smoking is banned in classrooms as well as outside areas where students are present or will be present.
  - 2.4.17.5 Lockers are installed where they can be seen and monitored easily.
  - 2.4.17.6 CCTV is installed to monitor blind spots.
  - 2.4.17.7 Windows are kept clean and clear so as not to obscure view either into or out of the classroom.
  - 2.4.17.8 Keep buildings clean and maintained.
  - 2.4.17.9 Locate playground equipment where it can be easily monitored and observed.
  - 2.4.17.10 Trim trees, bushes etc. so that they cannot hide people or weapons.
  - 2.4.17.11 Keep playgrounds free of loose pebbles, gravel etc. to prevent tripping and falling accidents.

2.4.17.12 Washrooms are supervised and kept clean.

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<sup>5</sup> Beaconhouse School System, (2012)

## **2.5 School Group Office Child Protection Committee**

The School Group Office Child Protection Committee comprises of the School Group Head, the School Group Academic Manager and the School Group Human Resource Manager. This committee is responsible for ensuring that:

- 2.5.1 Schools maintain appropriate records as required by this policy.
- 2.5.2 This policy is implemented and the procedures laid out are followed.
- 2.5.3 Schools are supported and intervention is provided in an efficient manner where requested by the school.

## **2.6 The SG Head's responsibilities**

- 2.6.1 Forming an SG Child Protection and Safeguarding Committee that consists of the SG Head, the SG Academic Manager and the SG Human Resource Manager.
- 2.6.2 Investigating, recording and taking appropriate action when a school consults the committee.
- 2.6.3 Communicating the role and responsibilities of the SG Child Protection and Safeguarding Committee.
- 2.6.4 Maintaining a record of all child protection concerns referred to the SG and details of the decisions/actions taken.

## **2.7 School Group Human Resource Manager's responsibilities**

- 2.7.1 Collaborating with Heads of School to ensure that all staff and volunteers are carefully selected, screened, trained and supervised.
- 2.7.2 Ensuring that the following checks are satisfactorily completed before a person is offered employment:
  - 2.7.2.1 Identity checks to establish that applicants are who they claim to be e.g. through birth certificate, passport, ID card etc.
  - 2.7.2.2 Academic qualifications, to ensure that qualifications are genuine.
  - 2.7.2.3 Professional and character references prior to offering employment.<sup>6</sup>

## **2.8 The Regional Office Child Protection Committee**

This committee comprises of the Regional Director and the Regional Office Human Resource Manager. This committee is responsible for ensuring that:

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<sup>6</sup> St. Anthony's Catholic Primary School, (2014)

- 2.8.1 Schools are supported and intervention is provided in an efficient manner where requested by the school.

## **2.9 The Head Office Child Protection Committee**

This committee comprises of the Director Academics, the General Manager Guidance Counselling, the Senior Manager Counselling, the General Manager Early Years and the General Manager Human Resources. This committee is responsible for ensuring that:

- 2.9.1 Schools are supported and intervention is provided in an efficient manner where requested by the school.

## **2.10 Volunteers**

- 2.10.1 Some persons otherwise not suitable for working with students or in schools may use volunteering to gain access to children; for which reason all volunteers in whatever capacity will be recruited in line with the [BSS recruitment and Selection policy](#)<sup>7</sup>.

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<sup>7</sup> Beaconhouse School System , (2011)

### **3 Induction and Training**

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#### **3.1 Induction and training**

- 3.1.1 All newly hired members of staff receive induction training, which gives them an overview of the organisation and ensure they know its purpose, values, services and structure, as well as the BSS Child Protection Policy.
- 3.1.2 All new staff at BSS schools are given the child protection policy before beginning work at school.
- 3.1.3 All staff attend training on safeguarding students enabling them to fulfil their responsibilities in terms of child protection effectively.
- 3.1.4 All members of staff including the Head of School and Child Protection Coordinator attend Child Protection training every year.
- 3.1.5 Training sessions are developed and conducted separately for parents on an annual basis.

## **4 Confidentiality**

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### **4.1 Confidentiality**

- 4.1.1 We (BSS) recognise that all matters relating to Child Protection are confidential.
- 4.1.2 Heads' of School, Child Protection Coordinators, Teachers, and Members of Child Protection Committees within the BSS will disclose information about a student or a student's family on a need to know basis only.
- 4.1.3 All staff must be aware that they cannot promise a student to keep secrets.
- 4.1.4 Irrespective of the duty towards confidentiality, if any member of staff has reason to believe that a student could be suffering harm, or be at risk of harm, their duty is to inform the Head of School or the Child Protection Coordinator.



## 5 Conduct of Staff

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### 5.1 Conduct of staff

- 5.1.1 All school based child protection teams are responsible for ensuring that high standards of professional behaviour are maintained between staff and students, and that all members of staff have a clear understanding of what constitutes appropriate behaviour and professional limitations.
- 5.1.2 Members of staff are at all times required to demonstrate professional behaviour and understanding of the dangers involved when:
  - 5.1.2.1 Are alone with a student.
  - 5.1.2.2 Interacting physically {through bodily contact}.
  - 5.1.2.3 Handling sensitive information.
  - 5.1.2.4 Contacting students through private telephones {including texting}, e-mail, MSN, or social networking websites.
  - 5.1.2.5 Disclosing personal details inappropriately.
  - 5.1.2.6 Meeting students outside school hours or duties<sup>8</sup>.
- 5.1.3 If a member of staff has reasonable suspicion that a student is suffering harm, and fails to act in accordance with this policy and with the [BSS code of conduct](#)<sup>9</sup>, the BSS will view this as misconduct and take appropriate action.
- 5.1.4 The [BSS code of conduct](#) in relation to safeguarding has to be signed by all members of staff and a signed copy retained in the employee's personal file. Any member of staff who does not adhere to the policy will be subject to disciplinary procedures as given in the [Beaconhouse Code of Conduct](#).

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<sup>8</sup> Horizon Community College, (2015)

<sup>9</sup> Beaconhouse School System , (2012)

## **6 Supporting Staff**

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### **6.1 Supporting staff**

- 6.1.1 We recognise that staff working in the school that have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.1.2 We will support such staff by providing an opportunity to talk through their anxieties with the Child Protection Coordinator and to seek further support as appropriate.

### **6.2 Disclosures against staff**

- 6.2.1 We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so.
- 6.2.2 All staff should be aware of their duty to communicate any concerns they may have to the 'Child Protection Coordinator'.
- 6.2.3 If a disclosure against any member of staff is made in terms of harming a student or putting a student in harm's way, or behaving in a manner that is inappropriate and raises questions about their suitability to work with students. The disclosure will be managed in line with BSS policy and procedures (see appendix A).
- 6.2.4 The Head of School rather than the Child Protection Coordinator will manage all disclosures against staff unless the disclosure is against the Head of School, in which case the School Group Head will manage the response.
- 6.2.5 The Head of School will collect information about the disclosure, and share this with the School Group Human Resource Manager who will advise and guide on the steps that need to be taken.
- 6.2.6 Where the disclosure is against the Head of School the School Group Head will collect information about the disclosure, and share this with the Executive/Regional Director and the HO - Human Resource Department who will advise and guide on the steps that need to be taken.

## **7 Before and After School Activities and Contracted Services**

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### **7.1 External contracted services**

- 7.1.1 Where the Head of School, SGO or Regional Office transfers control of school premises to external organisations such as a 'Football Association', the Head of School will ensure that these bodies have appropriate safeguarding and child protection procedures in place.

## 8 Provision to Help Students Stay Safe

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### 8.1 Provisions for student safety

- 8.1.1 We recognise that the school plays a significant part in the prevention of harm to students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 8.1.2 Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- 8.1.3 Personal, Social, Health and Citizenship Education permeates the whole school curriculum. The school ensures that student safety and welfare are addressed and students are equipped with the skills needed to stay safe from harm.
- 8.1.4 The school behaviour policy supports students most at risk.<sup>10</sup>

### 8.2 Physical intervention

- 8.2.1 Our policy on physical intervention by staff is set out in the BSS Code of Conduct and acknowledges that staff may only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to [prevent injury to another person](#).

### 8.3 Bullying

- 8.3.1 The BSS policy on bullying is set out separately in the [School Operations Manual](#) and acknowledges that to allow or condone bullying may lead to disciplinary action as outlined in the [School Operations Manual](#).

### 8.4 Health & safety

- 8.4.1 The BSS Health & Safety guidelines, set out in the [School Operations Manual](#), outlines the consideration we give to the protection of our students.

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<sup>10</sup> Towers Junior School, (2014)

## 9 Definition of Abuse

Abuse, in the context of this policy, includes all forms of physical, emotional, sexual abuse or neglect. It is important to understand that a person may be guilty of abuse by either inflicting harm on themselves or on others. The word ‘harm’ is used when referring to ill treatment or when the health or development of an individual is affected. The failure of a teacher to put a stop to abuse that they have observed is negligence.

Child Protection refers to the actions embarked upon to protect students who have been identified as suffering (or being at risk from suffering) significant harm. Safeguarding and promoting the well-being of students refers to the process of protecting students from abuse or neglect, preventing the impairment of health or development ensuring that they grow up in a safe and secure environment with optimum life chances.

All signs or symptoms of abuse should be approached with caution. It could be that the causes will be straightforward and may not be related to abuse. Irrespective, it is essential that teachers share their concerns with the ‘Child Protection Coordinator’ and that these are discussed in the light of what is known about the student and family<sup>11</sup>.

### 9.1 Physical abuse

- 9.1.1 This is the deliberate infliction of physical harm or the failure to prevent physical harm to a student. Some examples of physical abuse are: hitting, shaking, throwing, poisoning (including inappropriate use of drugs or alcohol), biting, burning or scalding, drowning or suffocating. Please note force feeding or using excessive force when changing nappies is also considered as physical abuse.

### 9.2 Emotional abuse

Emotional abuse is the unrelenting emotional ill treatment of a student that negatively affects the student’s emotional development. Such abuse occurs when those around the student convey the message that the student is of little worth, unloved, inadequate, or only needed to meet the needs of another person. The intention may be to frighten, put in danger or expect developmentally inappropriate actions. Emotional abuse also includes:

- 9.2.1 Witnessing domestic violence
- 9.2.2 Witnessing the ill treatment of another person
- 9.2.3 Bullying or cyber-bullying
- 9.2.4 Deliberately not allowing a student the opportunity to speak
- 9.2.5 Ridiculing students

Where this form of abuse is suspected, guidance from an expert in child or adolescent mental health should be sought.

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<sup>11</sup> (National Society for the Prevention of Cruelty to Children, 2015), (Child Help, 2010), (Administration on Children, Youth and Families, 2015)

### **9.3 Sexual abuse**

- 9.3.1 This is defined as the sexual exploitation of students (under 18 years old) and involves forcing students or misleading students into engaging in sexual activities. Students may be led to engage in such activities knowingly or unknowingly.
- 9.3.2 It is to be noted that adult males do not only commit sexual abuse. Women and students can also commit sexual abuse.

### **9.4 Neglect**

- 9.4.1 Neglect is the failure to meet a child or student's basic physical and/or psychological needs. Abuse through neglect results in the serious impairment of the student's health and development.
- 9.4.2 Neglect includes the failure to provide appropriate and sufficient food, shelter, clothing, and protection from physical harm or danger, suitable medical care/treatment.
- 9.4.3 Evidence of neglect is built up over time and can cover a range of parenting tasks. Neglect may include:
  - 9.4.3.1 Failure to provide food, shelter, clothing.
  - 9.4.3.2 Failure to protect from physical or emotional harm.
  - 9.4.3.3 Failing to provide appropriate and sufficient supervision.
  - 9.4.3.4 Failing to ensure access to appropriate medical care.

## **10 Responding to Concerns/Disclosures or Disclosures**

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### **10.1 Concerns regarding students**

Concerns regarding students are likely to emerge in one or more of the following ways:

- 10.1.1 The student discloses abuse.
- 10.1.2 A member of staff observes an injury that may be indicative of abuse.
- 10.1.3 Sustained concerns about the presentation or behaviour of a student, which may be indicative of abuse.
- 10.1.4 A parent, friend of the student or member of the public may express concern or make.
- 10.1.5 A disclosure of abuse.

Students often take time to seek out and test adults to whom they wish to disclose abuse. Disclosure is more often a process than an event.

- 10.1.6 Whoever receives the information should:
  - 10.1.6.1 Listen carefully.
  - 10.1.6.2 Let the student/person tell their story.
  - 10.1.6.3 Reassure the student/person.
  - 10.1.6.4 Explain that s/he will have to share the information with someone else (the child protection Co-ordinator).
  - 10.1.6.5 Inform the child protection co-ordinator immediately (or their deputy if they are not available).
- 10.1.7 Whoever receives the information should not:
  - 10.1.7.1 Promise to keep secrets/ guarantee confidentiality
  - 10.1.7.2 Express their own views on the matter
  - 10.1.7.3 Interview the student or inquire into details – this is the responsibility of the child protection coordinator.

If clarification from the student is required this should be limited to what may be necessary to establish whether there is a reasonable cause for concern and to ascertain what the student wishes to happen.

## **10.2 Action to be taken**

- 10.2.1 Whenever any member of staff has concerns about a student s/he should discuss these immediately with the Child Protection Co-ordinator or their Deputy. The Child Protection Co-ordinator will:
  - 10.2.1.1 Listen to and record concerns.
  - 10.2.1.2 Seek further information from other staff if necessary.
  - 10.2.1.3 Review the chronology held on the student and those of any siblings.
  - 10.2.1.4 If necessary seek advice from the head of school, SG child protection committee or the RO child protection committee.
- 10.2.2 On the basis of the collected information arrive at a judgement as to whether there is reasonable cause to suspect or believe that a child is at risk of harm and in need of protection.
- 10.2.3 If s/he concludes that the student may be in need of protection, s/he will:
  - 10.2.3.1 Consider whether immediate action is necessary to protect the child.
  - 10.2.3.2 Consider whether parents should be notified at this stage (see appendix A.).
  - 10.2.3.3 In consultation with the child protection committee, agree how – or if at this stage - parents are to be advised of the identified concerns.
  - 10.2.3.4 Ensure the student is informed by the most appropriate person of what is going to happen.



## **11 Communication with Parents/Carers**

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### **11.1 Communicating with parents**

- 11.1.1 The guiding principle to remember in relation to communication with parents or carers is that parents should always be informed when the school has concerns about their child.
- 11.1.2 The Child Protection Committee will agree the means and methods of communication with parents/carers and others. When there are concerns and action is required, the Child Protection Co-ordinator in discussion with parents should:
  - 11.1.2.1 Explain the school's responsibilities in simple language.
  - 11.1.2.2 Give details of organisations that can help parents, such as behavioural psychologists, advocacy or support groups etc.
  - 11.1.2.3 Explain the school's policy on recording action in response to concerns.

### **11.2 Maintaining records**

Each school maintains a record of all concerns of abuse raised at the school. These are confidential records and are kept under lock and key. The contents of this record are provided as annexure 1.

## 12 Proven Deliberate Falsehood/Maligned Intent

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### 12.1 Action resulting from investigation

- 12.1.1 Investigations into allegations against members of staff may result in one of the following possible outcomes:
  - 12.1.1.1 Substantiated - The event was found to have occurred.
  - 12.1.1.2 Unsubstantiated - The event could not be evidenced to have occurred.
  - 12.1.1.3 Unfounded - Event proven or acknowledged to have occurred but was misunderstood or misinterpreted or the allegation is proven not to be true, but there is no malign intent on the part of the student.
  - 12.1.1.4 Malicious - A proven deliberate falsehood or malign intent.
- 12.1.2 Where it is found that a person did not commit the alleged act or that there are no grounds for concern and they were not guilty, the person should be notified in writing of the decision and no further action should be taken with a copy placed on the persons personnel file.
- 12.1.3 Where it is found that a person did not commit the alleged act although he/she was an accomplice, the person should be notified in writing of the decision and consideration given to the degree of involvement. Where it is felt that a person's actions were irresponsible or negligent, disciplinary action should be considered. In less serious situations an action plan should be devised to address the issues raised.
- 12.1.4 Where it is found that the allegations were of a malicious nature, the relevant child protection committee should take disciplinary action as laid out or described in the [SOM](#).
- 12.1.5 Appropriate counselling and support should be offered to the student or students who made the allegations and, where appropriate, their parents, by the time the member of staff returns to school. In particular, this should take into account the child's particular needs.<sup>12</sup>

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<sup>12</sup> Personnel Manual Section 17, (2008)

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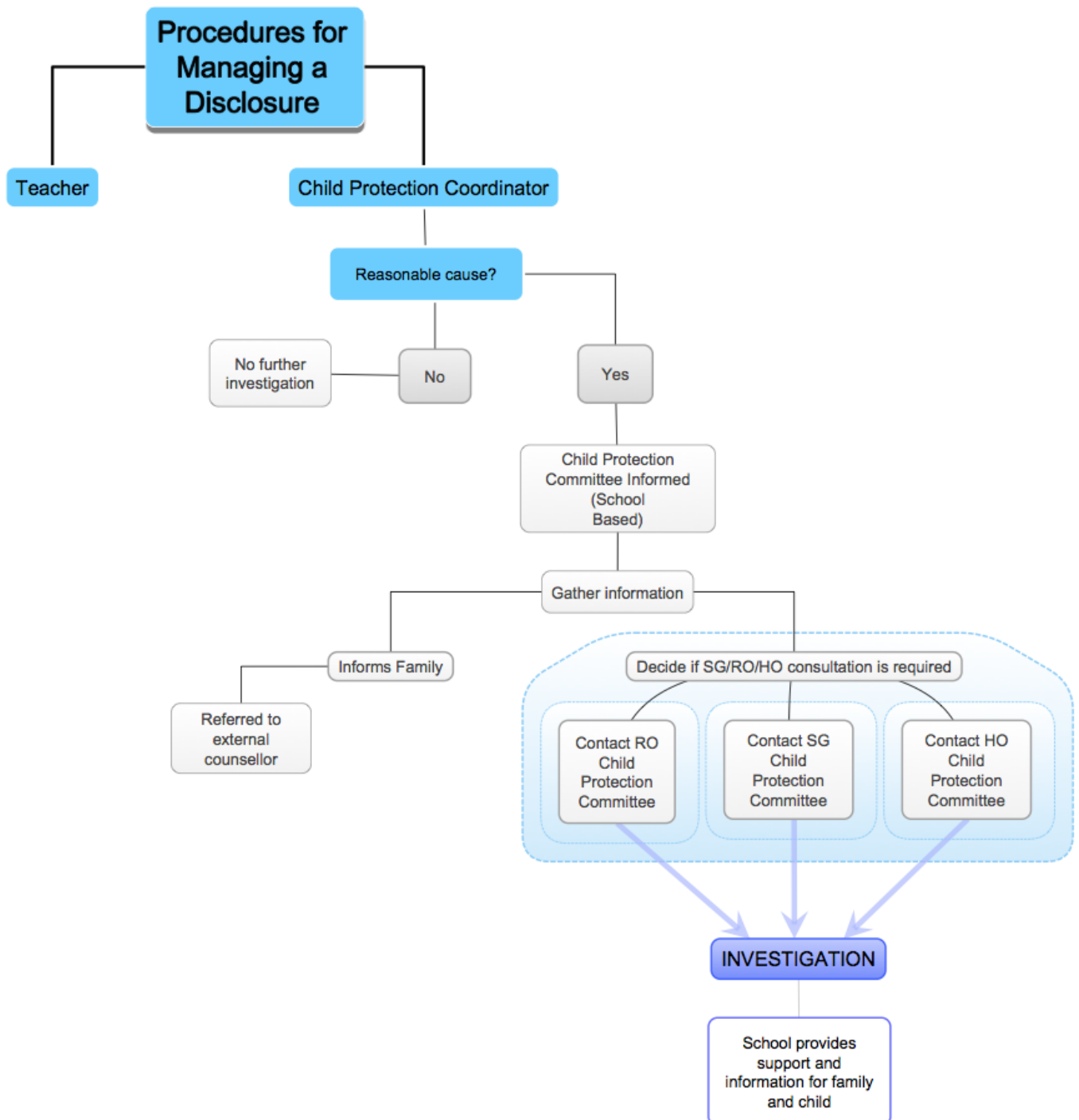
### Glossary

Safeguarding	Safeguarding means proactively seeking to involve the whole community in keeping students safe and promoting their welfare, for example – road safety and anti-bullying work.	
Child protection	Child protection is a central part of safeguarding and promoting welfare. It is the process of protecting individual children identified as either suffering or at risk of suffering significant harm as a result of abuse or neglect, for example physical abuse. Child protection is a central part of safeguarding and promoting welfare. It is the process of protecting individual children identified as either suffering or at risk of suffering significant harm as a result of abuse or neglect, for example physical abuse. <sup>13</sup>	
Child Protection and Safeguarding Coordinator	A senior member of the School Management Team or Senior Teacher	
Support staff	Accountants, Peons and Janitorial staff	
School Management Team	Principal, Heads' of School, Senior Mistress/Master, Coordinators	
Teachers	All teachers who are responsible for delivering the curriculum. This includes librarians, PE, Art and Music Teachers.	
Student	A person or child enrolled to study at the BSS	
Staff	This refers to all adults employed at the school	
School Community	This refers to all persons in the school as well as those who interact with schools on a regular basis e.g. parents and families, regular volunteers etc.	
Disclosure	" <a href="#">Disclosure</a> " occurs when a <a href="#">child or youth</a> tells you or lets you know in some other way that she or he has been, or is being abused. Disclosure can be <a href="#">direct</a> , <a href="#">indirect</a> , or a <a href="#">third-party</a> disclosure. You need to <a href="#">report</a> all disclosures of abuse, no matter where or when they happened.	<a href="http://www.safekidsbc.ca/disclosure.htm#top">http://www.safekidsbc.ca/disclosure.htm#top</a>
Disclosure	A disclosure occurs when someone/member of staff is accused of misconduct	

<sup>13</sup> Neath Port Talbot Safeguarding Children Board, (2008)

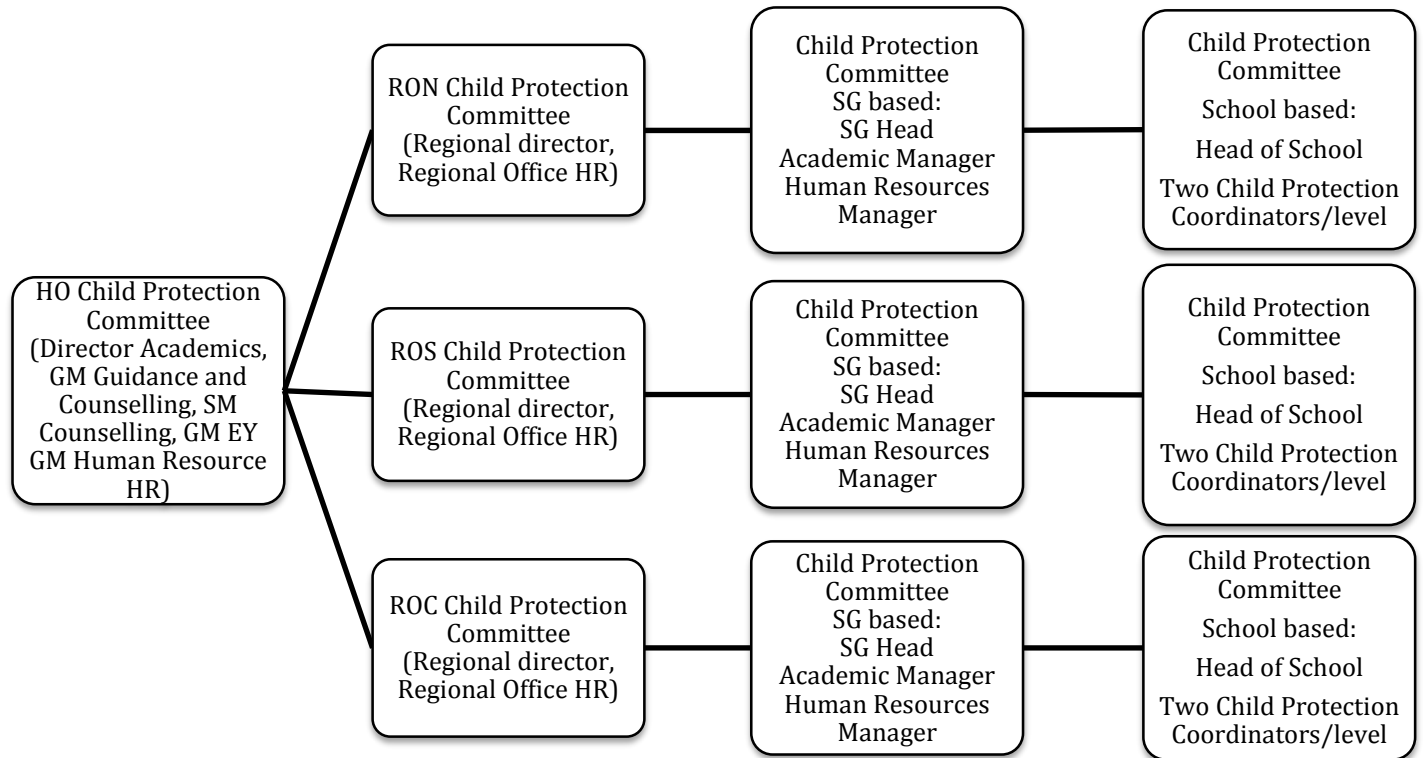
## Appendix A

**Figure 1 - Procedure for Managing a Disclosure**



## Appendix B

**Figure 2 - Child Protections & Safeguarding Committee Structure**



Annexure

Annexure A

BSS STUDENT PROTECTION FOLDER

School name:

Name of  
Principal/Head of  
School:

Academic Year:

Sections Catered to:

Student Strength:

Number of Full Time  
Staff:

Number of Part Time  
Staff:

Number of Support  
Staff:



## SECTION 1

### Acknowledgement of Receipt of Child Protection & Safeguarding Policy, Procedures & Training

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All members of staff i.e. full time, part time, support staff, administrative staff, teacher trainers etc. are to read and sign this form. All forms are to be retained in this section of the folder.

## Beaconhouse School System Child Protection Policy

**FORM 1: Confirmation of receipt of Child Protection Policy and Procedures**

Name:

Date of joining school:	Date of induction:
Name and designation of staff member responsible for induction:	
I confirm that I have received, read and understand the School's Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child, and the Staff Code of Conduct	Signature
I confirm that I have been made aware of my duty to safeguard and promote children's welfare (see below)	Signature
I confirm that I know the identity of the Child Protection Coordinators and how to contact them <sup>14</sup>	Signature

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for their own performance, to work as part of a team and to be an excellent role model for students. All school staff should:

1. Place the safety and welfare of children above all other considerations
2. Treat all members of the school community, including students, parents, colleagues with consideration and respect
3. Adhere to the principles and procedures contained in the policies in our safeguarding portfolio and in teaching and learning policies
4. Treat each child as an individual and make adjustments to meet individual need
5. Demonstrate a clear understanding of and commitment to non-discriminatory practice
6. Recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused or understand that school staff are in a position of trust and that sexual relationships with a school pupil constitutes an offence
7. Be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of significant harm
8. Encourage all children to reach their full potential
9. Never condone inappropriate behaviour by children or staff
10. Take responsibility for their own continuing professional development
11. Refrain from any action that would bring the school into disrepute
12. Value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice

Signature:	Date:
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**Please sign and return this form to the School Child Protection Coordinator**

Signature:	Date:
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THIS FORM MUST BE RETAINED IN THIS FOLDER.

<sup>14</sup> Richmond upon Thames Local Safeguarding Children Board, (2010).

**SECTION 2**

**Chronology of Child Abuse Concerns**

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Details of child abuse concerns raised are to be recorded in chronological order. The chronology form is to be filled in for all concerns raised whether they serious or non-serious, whether the school takes any action or not.

[illegible]

## SECTION 3

### Record of Concerns Raised & Actions Taken

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The aim of this section is to protect the school, the students and the staff by recording all concerns raised and actions taken by the school.

**FORM 3: Child Protection Report of Concern**

NB: You should speak to the Child Protection Coordinator about your concerns before completing this form. This form can be handed in to the Child Protection Coordinator/Head of School/Regional Director as a hard copy or be downloaded as a word document, completed electronically and emailed to the respective authority.

If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form.

Completed versions of these forms should be in the folder.

<b>Child's details</b>		
Full name:	Address:	
Telephone:	Date of birth:	
Gender:	Ethnicity and culture:	Religion:
When was the child first admitted to this school?		
Does the child have any disability or special educational need? Y/N		
If yes, please specify:		
Preferred language of child:		
Is any type of language support required to converse with the child? Y/N		
If yes, please specify:		
Does the child know this form has been completed? Y/N		
If not, why not?		
If yes, what did the child say?		

<sup>15</sup> Richmond upon Thames Local Safeguarding Children Board, (2010).

**Beaconhouse School System Child Protection Policy****Details of those with parental responsibility (complete for each parent)**

Full name:	Address:
Telephone:	Relationship to child:
Religion:	Ethnicity and culture:
Preferred language:	

Is any type of language support required?

Do those with parental responsibility have any disability or special need? Y/N  
If yes, how does this disability or special need affect the child?

Details of any siblings:

Does the child regularly spend time with other carers, for example, after-school or during holidays etc.  
Y/N

Why are you concerned about this child?

Please provide a description of any incidents/conversations and the dates they occurred. *(You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself).*

## Beaconhouse School System Child Protection Policy

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What have you observed and when? *(This relates to anything you have personally witnessed)*

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What have you been told and when? *(Write here anything you have been told by the child or any other person. Be clear about who has said what)*

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What have you heard and when? *(This may be third-party information that is relevant but as yet unsubstantiated)*

---

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record:	<b>Your details</b>
	Full name:
	Position:

Do those with parental responsibility know this form has been completed? Y/N

If not, why not?

If yes, what did they say?

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*NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the Child Protection Coordinator first.<sup>16</sup>*

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<sup>16</sup> Richmond upon Thames Local Safeguarding Children Board, (2010).



**Beaconhouse School System Child Protection Policy**

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Does the child have any visible injury, or have they told you they have been injured? Y/N  
If yes, has medical advice been sought? <sup>17</sup>

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Has any action already been taken in relation to this concern? *(For example, child taken out of class, first aid)*

---

Name and position of the person this record was handed to:
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Date and time the above person received this record:
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If this record has been handed to anyone other than the Child Protection Coordinator please explain why:

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<sup>17</sup> Richmond upon Thames Local Safeguarding Children Board. (2010)

**FORM 4: Child Protection Record of Actions Taken, Support Provided and Future Plans**

NB: This form is to be filled in for every case in the folder

Name of Child:	
Date:	
Person/People Involved:	
Nature of concern: <i>Be specific/Be detailed/Write down person's words or attach any notes (dated and signed)</i>	

Child protection committee external to the school consulted:	<input type="checkbox"/> SG <input type="checkbox"/> RO <input type="checkbox"/> HO
--	---

Child protection committee

☐ SG
 ☐ RO
 ☐ HO

agree on the following:

Name	Support/Intervention/Action	Resolution	Who is aware of the incident	Date/Year	Signature:

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here:

Signature/Date: