

## SAFEGUARDING AND CHILD PROTECTION POLICY & PROCEDURES

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## GLOSSARY OF TERMS

CSE	Child sexual exploitation
DBS	Disclosure and Barring Service (formerly CRB)
DfE	Department for Education (UK government)
DSL	Designated Safeguarding Lead; named person within the School with responsibility for co-ordinating and overseeing child safeguarding
FGM	Female genital mutilation
HSSD	Health Social Services Department
ISPC	Island Safeguarding Children Partnership
ICT	Information and communication technology
ISI	Independent School Inspectorate (body that inspects the School)
ISSR	Education (Independent Schools Standards) Regulations 2014
KCSIE	Keeping Children Safe in Education (government document)
LSCB	Local Safeguarding Children Board
PSHCE	Personal, Social, Health, Citizenship and Economic Education
QTS	Qualified Teacher Status
SCR	Single Central Register (record of personal details of those working at the school)
SEND	Special educational needs and disability
SMT	Senior Management Team
SRE	Sex and Relationships Education
TAC	'Team around the child' strategy



# Blanchelande College

TRA Teaching Regulation Authority

WT Working Together to Safeguard Children (UK government document)



## INTRODUCTION

### Definition of safeguarding

Safeguarding is defined in law as, ‘protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.’<sup>1</sup>

### Safeguarding at the College

The College is committed to safeguarding the children in its care and complying at all times with the statutory framework. In line with its responsibility for ensuring compliance with safeguarding law,<sup>2</sup> the Governing Body reviews the Safeguarding and Child Protection policy annually, and in addition whenever new legislation or guidance makes earlier review necessary. This policy, produced by School’s SMT and approved by the Governors, applies to all staff and volunteers, and is available to parents via the School website or in hard copy, upon request. The policy applies to all staff and volunteers whenever or wherever they are working with pupils of the School. Safeguarding is everyone’s responsibility.

### Statutory and non-statutory guidance framework

This policy has regard to the following statutory and non-statutory guidance, as set out by the *ISI Commentary on Regulatory Requirements* with the addition of local Guernsey law and guidance.

- The [Children \(Guernsey and Alderney\) Law](#) 2008
- Islands Safeguarding Children Partnership, [Care and Support Framework: Multi-agency guidance for those working with children and families](#) (May 2018)
- Guernsey and Alderney [Inter-Agency Practice Guidance Safeguarding Children Affected by Domestic Abuse](#)
- [Bailiwick of Guernsey Child Sexual Exploitation Operating Protocol](#) (December 2015)
- [Child sexual exploitation](#): definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017)
- [Keeping Children Safe in Education](#) (DfE, September 2018) (KCSIE)
- KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006](#) (DfE, August 2018)
- KCSIE also refers to the non-statutory advice for practitioners, [What to do if you’re worried a child is being abused](#) (DfE, March 2015)
- KCSIE also refers to the non-statutory advice for practitioners, [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, May 2018)

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<sup>1</sup> Keeping Children Safe in Education (September 2018), para 4. Hereafter ‘KCSIE’.

<sup>2</sup> KCSIE, para 54.

- [\*Working Together to Safeguard Children\*](#) (DfE, July 2018) (WT)
- WT refers to [\*Contextual Safeguarding\*](#) (DfE, November 2017)
- WT refers to the non-statutory advice, [\*Information sharing\*](#) (July 2018); for Guernsey, see [\*Information Sharing: guidance for practitioners and managers working with children and families\*](#) (December 2009)
- [\*Prevent Duty Guidance: for England and Wales\*](#) (July 2015);
- [\*The Prevent duty: Departmental advice for schools and childminders\*](#) (July 2015) (Prevent)
- [\*The use of social media for on-line radicalisation\*](#) (July 2015)
- [\*Education \(Independent Schools Standards\) Regulations \(England\)\*](#) (December 2014)
- [\*Criminal Exploitation of children and vulnerable adults: County Lines Guidance\*](#) (July 2017)
- [\*Sexting in schools and colleges\*](#): responding to incidents and safeguarding young people (UK Council for Child Internet Safety)
- [\*Children missing education\*](#): statutory guidance for local authorities (September 2016)
- [\*Children Act 1989: private fostering\*](#) (July 2005)
- [\*Use of reasonable force, Advice for headteachers, staff and governing bodies\*](#) (July 2013)
- [\*Mandatory Reporting of Female Genital Mutilation\*](#) – procedural information (December 2016)

## **Scope of this policy**

This policy covers the following safeguarding and child protection duties:

- the School's policy and procedures for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures;
- the School's arrangement for handling allegations of abuse against members of staff, volunteers and the Principal;
- the School's staff code of conduct;
- whistleblowing procedures;
- the School's safer recruitment procedures;
- the School's management of safeguarding and the Designated Safeguarding Lead (DSL);
- the training of the DSL, staff, relevant Governors, Trustees, volunteers and the Principal;
- arrangements for reviewing the School's safeguarding policies and procedures;
- the School's arrangements to fulfil other safeguarding and welfare responsibilities.

## 1. CONCERNS ABOUT A CHILD

### The School's Local Safeguarding Child Board

Any safeguarding matters and concerns at the College are referred to:

Duty Social Worker

Multi-Agency Support Hub (MASH)

Tel 01481 723182 (out of office: 01481 725241)

MASH [Enquiry Form](#) (following phone call)

In an emergency, the police will be called on 999

Where a concern involves an adult working with children, another adult, or where there is a concern that a child may be being abused by a peer, MASH should be informed.

The School will share information and fully co-operate with local authorities and children's social care in line with statutory guidance [Information Sharing: guidance for practitioners and managers working with children and families](#) (December 2009) with reference to the UK [Working together to safeguard children](#), to ensure early help where needs are identified.<sup>3</sup>

### The Designated Safeguarding Lead (DSL)

The DSL for the whole school is Louisa Eccles, the Head of Pastoral Care.

**Email**      [ecclesl@blanchelande.sch.gg](mailto:ecclesl@blanchelande.sch.gg)

**Tel**      07781 406 311

All who work at Blanchelande or are in regulated activity at the school receive induction training from the DSL.

### Governor for safeguarding

While responsibility for safeguarding is held by the Governors collectively, the Chair of Governors has nominated Simon Welch as the Governor for safeguarding and child protection, as recommended by KCSIE.<sup>4</sup> He can be contacted via the School Office or by email.

**Email**      [simon-welch@outlook.com](mailto:simon-welch@outlook.com)

### The School and MASH

Safeguarding and promoting the welfare of children is everyone's responsibility. To fulfil this responsibility staff are encouraged to make sure their approach is child-centred,

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<sup>3</sup> KCSIE, para 68-70.

<sup>4</sup> KCSIE, para 8.

meaning they should consider at all times what is in the best interests of the child. No single member of staff can have a full picture of a child's needs and circumstances; therefore, all colleagues are encouraged to play an active role in identifying concerns, sharing information and taking prompt action.

Children includes everyone under the age of 18.

The School's DSL has direct responsibility for making a referral to MASH. However, any employee or volunteer at the School may make a referral, if necessary. Indeed, every employee and volunteer have a responsibility to ensure timely action is taken to ensure proper safeguarding of children. This includes recognising, acting on and referring the early signs of abuse and neglect, keeping clear records, listening to what the child says, reassessing concerns if situations do not improve, sharing information quickly and challenging inaction.

### **Understanding the signs and forms of abuse and taking action**

Safeguarding and promoting the welfare of children is defined in KCSIE as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Any child may benefit from early help, but all school staff should be alert to the potential need for early help for a pupil who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care/home;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems of domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.



As part of their induction and annual safeguarding training, all employees (and others in regulated activity at the school) receive the Safeguarding and Child Protection policy and read [Part 1 of KCSIE](#) and are therefore apprised of the signs and forms of abuse and neglect. This enables them to identify any cases of abuse or neglect and refer their findings to the DSL (who delivers the training), or, if necessary, to contact MASH or, in an emergency, the police (by dialling 999). Employees are also apprised of [What to do if you're worried a child is being abused](#). The types of abuse and neglect are described in KCSIE as follows.

**44. Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**45. Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**46. Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**47. Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can

be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see peer on peer abuse and child on child sexual violence and sexual harassment).

**48. Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific safeguarding issues and statutory framework and guidance

In addition to these five categories of abuse, there are a number of particular safeguarding issues specified by KCSIE.

Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Below is the list of issues that could arise at the School. For guidance on these issues, staff should follow the hyperlinks in [\*KCSIE Annex A\*](#).

- Bullying, including cyberbullying (refer to Blanchelande College's separate [Anti-Bullying Policy](#))
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Child criminal exploitation: county lines
- Domestic violence
- Drugs
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Honour based violence (HBV)
- Health and well-being
- Missing children and adults strategy
- Peer on peer abuse



- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting
- Sexual violence and sexual harassment between children in schools and colleges
- Trafficking

## **Female genital mutilation (FGM)**

Staff are obliged to be aware of the signs and symptoms of FGM. These include girls:<sup>5</sup>

- from families less integrated into British society;
- born to a mother who has been subjected to FGM;
- who have a sister(s) who has undergone FGM;
- who are withdrawn from PSHE;

Girls from communities that practise FGM may be at particular risk:

- when new-born;
- during childhood (especially between the ages of 5-8) or adolescence;
- during school holidays when the family returns to its country of origin;
- when a female family elder is visiting from a country of origin;
- at marriage;
- during the first pregnancy.

Teachers should be alert to:

- conversations between girls about FGM (including in native languages);
- an attempt to disclose to a teacher impending FGM;
- uneasiness about the topic of FGM from parents or girls.

FGM may already have taken place if a girl:

- has difficulty walking, sitting or standing, or looks uncomfortable;
- spends longer in the bathroom or toilet;
- suffers frequent urinary, menstrual or stomach problems;
- is repeatedly absent or absent for a prolonged period followed by a change of behaviour;
- is unwilling to undergo a medical examination.

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<sup>5</sup> These signs are taken from [Multi-agency practice guidelines: female genital mutilation](#) (Home Office, 2016).



In the UK, FGM is illegal and reporting of cases is obligatory.<sup>6</sup> If any governor, member of staff or volunteer has a concern about FGM they should follow the School's referral process (see table 'Whom to report a disclosure or concern' below).

## **Child sexual exploitation (CSE)**

The definition of CSE is as follows: 'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'<sup>7</sup> Staff should be aware that:

- as a form of child abuse, CSE must be reported to the DSL and MASH/police;
- CSE may take different forms, including online;
- all under 18s are entitled to protection, even if they do not seek or welcome intervention;
- CSE may manifest itself in a variety of ways, e.g. behaviour and presentation and staff have a duty to exercise 'professional curiosity' and to 'look beyond presenting behaviours' to discover any underlying problems.

In all cases of CSE, the College will adhere to the Bailiwick of Guernsey Child Sexual Exploitation Operating Protocol (2015).

## **Criminal exploitation of children and vulnerable adults: County Lines guidance<sup>8</sup>**

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". Gangs use children and vulnerable people to move drugs and money, and involves violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons. It has a devastating impact on young people, vulnerable adults and local communities.

County lines exploitation can still be exploitation even if the activity appears consensual and can involve force and/or enticement methods of compliance, often accompanied by violence. It can be perpetrated by individuals or groups, male or female and is typified by some form of power imbalance such as age, gender, cognitive ability, physical strength, status and access to economic or other resources.

<sup>6</sup> See Multi-agency statutory guidance on female genital mutilation.

<sup>7</sup> Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (February 2017), 5.

<sup>8</sup> Criminal exploitation of children and vulnerable adults: County Lines Home Office guidance (July 2017)

Signs to look out for:

- persistently going missing from school/home;
- unexplained acquisition of money, clothes, mobile phones;
- excessive receipt of texts/calls;
- relationships with controlling older individuals or groups;
- parental concerns;
- significant decline in in school results/performance;
- self-harm or significant changes in emotional well-being.

### **Domestic abuse**

The Association of Chief Police Officers defines domestic abuse as ‘Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults (aged 18 years or over) who are or have been intimate partners or family members.’ Blanchelande College has regard to the Guernsey and Alderney Inter-Agency Practice Guidance Safeguarding Children Affected by Domestic Abuse and in any suspected case the reporting and referral process will be followed via MASH and/or the police.

### **Peer to peer abuse**

There may be cases where abuse is inflicted – or where there is a risk of abuse – by one or more pupils on another pupil,<sup>9</sup> and this is as serious as any other instance of abuse and will be dealt with following the same procedures and thresholds. Whenever peer to peer abuse occurs, it will be referred to the Head of Pastoral Care (the DSL) who will investigate the matter. The school will be attentive to cases where the legal threshold has been passed. Where there is a risk or actual occurrence of serious misconduct – such as where serious bodily harm has occurred – the School will be obliged to inform the police. Similarly, where the School is seriously concerned for the wellbeing of a pupil – whether the victim or perpetrator of abuse – it will be necessary to contact outside agencies, e.g. the MASH and/ or the police.

Peer on peer abuse often involves social media and the internet, and therefore pupils receive cyber-bullying awareness training within PSHE and ICT lessons. To limit opportunities for cyber-bullying, and to promote positive relationships, all phones and internet-enabled devices are handed in during the school day.

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<sup>9</sup> KCSIE, paras 76-78



## **Sexual violence and sexual harassment between children in schools and colleges<sup>10</sup>**

At Blanchelande College sexual violence and sexual harassment are behaviours which are never acceptable. All colleagues must challenge this kind of behaviour.

- Sexual violence and sexual harassment can occur between two children of any age or sex.
- It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
- Sexual violence and sexual harassment can occur online and offline (both physically and verbally).

The DfE advice defines **sexual violence** as rape, assault by penetration and sexual assault (Person A commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents).

- Consent can be withdrawn at any time during sexual activity.
- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16.<sup>11</sup>
- Sexual intercourse without consent is rape.

When referring to **sexual harassment**, the DfE advice gives a meaning of ‘unwanted conduct of a sexual nature’ that can occur online or offline. Sexual harassment is likely to violate a child’s dignity and make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualized environment. Sexual harassment can include:

- sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexual names;
- sexual jokes or taunting;
- deliberately brushing against someone, interfering with someone’s clothes;
- online sexual harassment may include non-consensual sharing of sexual images and videos. See UKCCIS sexting advice for schools; sexual online bullying; unwanted sexual comments and messages, including on social media and sexual exploitation, coercion and threats.

It is imperative that all victims are taken seriously, offered support and kept safe. Being subjected to sexual violence or sexual harassment may breach certain articles and protocols of the European Convention on Human Rights.

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<sup>10</sup> DfE Advice (May 2018)

<sup>11</sup> *Ibid* – it is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. The DSL should be involved and lead the school’s response. If in any doubt, they should seek expert advice.

Blanchelande College fosters healthy and respectful relationships between all pupils through the school's Catholic ethos and its Five Golden Rules. We have a whole school approach underpinned by our behaviour policy and pastoral system. The school's RSE curriculum has been developed, and is delivered, to be age and developmental stage appropriate.

## **Responding to reports of sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex, requiring difficult professional decisions to be made, often quickly and under pressure. The school will make any decision on a case-by-case basis, with the DSL taking a leading role, supported by the Principal and SMT and outside agencies such as children's social care and the police as required.

In the case of direct or indirect disclosure (where a colleague has overheard a conversation or where a friend of the victim has made a disclosure on the victim's behalf), staff are encouraged to adopt a child-centred approach to safeguarding, namely to:

- listen and be non-judgemental;
- reassure the young person that they are being taken seriously and that they will be supported and kept safe;
- ask only open questions – when, what, where, etc.;
- explain next steps;
- never promise confidentiality;
- keep the door open for ongoing dialogue (as a trusted adult);
- make a written account recording the facts as the child has presented them;
- refer this account to the DSL as soon as is practically possible.

In cases where there is an online element, will not view or forward illegal images of a child. The phone will be handed to the DSL.

The DSL will:

- in the case of reported rape, contact the Police in parallel with MASH;
- for other allegations of sexual assault/sexual harassment, undertake an immediate risk assessment irrespective of any ongoing Police/other agency action, in order to safeguard *all* children, working closely with outside agencies to ensure any action Blanchelande takes does not jeopardise a statutory investigation;
- listen to the victim at all times, with the aim to enable them to continue in their normal routine, including receiving a suitable education;
- consider the alleged perpetrator's safety and well-being on a case by case basis;



- work with the Principal and SMT with regard to taking disciplinary action in accordance with the School's behaviour policy, whilst investigations by the Police/MASH are ongoing (the DSL will liaise with such agencies);
- meet with and liaise with the parents of victims and alleged perpetrators throughout.

## **Preventing radicalisation<sup>12</sup>**

Under the Counter-Terrorism and Security Act, 2015, the School has a duty to prevent people from being drawn into terrorism. Staff must be 'able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified.'<sup>13</sup>

Radicalisation is the adherence to extremist views, which are defined 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'<sup>14</sup>

Although the risk of radicalisation to pupils is low given the location and profile of pupils at the school, the College is always vigilant and committed to ensuring that the conditions for radicalisation are minimized. This is done in a number of ways, including:

- the curriculum and assemblies promote British values;
- political and religious issues are handled in a balanced manner;
- visiting speakers are carefully selected prior to invitation and constantly supervised while interacting with pupils;
- the DSL receives ongoing training as needed, including Prevent online awareness training;
- PSHE promotes good citizenship and an understanding and appreciation of democratic society and diversity;
- the Catholic ethos of the school promotes Christian values of the duty to love our neighbour regardless of personal characteristics such as race, gender or religion;
- the school computer system filters inappropriate content, including extremist websites and pupils are taught online safety, including agreeing to a IT code of conduct.

If a member of staff has a concern about a pupil adopting extremist views or becoming radicalised, he or she should immediately report the concern to the DSL as he or she would do with any other safeguarding concern. The DSL will assess the level of risk that the pupil poses to the school and wider community and initiate adequate procedures. The DSL will also decide the best level of communication with the relevant parents.

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<sup>12</sup> For an overview of the duty to prevent radicalisation see KCSIE, Annex A.

<sup>13</sup> Prevent, page 5.

<sup>14</sup> Ibid.

Where there is evidence of radicalisation, cases should be reported to the Police in the first instance, and MASH, and their advice and guidance sought.

Police

**Tel** 999

As with all referrals, in normal circumstances concerns will be handled by the DSL; however, any member of staff may contact the above agencies if necessary. As with all safeguarding concerns, staff must provide timely action, keep clear records, listen to the pupil, reassess the situation when situations do not improve, share information and challenge inaction.

## **Signs and symptoms of abuse and neglect**

The NSPCC have identified the following signs and symptoms of child abuse and neglect.<sup>15</sup>

Signs and symptoms of abuse (Under 5s):

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food.

Signs and symptoms of abuse (5-11 years):

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.

Signs and symptoms of abuse (11-16 years):

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.

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<sup>15</sup> This list is taken from the NSPCC [website](#).

- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.

### **The right course of action: cases of significant harm and cases where support is needed**

The School will respond to safeguarding concerns according to the situation. If there is reason to believe that a child has suffered significant harm then a referral to MASH or, in an emergency, the police will be made immediately. If there is evidence that significant harm has not been suffered but a child would benefit from additional support, then, in consultation with MASH, an inter-agency assessment will be made, in the form of a 'Team around the Child' (TAC) strategy. Parental consent – whether the child is the victim or the perpetrator (where the abuse is peer to peer) – should be obtained prior to a formal referral unless there is reason to believe that this would put the child in danger.

### **Contextual Safeguarding<sup>16</sup>**

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families such as at school, from within their peer group or from within the wider community and/or online. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts. These threats can take a variety of forms including:

- exploitation by criminal gangs and organised crime groups;
- trafficking;
- online abuse;
- sexual exploitation;
- influences of extremism leading to radicalisation.

When safeguarding a child's well-being, the wider environmental factors present in a child's life should be assessed and whether these factors are a threat to the child's safety and/or welfare.

Interventions, whether put into place by school or by outside agencies will focus on addressing these wider environmental factors to help understand any risks and to help support the young person.

Children who may be alleged perpetrators against peers/adults will also be assessed to understand the impact of contextual issues on their safety and welfare.

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<sup>16</sup> Working Together paras 33,34.

## **Children with special educational needs and disabilities**

Children with SEN and disabilities may be particularly vulnerable and, moreover, there may be ‘additional barriers... when recognizing abuse and neglect in this group of children’. The SENCO has a particular responsibility to liaise with the DSL and other staff in identifying causes for concern.

- Staff should not assume that possible indicators of abuse are in such cases symptoms of the SEN/disability.
- Staff should be especially vigilant as ‘children with SEN and disabilities can be disproportionately impacted by things like bullying – without outwardly showing any signs’.
- Children with SEN/disability may struggle to communicate their problem.

## **‘Early help’**

Early help means ‘providing support as soon as a problem emerges at any point in a child’s life... In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment’.<sup>17</sup> Staff are trained to be vigilant in observing any particular problems a child may be facing. As well as speaking directly to the DSL, staff have the opportunity at regular pastoral meetings to share the concerns they have identified, enabling prompt action. If the DSL deems it necessary, the College may request a [TAC process](#), where support from other agencies can be requested to provide early support to the child and the family.

## **Guidance to staff on receiving a disclosure**

The School promotes a culture of safeguarding in which every employee and volunteer feels able, and knows how, to receive and act upon a concern or a disclosure. It is important that staff know that if a child asks to speak to them they should listen to what they have to say, and not tell them to speak to another member of staff, e.g. the DSL. Any member of staff can receive a disclosure and must then refer the matter to the relevant person (see the next section, ‘Arrangements for dealing with allegations of abuse against teachers and other staff’).

Staff are trained to give the following advice if they receive a disclosure from a pupil:

- provide a safe and reassuring environment for the pupil to make the disclosure, while not promising confidentiality;
- listen to the disclosure without expressing any personal opinions (such as expressing horror or disbelief);
- if questions are needed, then ask open questions (e.g. ‘what happened?’) rather than leading questions (e.g. ‘does he kick you often?’);

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<sup>17</sup> KCSIE, para 8, 28.



# Blanchelande College

- do not photograph any visible injuries or ask the pupil to remove any clothing in order to inspect injuries referred to;
- explain that the information will be passed on to the DSL or, in her absence, the Principal;
- do not take notes during the disclosure, but make a factual, contemporaneous note immediately afterwards, using exact phrases, names, dates and times wherever possible, noting and describing any visible injuries; sign and date the disclosure, or send it to yourself via email; a school referral form may be completed (see Appendix 5);
- inform the DSL and/or children's social care.

## **TED: asking open questions**

- **T**ell me what happened
- **E**xplain how it happened
- **D**escribe what happened

## 2. ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

In KCSIE, the government has issued statutory guidance to follow when a potential child protection allegation is made against an employee, governor, Trustee or volunteer at the School.

### **Knowing whom to make the referral to**

Any member of staff may receive a disclosure, allegation or concern, and staff are trained to know who to then refer the disclosure to. It should be noted that, as any member of staff can receive a disclosure, so any member of staff can contact the MASH if deemed necessary, or, in an emergency, the police. However, in normal circumstances staff will adhere to the following procedure. In the case of an allegation made against a member of staff (other than the Principal and DSL), both the Principal and DSL should be notified. The various situations are explained in the disclosure diagram below.

### **Aim of the School's procedures**

The School aims to effectively manage situations where allegations are made against an individual who may pose a risk of harm if continuing to work with children in their present position or another capacity. The member of staff or volunteer may be alleged to have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This procedure also applies where the abuse did not occur at School. Allegations against a teacher who is no longer teaching, and all historical allegations, should be referred to the police.

### **Duty of care to employees**

The School has a duty of care to its employees. The School will provide effective support to any member of staff facing an allegation. In the case of suspension, the member of staff will be given a named contact/mentor and advised to contact their professional association or other organisation for support.<sup>18</sup> The mentor will inform them of the process of the case and other work-related issues. The person against whom the allegation has been made should not be prevented from social contact with colleagues unless there is evidence that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Any allegation will be dealt with in a quick, fair and consistent manner that is in the best interests of the child and the person against whom the allegation is made.

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<sup>18</sup> KCSIE, para 231.



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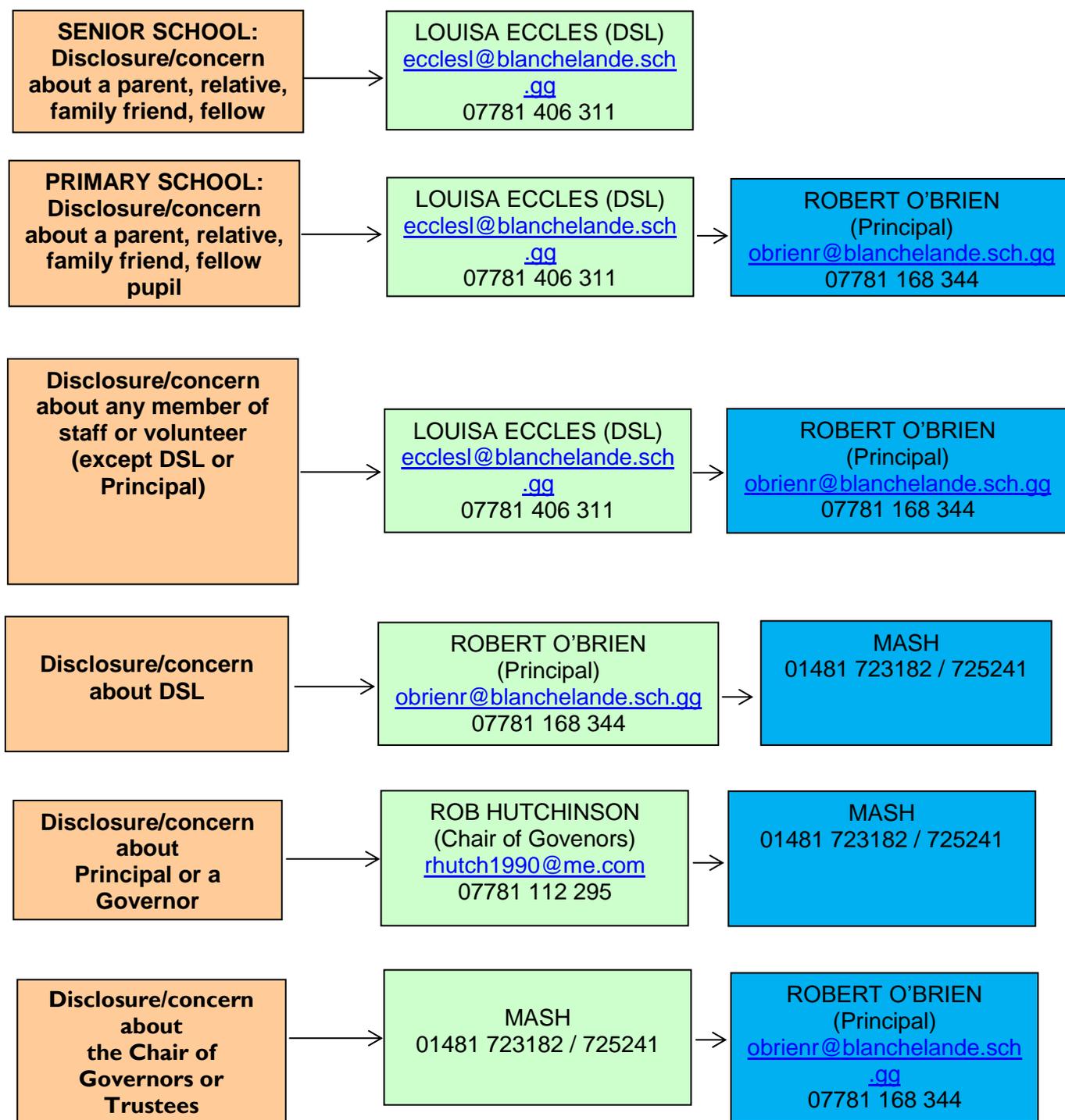
## **The School's complaints procedure**

The School's formal Complaints Procedure can be downloaded from the College website:

<http://www.blanchelande.co.uk/media/1200/complaints-and-appeals-procedure.pdf>

## WHOM TO CONTACT WITHIN THE SCHOOL IN THE EVENT OF RECEIVING A DISCLOSURE

*In the case of a disclosure, staff should only speak to the staff specified below. Sharing sensitive information with other colleagues may increase the risk to children. Staff may also contact MASH or the police directly.*



### **Timescales**

KCSIE states that: ‘It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.’<sup>19</sup> During term time, the School aims to keep to the following timescales. Unsubstantiated or malicious allegations should be resolved within one week. Allegations that do not require formal disciplinary action should be resolved within three working days. Disciplinary hearings should be held within 15 days.

### **Initial considerations<sup>20</sup>**

- **Local/ internal process**

The School will judge carefully how serious the allegation is; not all allegations will warrant a police investigation or need to be referred to MASH. In such cases, the School will be able to resolve the case without delay.

- **External process**

Where allegations are serious, the School will involve MASH and/or the police. Whoever has received the allegation should fully brief the DSL who will contact the external authorities (though anyone can make a referral).

### **Categories of outcome<sup>21</sup>**

In judging the outcome of allegation investigations, the School will use the following terminology.

- **Substantiated:** there is sufficient evidence to prove the allegation.
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

### **Initial steps<sup>22</sup>**

In circumstances where the allegation concerns the Principal or DSL, the procedure illustrated in the table above (‘Whom to report a disclosure or concern’) should be followed.

On receipt of the allegation, the Principal (the ‘case manager’) will immediately discuss the allegation with the DSL (the ‘designated officer’). This discussion will establish the nature, content and context of the allegation and agree a course of action. The DSL may wish to ascertain further details to form a satisfactory judgement. Alternatively, the decision may be made to contact MASH and/or the police immediately.

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<sup>19</sup> KCSIE, para 213.

<sup>20</sup> KCSIE, para 184.

<sup>21</sup> KCSIE, para 189.

<sup>22</sup> KCSIE, para 191.

## **If no further action is deemed necessary**

Where a decision is made that no further action is deemed necessary, the Principal and DSL should both make a record of why they reached this judgement. They will also discuss what information should be put in writing and communicated to the individual concerned. Then they will decide what action with regard to both parties, particularly where they may come into contact with one another. The Principal will consider appointing mentor(s) for one or both parties in the short term.

## **Informing the accused party**

Where a decision has been made by the Principal and DSL that external agencies do not need to be contacted, the Principal will inform the accused person of the details of the allegation. However, where the case is more complicated or serious and a strategy discussion is needed, the Principal should delay this conversation until guidance has been received from MASH and/or the police.

## **Suspension**

In exercising his duty of care both to children and employees, the Principal will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangement 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 should consider the impact on the person if they are subsequently reinstated. Further details on suspension are outlined in KCSIE, paragraphs 179-185.

## **Where a child is suffering or is likely to suffer significant harm**

Where there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the statutory guidance Working Together to Safeguard Children (particularly on making an assessment, pages 17-51). If the allegation is about physical contact, the discussion should have regard to the use of reasonable force in certain circumstances.

## **Deciding on an outcome**

When an outcome has been decided, the Principal and DSL should discuss – with the Governor for safeguarding – the next steps available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position. Where the best course of action is unclear, the School will seek guidance from MASH.

## **Police and local authority investigations**

Where the police or local authority carry out an investigation, the School will ask them to obtain consent from the individuals involved to share their statements and evidence for use in the School's disciplinary process. This will enable the School to take appropriate action

promptly after the conclusion of the police and/or local authority investigation/court case.

## **Non-cooperation from the accused**

Where the accused person's period of notice expires or where he/she refuses to cooperate, the School must nevertheless reach a conclusion in the investigation.<sup>23</sup>

## **Confidentiality**

The parents or carers of a child or children involved in the allegation should be told about it as soon as possible if they do not already know of it. However, if a strategy discussion is required, or police or local authority agencies need to be involved, then parents should be informed after those agencies have been consulted. As the case proceeds, parents should be kept informed of its progress. Any disciplinary hearing will be confidential, though the parents or carers should be told the outcome in confidence.

Parents should be made aware of the requirement to maintain confidentiality about any allegations made against individuals whilst investigations are ongoing.<sup>24</sup>

## **Protecting the identity of the accused**

The School has a legal obligation to 'maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.'<sup>25</sup> Exceptions to this are: where the public authorities have published information about an investigation; where the accused effectively waives their right to anonymity by going public or giving their written consent for another to do so; or where a judge lifts restrictions. Any publication, including on social media, of information that could lead to the identification of the teacher by the public, is in breach of the law.

The Principal will take advice from the DSL, police, lawyers and MASH to decide:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation;
- how to manage press interest if and when it should arise.

## **Criminal proceedings**

Following the conclusion of a criminal investigation, the School will consult with MASH to decide whether any further action, including disciplinary action, is appropriate, and if so, how to proceed. Any criminal conviction for harming children will preclude that person from working with children again.

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<sup>23</sup> KCSIE, para 208.

<sup>24</sup> KCSIE, para 201.

<sup>25</sup> KCSIE, para 203.

## **Duty to make a referral**

Where there is evidence that anyone has harmed, or poses a risk of harm, to a child or vulnerable adult, there is a legal duty to report that person to the Disclosure and Barring Service using [their guidance](#). The DBS has statutory authority to bar a person from working in regulated activity with children and/or vulnerable adults in the UK.

Referral to the DBS will also be made if the person resigns prior to an investigation being carried out or reaching its conclusion.

The School will not make any compromise/settlement agreement in the case of a person deemed unsuitable to work with children. Any such agreement which contained a condition of not referring the case to the DBS would constitute a criminal offence.<sup>26</sup>

The School will also consider making a referral to the Teaching Regulation Authority (TRA), according to [their guidance](#).

## **Unsubstantiated, false or malicious allegations**

Where an allegation by a pupil is shown to be baseless, the Principal will consider whether to take disciplinary action in accordance with the School's Behaviour Policy.

Where a parent has made a deliberately baseless allegation, the Principal will consider whether to require that parent to withdraw their child or children from the School.

The School reserves the right to contact the police in the case of malicious allegations against staff.

Details of all allegations found to be malicious will be removed from personnel records.<sup>27</sup>

## **Record keeping**

Except where allegations are found to be malicious, full records must be kept. Where a resolution was reached, a clear and comprehensive summary of any allegations against the member of staff, and all other associated records, including the outcome of the investigation, will be retained on the person's confidential personnel file. This record will be kept until the accused has reached retirement age or for a period of 10 years if that is longer. Where a resolution was not found, records will be kept for 75 years. This will enable clarification of any future DBS checks where allegations did not result in a criminal conviction, or if a historical allegation is made.

The School will provide details of substantiated allegations in future references.

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<sup>26</sup> KCSIE, para 207.

<sup>27</sup> KCSIE, para 210.

## **Review – learning lessons<sup>28</sup>**

Where an investigation has occurred, the DSL will immediately review the School's safeguarding procedures and prepare a report for the Governors. Where a substantiated allegation has been found, the DSL should consult with MASH on the efficacy of the School's procedures or practice (including any disciplinary action taken), to ensure the best possible future safeguarding of children.

## **Contact with MASH once a disclosure has been made**

Once a disclosure against anyone working at the School has been made, the School will act without delay, reporting the allegation to MASH within one working day. Only after notifying and consulting with MASH (or, in the most serious cases, the police) will the School undertake an investigation. If the case is thought to be borderline, then the School should still contact MASH and discuss the matter informally.

The DSL will discuss the nature, content and context of the allegation with MASH, as well as what information should be shared with the parents and whether the person about whom the allegation concerns should be suspended. MASH will also advise whether the police should be informed. Written records (e.g. a follow-up email) will be kept.

## **Confidentiality and publicity**

Once MASH has been fully informed of the disclosure/allegation, the School should do what it can to maintain confidentiality and guard against unwanted publicity. This is so as to avoid prejudicing any criminal proceedings, and applies until the person is charged with an offence or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

## **Reporting to the Disclosure and Barring Service (DBS)**

If a member of staff is found to have caused harm or posed a risk of harm to a child and has been released from service, then the School will promptly report them to the DBS. The School will supply full details to the DBS and recognises its legal obligation to do so. This applies to staff who have been dismissed, whose fixed-term contract has not been renewed, ceasing to use a supply teacher, terminating the placement of a student teacher or other trainee, ceasing to use staff employed by contracts, no longer using volunteers, resignation, voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. The School must not make a 'compromise agreement' that includes non-referral to the DBS. Nor does a refusal to co-operate by the person receiving the allegation constitute a reason not to inform the DBS. The School will also confirm to ISI inspectors that it has reported to the DBS all instances of action in relation to safeguarding concerns.

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<sup>28</sup> KCSIE, para 234.



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## **Reporting to the National College for Teaching Regulation Authority (TRA)**

In addition to reporting to the DBS, the School will also notify the TRA of any teacher who has been dismissed (or who would have been dismissed had they not resigned) and who may require a prohibition order. A prohibition order is appropriate in cases of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence.' The School will have due regard to the guidance in *Teacher misconduct: the prohibition of teachers* (April 2018).

### 3. STAFF CODE OF CONDUCT

#### **Purpose of this policy**

The purpose of this staff code of conduct is to provide staff with guidance on establishing the safest possible learning and working environment, safeguarding children and reducing the risk of false accusations of improper or unprofessional conduct.

#### **Statutory and regulatory framework of this policy**

It has regard to the revised document *Guidance for Safer Working Practice for those working with Children and Young People in Education Settings* (2015), the requirements of the relevant sections of the *Education (Independent Schools Standards) Regulations (England)* (2014) and the ISI Commentary on the Regulatory Requirements.

#### **Binding nature of this policy**

Staff at the School agree to, sign and must adhere to the following code of conduct.

#### **Principles of this policy**

- The welfare of the child is paramount (Children's Act 1989; the Children (Guernsey and Alderney) Law 2008, 3.1(b)).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from the Head of Department, line manager or member of the SMT over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed.
- All staff know that the Head of Pastoral Care is the DSL for the whole school. All staff should be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children. This information is contained in the Safeguarding and Child Protection Policy, which is on the staff drive (intranet) and on the School website.

#### **Understanding and adherence to School policies and statutory framework**

Staff at the School read, understand and agree to the contents of the School's safeguarding and child protection policy and Part 1 of KCSIE. They also understand and agree to the School's procedures for receiving disclosures and making referrals.

## **Exercise of professional judgement**

While this staff code of conduct and the guidance it draws from and points to hope to provide a reliable guide, there will be occasions and circumstances in which staff have to use their professional judgement in order to safeguard the best interest of pupils. The opportunity for developing this professional judgement is provided principally through induction, INSET, staff meetings and further training courses. The Vice-Principal (Primary) is responsible for coordinating INSET training for all staff, academic and non-academic, and identifying any need for further training. Staff must read the School's policies relating to staff conduct and seek clarification of anything that they find unclear.

## **Criminal and disciplinary action**

Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them. The School's disciplinary procedure document, which clarifies actions that constitute gross misconduct, is provided within the standard school contract and a copy is available from the Bursar. The safeguarding and child protection policy outlines the School's responsibilities and procedures for reporting to external agencies allegations of practices of behaviour which have put (or may have put) pupils at risk of significant harm.

## **ICT**

The staff ICT policy gives further guidance on the safe use of ICT and should be read in conjunction with this code of conduct.

## **Duty of care**

The School exercises its duty of care in a number of ways.

- All staff have a duty to keep pupils safe and protect them from physical and emotional harm. This duty is carried out partly through the development of respectful, caring and professional relationships between staff and pupils and behaviour by staff that demonstrates integrity, maturity and good judgement.
- The School as an employer has a duty of care to its employees under the Health and Safety at Work Act 1974. The School must provide a safe working environment and guidance about safe working practices.
- Employees also have a duty of care under the same Act towards themselves and anyone else who might be affected by their actions or failings. Staff should therefore adhere to this behaviour policy and other policies and guidance issued by the School to ensure that they behave responsibly.

## **Power and positions of trust**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children in education are in positions of trust in relation to the pupils in their care. No relationship between a member of staff and a pupil can be a relationship between equals, in that staff possess an element of authority which must not be misused.

Staff must ensure that their relationship is in no way exploitative, with power being used for personal advantage or gratification.

## **Confidentiality**

Members of staff may have access to personal details about pupils in order to undertake their everyday responsibilities. This information may be highly sensitive or private and must be treated in a discreet and confidential manner. Where it is shared, it must be on a need-to-know basis and never mentioned casually in conversation. Anonymity should be preserved whenever possible. However, where abuse is alleged or suspected, staff must pass on information without delay to the designated persons specified in the School's Safeguarding and Child Protection Policy.

## **Propriety and behaviour**

The most recent Teachers' Standards (July 2011, updated June 2013) issued by the Department for Education, defines the personal and professional conduct expected of staff as follows.

An adult working in regulated activity is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by the following:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
  - having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions;
  - showing tolerance of and respect for the rights of others;
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the School in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Education (Independent Schools Standards) (England) Regulations (ISSRs) (2014) add that the School and its staff must do the following:

- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- not discriminate against pupils on the basis of protected characteristics, which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

## **Gifts**

Staff should adhere to the School's gifts policy, available on the staff drive.

## **Social contact**

Members of staff should not establish or seek to establish social contact with pupils of the School. Such contact is inappropriate because it may entail a level of emotional dependence (on either side) that would represent an abuse of the position of trust held by a teacher. If a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Similarly, staff should not share their personal contact information with pupils. They are advised that there are risks in making available their personal details such as telephone numbers and home or personal email addresses. In exceptional circumstances, such as on overseas school trips, where personal mobiles may be shared, details should be deleted after use. The School's internal email system should be used in accordance with the School's ICT policy.

Staff should avoid any favouritism, real or perceived, to one or more pupils and should be aware of the danger of 'grooming', even when this is only apparent. Rewards given to pupils should be in line with the School's rewards system and equitable; pupils should not receive special or personal gifts from teachers. Teachers should be aware that children can easily develop emotionally-dependent attachments to teachers, and that this should be avoided. If a teacher feels that a pupil is developing such an attachment, it should be reported to the DSL and seek guidance. The DSL should make an appropriate record.

## **Physical contact**

Physical contact between staff and pupils is in some circumstances appropriate. The School does not follow a 'no touch' approach. However, staff should ensure that contact is related to a specific need, is of limited duration and appropriate given their age, development, ethnicity and background. Sound professional judgement is required to discern whether physical contact is appropriate in a given situation as this may differ with each pupil.

Physical contact should never be secretive, be for gratification or as a misuse of authority. Should this be the case, the DSL should be notified, a record kept, and appropriate action taken.

Physical contact should be ad hoc rather than regular, unless part of a formally agreed plan (e.g. in relation to pupils with SEN or a disability) in line with School policy. It is advisable to seek the child's permission before initiating contact. Contact should then be sensitive to the child's reaction and feelings, and contact should be as minimal and brief as possible.

Children who have suffered previous abuse or neglect ought to be treated with special consideration as physical contact may be associated with previous experience, and staff may be exposing themselves to allegations.

Some pupils may seek out inappropriate physical contact (e.g. hugs, over-familiarity). In these circumstances staff should sensitively deter the child and help them to understand the importance of physical boundaries. The DSL should be notified.

### **Pupils in distress**

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age appropriate physical contact. Staff should be aware that their behaviour should be professional, minimal and not secretive. If the member of staff is concerned that the contact could be misinterpreted, then the DSL should be informed and a record kept.

### **Physical contact in the context of sport, music and other activities requiring contact**

Some staff may need to employ physical contact in sport, music or some other School activity in order to demonstrate a technique or safety procedure. This should be done with the pupil's agreement. Contact should be the minimum required and in no way secretive. Staff should be alert to any discomfort expressed by the pupil, verbal or non-verbal.

The DfE provides the following guidance:<sup>29</sup>

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - holding the hand of the child at the front/back of the line when going to assembly or when walking together around the School;
  - when comforting a distressed pupil;
  - when a pupil is being congratulated or praised;
  - to demonstrate how to use a musical instrument;

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<sup>29</sup> Use of reasonable force, p 8.

- to demonstrate exercises or techniques during PE lessons or sports coaching;
- to give first aid.

## **Changing**

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

If there is a genuine reason to do so teachers may enter pupil toilets or changing rooms, though they should be of the same sex wherever this is possible.

Staff should follow the protocols for changing.

## **Primary School: changing for Games in classrooms**

*Staff should:*

- occupy themselves with administrative tasks while the pupils are changing (e.g. they could be marking or reading) and only interact during changing with them if truly necessary;
- ensure that pupils remain in the personal areas behind their desks;
- ensure that boys and girls are appropriately separated.

*Pupils should be reminded to:*

- observe modesty at all times;
- respect the privacy of other pupils by remaining in designated areas;
- get changed quickly.

## **Behaviour management**

All staff have a responsibility to manage the behaviour of pupils to ensure the safety of all pupils (and staff) in an environment suited to learning. Staff have a responsibility to follow the School Behaviour Policy when identifying offences and applying a punishment. In some cases, which may be unclear or involve more serious offences, staff should consult the Vice-Principals, Senior and Primary. No matter what the problem, all pupils have a right to be treated with respect and dignity. As in all Schools, corporal punishment is against the law and humour should not be used to demean or upset pupils. Staff should be aware that the School's anti-bullying policy applies to all members of the School community (pupils, parents and staff).

### **Care, control and physical intervention**

Corporal punishment must be distinguished from the use of reasonable force, as outlined in the DfE guidance *Use of reasonable force* (July 2013). This guidance explains that all School staff may use force to control (e.g. ‘guiding a pupil to safety by the arm’) or restrain (e.g. holding a pupil back when breaking up a fight) when exercising their duty of care. Reasonable force means ‘using no more force than is needed’ and taking every step to avoid injury. Reasonable force can be used to prevent pupils from ‘hurting themselves or others, from damaging property, or from causing disorder.’ The decision whether to physically intervene ‘is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.’ The DSL (Senior/ Primary) should be informed when force has been used on a child, and will decide whether parents should be informed, and the matter recorded.<sup>30</sup> Common sense should prevail.

### **Sexual contact with pupils**

Any sexual behaviour by a member of staff with or towards a pupil (or any other child) is both inappropriate and illegal under the Sexual Offences Act 2003. Illegal sexual activity includes penetrative and non-penetrative acts and also non-contact activities, such as exposing children to pornography. Keeping Children Safe in Education (2016) gives the following definition of sexual abuse:<sup>31</sup>

*Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.*

‘Grooming’ is the practice of establishing a relationship with a child with the intention of abusing that child. Staff should be aware that favouritism or gift-giving to a child or children might be construed as ‘grooming’, which is an offence. Staff should avoid any form of communication with a child which could be interpreted as sexually suggestive or provocative, i.e. verbal comments, letters, notes, electronic mail, phone calls, texts or physical contact.

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<sup>30</sup> *Use of reasonable force*, p 7.

<sup>31</sup> KCSIE, para 47.

## **One-to-one situations**

Some staff work with pupils in one-to-one situations, such as instrumental music lessons, and this arrangement may make them more vulnerable to allegations. They should do what they can to ensure that their conduct is transparent (for example, positioning the lesson near the window in the door). Wherever possible, the door should be left open. Staff should not meet pupils in secluded areas of the School. If a pupil becomes distressed, then the member of staff should report this to the DSL.

## **Transporting pupils**

In rare circumstances, it may be necessary for a member of staff to transport pupils in their car. To do so, teachers must be approved by the Bursar and Principal, their driving licence and insurance having been satisfactorily checked. Each individual journey where a teacher transports a pupil must be approved by either the Vice-Principal of Primary or Senior. Staff are advised to avoid situations where they are alone with a pupil in a vehicle. Finally, when transporting a pupil, staff act *in loco parentis*, meaning they have a duty of care towards the pupil until he is handed over to a parent/carer. Where staff transport pupils, parental consent will always be obtained beforehand.

## **Educational visits, residential trips, sports and after School activities**

A less formal tone may be appropriate during school visits, residential trips or at a sports fixture, but staff must remember that they remain in a position of trust and that they should not behave in such a way as to be accused of seeking to establish an inappropriate relationship or friendship. Staff should discourage pupils should they be adopting an overly familiar manner, and report any such concerns to the DSL.

On residential trips, staff should be particularly vigilant around bedrooms and bathrooms, particularly avoiding interaction with pupils who are getting changed and not, for instance, sitting or lying down on a pupil's bed.

Careful consideration needs to be given to sleeping arrangements. Staff bedrooms, washing and lavatory facilities should be separate from those of the pupils.

## **Drinking alcohol**

Staff should not consume alcohol while exercising their duty of care to pupils. However, in circumstances (e.g. at an evening function) where alcohol may be consumed, on duty staff should use the drink drive limit for the country they are in.

## **First Aid and the administration of medication**

Information about pupils with specific allergies or medical needs is displayed in the Staff Room and in the Medical Room.

In the event of an emergency, staff should dial 999 and ask for an ambulance.

The School has a number of trained first aiders (listed in the Staff Room and the Medical Room). Staff qualified in First Aid should also receive any necessary training in administering the relevant medications used at the School. All academic staff (including non-First Aiders) should be shown how to administer certain emergency medications (such as an EpiPen), especially if they are leading an off-site visit or trip that includes one or more pupils who require emergency medication. Wherever possible, medication should be administered by a First Aider.

Parental consent (via form, letter, telephone, email, text) is needed before giving any medication to a pupil, including over-the-counter medicines such as paracetamol, ibuprofen or antihistamine. Parents sign a medical consent form at the beginning of the academic year to grant the school permission to act in the best interests of their child in an emergency.

### **The curriculum**

Some aspects of the curriculum – in Science or PSHE – will include, or may easily run into, subject matter of a sexual or sensitive nature. Care should be taken that resources do not offend the modesty of pupils and that the lesson does not stray from the learning objective. Pupils may ask questions that it would be inappropriate to answer. Some discussions may be more appropriately discussed away from a whole-class forum, and staff should consult the DSL for guidance.

Staff should follow the School's Sex and Relationship Education Policy (SRE). If a teacher or pupil feels uncomfortable following a discussion, this should be reported to the DSL as soon as possible. The circumstances should be recorded in writing as soon as possible and, if appropriate, a copy placed on the child's file. The DSL will inform parents as necessary.

Staff should be alert to anything that would constitute a disclosure, in which case they should follow the School's disclosure procedure in the Safeguarding and Child Protection Policy.

All staff at the School, Catholic or otherwise, have a duty to uphold the moral teachings of the Catholic Church as defined in the Catechism of the Catholic Church and other documents of the Magisterium. At the same time, teachers should be clear about the binding nature of the law (e.g. pertaining to the Marriage (Same Sex Couples) Act 2013).

As stipulated in the Education (Independent School Standards) Regulation (2014) teachers should avoid 'the promotion of partisan political views in the teaching of any subject in the school.'<sup>32</sup> The presentation of topics should be balanced. With regard to radicalisation, government advice is that 'the Prevent duty is not intended to stop pupils debating

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<sup>32</sup> Education (Independent School Standards) Regulation (2014), Part 2, 5 (c).

controversial issues. On the contrary, schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.’<sup>33</sup>

## **Photography, videos and other creative arts**

Many School activities involve recording images, which are undertaken as part of the curriculum, extra School activities, for publicity, or to celebrate achievement.

Parental permission for using images for publicity purposes is sought from parents when their son or daughter joins the School.

Staff should follow the Use of Pupil Images policy. Staff should think carefully about the pictures they take and avoid any inappropriate or demeaning photographs or videos.

## **Internet and social media communication with pupils**

Staff should be aware that their professional standards and duty of care apply equally to the digital and online sphere. Staff should at all times adhere to the staff ICT policy. Staff should be conscious of the risks of using social media and should not engage with pupils via Facebook etc. Staff who are unsure about some aspect of online behaviour should seek the advice of the DSL. It is not advised that staff engage on social media with pupils who have left the school but remain in full-time education. When pupils email a member of staff directly, this should be through the School’s own email system and for a strictly necessary purpose (e.g. emailing a worksheet or giving the page number for prep). Staff should not engage in overly familiar exchanges online which could be judged as inappropriate.

Staff should be aware that inappropriate behaviour online may result in disciplinary action.

## **Whistleblowing**

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. The School has a whistleblowing policy as part of its safeguarding and child protection policy (see Section 4 of this policy, below) that meets the terms of the Public Interest Disclosure Act 1998 and aims to support staff in appropriately reporting any concerns. Staff are obliged to read and adhere to this policy in full.

Staff members are expected to understand and take seriously their individual responsibilities to bring matters of concern to the attention of senior management and, where necessary, relevant external agencies. This includes concerns about the behaviour of another staff member in addition to concerns about poor or unsafe practices or potential failures in the School’s safeguarding regime.

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<sup>33</sup> Prevent, 5.

## **Sharing concerns and recording incidents**

All staff should be aware of the School's child protection procedures, including procedures for dealing with allegations against staff. Staff who are the subject of allegations are advised to contact their professional association or seek legal advice.

Any safeguarding concern or incident should be clearly and promptly recorded and reported to the DSL or the relevant person indicated by the table ('Whom to report a disclosure or concern') above.

Members of staff are encouraged to discuss with their line manager, Head of Department or member of the SMT any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided, or action can be taken.

## **Disclosure and barring service**

All staff are subject to an enhanced Disclosure and Barring Service check before taking up their positions at the School. It is the responsibility of members of staff to inform the Principal in confidence if they are charged with a criminal offence whilst in the employment of the School.

## 4. WHISTLEBLOWING PROCEDURES

The following whistleblowing procedure has regard to Working Together to Safeguard Children (2018), Keeping Children Safe in Education (2018) and Whistleblowing for employees.

The School has an obligation to adhere to the law, to the statutory framework specific to it as a School, and to follow best practice, particularly in safeguarding and health and safety. Within this ethos, the School trains its employees to report concerns to the relevant senior members of staff, the governing body and external agencies. The School engages its staff through meetings, committees and other means as a means of valuing their perspective and reflecting on the School's practice. Staff are trained to know how to report a concern. The Safeguarding Policy in particular explains in detail the responsibility of every member of staff to safeguard children and that any member of staff can make a referral to MASH.

### **Definition and scope of whistleblowing**

A whistleblower is an employee who reports wrongdoing at work that is of public interest. Whistleblowing means reporting something that affects others.

Whistleblowers are protected by law, which means that they will not be treated unfairly or lose their job because they 'blow the whistle' on malpractice. Concerns can be raised regarding incidents from the past, in the present or may be believed to be happening in the near future.

It is important to remember that a compromise agreement may not bind an employee (or former employee) from reporting a concern and blowing the whistle.

Examples of what an employee may blow the whistle on under the law.

- A criminal offence, e.g. fraud or abuse.
- Endangering someone's health and safety.
- Risk or actual damage to the environment.
- A miscarriage of justice.
- If the School is breaking the law.
- If someone is covering up wrongdoing.
- Failures in the School's safeguarding provision

It should be noted that, unless it is in the public interest, employees who raise grievances (e.g. bullying, harassment, discrimination) are not covered by whistleblowing law. Such grievances should be raised under the School's grievance procedure.

## **Raising unfounded and malicious concerns**

Within a culture of safety employees are asked to raise legitimate concerns in good faith, with the assurance that their position will not be prejudiced. If, however, concerns are raised that are deliberately unfounded, malicious or mischievous, this may constitute an offence in itself, and the employee may be subject to the School's disciplinary procedure, including gross misconduct and dismissal.

## **Further information about whistleblowing**

Further information about whistleblowing is available for employers and employees from the charity Public Concern at Work.

## **Whom to inform**

If the matter is a child protection concern, the staff should follow the procedure for making a referral as outlined in the safeguarding and child protection policy, sections 1 and 2.

Who a member of staff informs will depend on who the concern is about and the nature and seriousness of the concern. In the first instance, the whistleblower may choose to raise the matter internally. This enables the School to address the issue and, where possible, to correct, clarify or explain their behaviour, and, where necessary, to take further action.

The School has identified the Principal and Chair of Governors as the correct people to receive a concern from a whistleblower. The whistleblower is free to choose whether to communicate in person, by telephone or by writing (letter or email, marked private and confidential). Anonymity will be preserved wherever possible.

Mr Robert O'Brien  
Principal  
Blanchelande College  
Les Vauxbelets  
Guernsey GY6 8XY

**Tel** 01481 237200

**Email** [obrienr@blanchelande.sch.gg](mailto:obrienr@blanchelande.sch.gg)

Mr Robert Hutchinson  
Chair of Governors  
Blanchelande College  
Les Vauxbelets  
Guernsey GY6 8XY

**Tel** 07781 112295

**Email** [rhutch1990@me.com](mailto:rhutch1990@me.com)

**The School's procedure**

Once a concern has been raised the Principal or Chair of Governors will carry out a preliminary investigation. The resulting assessment may identify the need to involve third parties for further information, advice or assistance; for example, other staff, external auditors, legal or personnel advisers, the local authority or the police. Written records will be kept, and appropriate action taken promptly, including, as appropriate, disciplinary action or referral to an external agency.

The whistleblower may be provided with information regarding the outcome of the investigation and is entitled to press for further action if unsatisfied with the process or its outcome.

**Fear of blowing the whistle**

If a member of staff feels unable to raise an issue or feels that their genuine concerns are not being addressed, they may contact the NSPCC whistleblowing helpline on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## 5. SAFER RECRUITMENT

Safer recruitment of staff is a vital part of creating and ensuring the safety of children at the School. The School's procedures have regard to Part 3 ('Safer recruitment') of Keeping Children Safe in Education (September 2018), Part 4 ('Suitability of staff, supply staff, and proprietors') of the ISI regulatory handbook (March 2018) which implements the Education (Independent Schools Standards) Regulations (England) (December 2014).

The aims of the School's safer recruitment procedures are as follows:

- that staff are appointed on the basis of merit, ability and suitability for the role advertised;
- that all applicants are considered equally and consistently;
- that applicants face no unjust or illegal discrimination;
- that the School's recruitment process complies with government legislation and guidance, in particular KCSIE, and guidance issued by the DBS;
- that the School meets safeguarding requirements, in particular by carrying out the required pre-employment checks.

### **Safer recruitment training**

Although it is not a legal requirement in the independent sector to have one person on every recruitment panel trained in 'safer recruitment', the nominated Governor responsible for safeguarding and child protection has completed this training (online via the NSPCC).

### **Retention of records**

The School will make copies of all relevant documentation submitted in the application and recruitment process. The School follows government rules on data protection and the guidance issued by ISI. Documents of successful candidates will be kept for the duration of their employment and for six months thereafter; unsuccessful candidates' documentation will be securely destroyed after six months.

### **Recruitment and selection procedure**

Part 4 of the Education (Independent School Standards) Regulations (2014) establishes the checks that the School must make before employment may commence. Safe recruitment consists of 'criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.'<sup>34</sup>

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<sup>34</sup> KCSIE, para 106.



# Blanchelande College

## PERMANENT STAFF

### Application process

- Via [www.tes.co.uk](http://www.tes.co.uk) or upon request from the School, candidates receive an application pack comprising of a job description, person specification and application form.
- The application form (see Appendix 1) requires the following information: personal details, education and employment history, disability or special provision required, referees and a criminal conviction declaration, including disqualification by association.
- The application form also explains the safeguarding checks that the School will undertake on any successful applicants and directs candidates to the School's safeguarding and child protection policy on the School website (or available in hard copy from the office), and that successful applicants will be required to demonstrate their right to work in Guernsey.
- A CV is not requested and may not be submitted in place of a completed application form, though candidates may submit a CV in addition to their application form, should they so wish.
- Candidates are then shortlisted by the Principal, in consultation with SMT, and invited to interview.

### Referees

The School requires two references, of which one must be the current/most recent employer (i.e. school if the applicant is a teacher). Shortlisted candidates who agree to come to interview will have references gathered by the Principal's PA. Reference request forms include the following question: *Are there any reasons why the candidate should not have access to children? Please include any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children, and the outcome of these concerns. Please include all disciplinary offences related to children, even if 'time expired'.*

The two references must be submitted to the School in writing. Notes from any further details provided over the telephone will be recorded on the applicant's file.

### Interview

At interview, the panel will consist of at least one person certified in safer recruitment, who will ask the candidate some questions about safeguarding children, as well as other questions on the suitability of the candidate for the post defined in the job description and person specification.

### Checks on identity, qualifications and right to work in Guernsey

While at the School for interview, candidates will be required to verify their identity. The identity check will be made against an official document that includes photographic identity

(i.e. a passport or driving licence). A second form of identity should confirm the address of the applicant (e.g. a utility bill, bank statement or similar). Candidates should also bring original certificates of any educational and professional qualifications cited in their application or requested by the School.

Finally, the School follows the Home Office guidance on checking a job applicant's right-to-work documents. Any UK citizen has the right to work in the UK. Non-UK citizens must show genuine, original and unchanged documents belonging to them. These may be a passport, work visa or Certificate of Entitlement to the right of abode in the UK. Copies will be kept by the School according to its policy on retention of records.

### **Letters of appointment, acceptance and contract**

The successful candidate(s) will receive a letter of appointment which stipulates the particulars of the job offer, a contract incorporating the School's standard terms, and conditions of employment and the expected starting date subject to the submission of a medical questionnaire and further satisfactory completion of safeguarding checks by outside agencies.

### **DBS checks and barred list information**

All successful candidates must receive clearance at the enhanced level from the DBS before commencing employment at the School. If they are in regulated activity,<sup>35</sup> then the enhanced check must include barred list clearance. 'For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.'<sup>36</sup>

The candidate receives from the DBS their certificate which must be presented to the School as soon as possible after receipt and prior to taking up the post.

### **Commencement of employment pending a DBS disclosure**

If there is a delay in receiving a DBS disclosure, the Principal may, under strict controls, allow the person to begin work pending its receipt. In such a case, the School will check the Children's Barred List and any other available checks, such as identity and references, and establish appropriate supervision and a risk assessment (see Appendix).

### **Recruitment of ex-offenders**

All positions within the School are exempt from the provisions of the Rehabilitation of Offenders Act 1974. All previous convictions (including those considered 'spent') must be disclosed to the School. Failure to do so may result in summary dismissal on the grounds of gross misconduct and may also constitute a criminal offence.

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<sup>35</sup> For a full definition of regulated activity, see Regulated activity in relation to children: scope, published by HM Government.

<sup>36</sup> KCSIE, para 109.

If a DBS check identifies a criminal record, the Principal will make a judgement about the candidate's suitability, taking into account only those offences which may be relevant to the particular job or situation in question, the nature of the appointment, the age of the offence and its frequency. The Principal will confirm in writing whether the person can be employed and, if so, any mitigating actions and controls to be put in place.

It is unlawful for the School to employ anyone who is barred from working with children. As it is similarly unlawful for such a person to apply for a position within a School, the School will make a report to the police if:

- it receives an application from a barred person;
- it is provided with false information in, or in support of an applicant's application;
- it has serious concerns about an applicant's suitability to work with children.

If an applicant wishes to dispute any information contained in a disclosure, the applicant can do so by contacting the DBS direct.

### **Prohibition from teaching**

Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Prohibition checks are made through the Secure access online service (run by the National College for Teaching and Leadership), a database of teachers with QTS that shows any restrictions, prohibition orders, or failure to complete induction or probation year. This is done by entering a name or teacher reference number into the database to ascertain whether any prohibition orders are registered against the individual concerned. This service covers prohibitions across the European Economic Area.

### **Prohibition from management ('section 128 directions')**

Staff appointed to management positions (as defined in the ISI regulatory handbook) must not be prohibited from holding a managerial position in an independent school (i.e. subject to a section 128 direction). The School will check via the Teacher Services' system that no such directive is in place before confirming the appointment. This applies to appointments from August 2015 and includes internal promotions.

### **Overseas checks, if appropriate**

If the applicant has spent a significant time abroad – ISI recommends more than three months, though there is no prescribed time – the DBS may be insufficient. Unless this time relates to a period of time under the age of sixteen, the School will, in such cases, 'obtain whatever evidence of checking is available from the person's country of origin (or any other countries in which he or she has lived) and do this before the appointment is made.'

Where the Teacher Services' system brings to light a teacher sanction imposed by an EEA (European Economic Area) professional regulating authority, the School 'should consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment'.<sup>37</sup> The EEA sanction is not, however, legally binding in Guernsey.

It is important that, even if a candidate has spent little or no time in the UK or Guernsey before, they still receive the DBS vetting.

### **Declaration of mental and physical fitness<sup>38</sup>**

Upon receiving an offer of employment, prospective employees must complete a medical questionnaire (see Appendix). The School may legitimately ascertain that the candidate is physically able to carry out the role, and ask the applicant to sign that they 'know of no reasons, on grounds of mental or physical health, why they should not be able to discharge the responsibility required by the post in question.' The School may only ask questions that are related to an intrinsic function of the work. The School is bound to make reasonable adjustments for disabled people to be able to undertake employment.

### **Single Central Register of appointments**

The Bursar will ensure that the correct information is stored on the Single Central Register of appointments (hereafter SCR). The SCR records the following checks for all members of staff at the School:

- identity;
- Barred list/List 99 (date of DBS check unless a separate earlier barred list check was undertaken);
- professional qualifications;
- enhanced disclosure (or DBS Status Check);
- overseas checks, where applicable;
- right to work in the UK;
- prohibition from teaching check;
- prohibition from management check;
- completed application form;
- medical fitness declaration;
- self-declaration of non-disqualification by association.

In the case of older appointments, some evidence may not be available to support the production of a fully complete SCR. Where this is the case, the School will take steps to fill in as many gaps as possible.

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<sup>37</sup> KCSIE, para 146.

<sup>38</sup> KCSIE, para 128.

The following table<sup>39</sup> illustrates whether an individual requires inclusion in the SCR:

	Part 4 applies?	Included on the SCR?
<a href="#">Staff</a> whether or not in regulated activity	Yes paragraph 18	Yes
<a href="#">Volunteer</a>	No*	If they are checked, the checks should be recorded on the SCR
<a href="#">Supply Staff</a>	Yes paragraph 19	Yes
Employees of contractors and other third parties (eg visiting professionals)	No*	No
Self-employed contractors controlled by the school (whether or not charged direct to parents)	Yes if effectively 'staff', otherwise, no. (See note 190 later)	Yes if effectively 'staff', but otherwise, no. (See note 190 later)
Chair of proprietors/governors	Yes paragraph 20	No ( see note 258 later)
Other proprietor/governor (members of a body)	Yes paragraph 20	Yes
Non-proprietor governor	No*	No
Adults who supervise children on work experience	No*	No
Host families	No*	Not required on SCR if a 'private arrangement' between families. Otherwise, if the school is the regulated activity provider, they should be included.
* Those categories marked 'No' may still need vetting checks – as part of the school having regard to DfE safeguarding guidance, and schools may continue to include them on the SCR if they wish. The section from note 280 onwards at the end of this Part gives further details.		

## SUPPLY STAFF

The School may occasionally employ teaching, sports and non-teaching staff through supply agencies.

### Confirmation of checks by supply agency

The School must receive written notification (notification only, not copies of documentation) from the supply agency that it has made checks of the following:

- identity;
- Barred list/List 99;
- qualifications;
- overseas checks, where applicable;
- right to work in Guernsey;
- prohibition from teaching;
- date of written notification that it or another agency has received an enhanced disclosure, and the date of the disclosure;

<sup>39</sup> From the ISI *Commentary on the BSO Standards*.

- whether the agency has supplied a copy of the enhanced criminal record certificate;
- date of written notification that it or another agency has received an enhanced disclosure, and the date of the disclosure;
- whether the agency has supplied a copy of the enhanced criminal record certificate.

## **Identity and DBS check by School**

In addition to ascertaining that the supply agency has checked the identity of the person (see list above), the School makes its own check upon arrival. The School must also see a copy of the DBS certificate, which must be less than three months old when the person starts work at the school (unless s/he has been working in a school in the last three months).

## **Single Central Register**

For supply staff, the School will record the following on the SCR:

- The date the agency made the relevant checks
- identity checks on arrival;
- CV / application form, references;
- medical fitness declaration;
- disqualification from childcare.

## **CONTRACTORS**

The checks required for contractors depend on whether they are occasional/temporary or long-term/permanent, and again whether the person is in regulated or non-regulated activity.

It should be noted that those on the school site when pupils are not present for example during School holidays, do not require vetting checks.

### **1. Occasional/ temporary contractors**

Where contractors are 'not involved in teaching/ training etc. or personal care', for example an emergency plumber, the School has the discretion in law to judge that the person is not in regulated activity and can therefore carry out their work. However, 'if their work gives them opportunity for regular contact with children, KCSIE 2016 stipulates that an enhanced DBS check without barred list information will be required'.

Where checks are not carried out on occasional/temporary contractors, the School adheres to the following procedure:

- the risk assessment is filed and available to inspectors;
- the School explains to the contractor that he must not engage in regulated activity (i.e. unsupervised contact with children);

- the contractor is supervised throughout his time at the School ('schools and colleges are responsible for determining the appropriate level of supervision depending on the circumstances').<sup>40</sup>

## **2. Regular/ long-term contractors employed by a third party**

Where the school employs some regular/ long term contractors employed by a third party who are in regulated activity (i.e. may come into unsupervised contact with children). Examples of people in this category are agency chefs, student teachers on placement, the School chaplain and visiting professionals such as the School nurse. Such people need the same checks as School staff (see above, under the heading 'Single Central Register of appointments'). However, these checks should be carried out by the employing organization, with verification by the School of these checks, with the information – including the number of the person's enhanced DBS with barred list status – recorded on the SCR.<sup>41</sup> The School will also check the person's identity upon arrival (i.e. photographic identification such as a passport or driving licence).

## **3. Regular/long-term contractors who are self-employed**

As self-employed contractors cannot vet themselves, the School requires them to be checked by their professional associations. If this is for some reason not feasible, the School will run checks for them (as outlined for School staff above, under the heading 'Single Central Register of appointments').

## **VOLUNTEERS**

Under no circumstances will a volunteer, in respect of whom no safeguarding checks have been undertaken, be left unsupervised with children or allowed to engage in regulated activity.

Prior to engaging a volunteer, the DSL will consider the proposed activities and what, if any, vetting checks are required, in line with the School's policy and statutory law.

It should be noted that family members of School staff do not reside at the School or enter into regulated activity and therefore are not subject to checks.

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<sup>40</sup> KCSIE, paragraph 112.

<sup>41</sup> In some cases it may not be necessary to receive the number, but only written confirmation that the checks have been done. See ISI Commentary on the BSO Standards.

## **GUEST SPEAKERS**

The School is conscious that the School's safeguarding duty extends to the selection of guest speakers. Guest speakers should not be known to hold extremist views and should be supervised at all times while visiting the School.

## **GOVERNORS AND TRUSTEES**

Guidance on the recruitment and vetting of Governors is provided in the ISI Commentary on the BSO Standards, paragraphs 259-260, with additional information on page 58. All Governors and Trustees undergo enhanced DBS checks (without barred list checks). Governors and Trustees are never in regulated activity with pupils.

## 6. THE DESIGNATED SAFEGUARDING LEAD

The School's Designated Safeguarding Lead (DSL) is the Head of Pastoral Care. The DSL is responsible for leading child protection in the School. The key responsibilities are outlined in KCSIE, Annex B.

### **The Designated Safeguarding Lead (DSL)**

The DSL for the whole school is Louisa Eccles (Head of Pastoral Care).

**Email**            [ecclesl@blanchelande.sch.gg](mailto:ecclesl@blanchelande.sch.gg)

**Tel**    07781 406 311

### **Role of the DSL**

The DSL is responsible for managing referrals, training and raising awareness relating to abuse, neglect and radicalisation.

### **Managing referrals**

The DSL will refer all cases of suspected abuse to the following:

- MASH;
- other designated staff, such as Principal and Vice-Principals (where staff at the School are involved);
- the Disclosure and Barring Service (where a staff member is dismissed or leaves the School due to risk/ harm to a child);
- Police (where a crime may have been committed).

The DSL will liaise with the Principal to inform him of issues, especially of ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

The DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### **Record keeping and child protection files**

A child protection record may be started for an individual child as soon as the school is aware of any child protection concerns about that pupil. This may arise in a number of ways:

Where more than one file exists in relation to an individual child, this will be noted on each file. Each file should be dated, and the number of volumes indicated, e.g. January 2006, Vol. 1 of 3.

The child protection file should contain:

- A cover sheet stating the child's full name, date of birth, address and information about family members. (Appendix)
- A detailed chronology, updated on a regular basis should be held at the front of the child protection file. (Appendix)
- Any concerns raised by staff
- Copies of any referrals to any outside agency
- Any child protection information received from previous schools or other agencies
- Copies of any referrals from the DSL to MASH
- Where the child is subject to a Child Protection Plan, notes/minutes of any Child Protection Conferences and Core Group Meetings, etc.
- A written record of any instances where physical restraint was used.

Documents should not be removed from the child protection file and the file itself should not be removed from the Principal's office. Access to child protection files is strictly limited to the DSL and Principal.

All records of child protection concerns, disclosures or allegations are to be treated as sensitive information and are kept together, securely and separate from the child's general school records in a locked file in the Principal's office.

Files on extended family members should be kept together and cross-referenced.

Where a pupil has a child protection file, their standard pupil file will be marked with a green star. This enables staff who may be recording pastoral issues on the file to enquire as to any safeguarding context that they should be aware of. It also acts as a prompt as and when pupil files are being transferred to other schools.

## **Training**

The DSL receives updated Levels 2 and 3 child protection training every two years in order to do the following:

- understand the assessment process for providing early help and intervention;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the School's safeguarding and child protection policy and procedures, especially when inducting new and part-time staff;
- be alert to the specific needs of children in need, those with SEND and young carers;
- be able to keep detailed, accurate, secure written records of concerns and referrals;

- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings.

The DSL will complete the online Channel General Awareness module and receive any further training made available to schools within the Bailiwick of Guernsey.

### **Monitoring staff training**

The DSL will maintain a log of all staff safeguarding training, with an overview log of individual training supported by individual certificates. This log will include induction, INSET, external courses and visits (forums, TAC, MASH visits, etc.).

### **Raising awareness**

The DSL should ensure the School's policies are known and used appropriately. The DSL will do the following:

- ensure, with Governors, that the School's safeguarding and child protection policy is reviewed annually, that the procedures and implementation are updated and reviewed regularly;
- present to Governors a termly high-level summary of safeguarding cases and developments, indicating the frequency of issues, any trends and particular challenges, training needs, and developments in the field of safeguarding.
- ensure that the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this;
- provide a link with MASH and other relevant external agencies to make sure staff are aware of training opportunities and the latest policies on safeguarding;
- where children leave the School, provide their new school with their child protection file as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **Transfer of School records and information sharing**

In accordance with KCSIE (Annex B), it is the responsibility of the DSL to, 'Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.' The file should be shared between DSLs and/or Head Teachers following telephone contact, and never via third parties, including parents or carers. Evidence of the file transfer should be kept, including confirmation of receipt. File transfer can be by hand, by recorded delivery to the appropriate named individual or by secure electronic means. If by recorded delivery, the DSL will phone ahead to notify the receiving party, and the file

will be marked 'Strictly Confidential' and for attention of the named DSL only. The receiving DSL should confirm receipt in writing.

Information sharing is essential for effective safeguarding. All staff are encouraged to be alert to the signs and triggers of child abuse and neglect through safeguarding training at staff meetings and INSET. Colleagues develop trusting and supportive relationships with the pupils through the school's pastoral system and adopt an open and enquiring mind to what could be the underlying reasons for behaviour change and to share these concerns in a timely and accurate manner.

The School has regard to the Government's guidance in Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018) and to Children Law Guernsey and Alderney Information Sharing: Guidance for practitioners and managers working with children and families

There are seven principals of sharing information<sup>42</sup> and colleagues should consider whether sharing information is likely to support the safeguarding and protection of a child. All information shared should be:

- **necessary and proportionate** – share no more information than is of use and consider the impact on the subject;
- **relevant** to the purpose of those who need it;
- **adequate** for purpose, easily understood and reliable;
- **accurate** and up to date. It should clearly distinguish between fact and opinion;
- **timely** – shared in a timely manner (seeking consent could cause delay);
- **secure** – shared and stored in a secure way; recorded and reviewed.

Every member of staff knows it is their responsibility to share any safeguarding concerns and will not assume that someone else will pass on the information which may be critical to keeping a child safe. Blanchelande encourages all staff to share safeguarding information, by assuring colleagues that sharing information must not stand in the way of the need to promote the welfare and protect the safety of all pupils.

Staff are requested to keep a record of what has been shared and with whom and to forward to the DSL.

The DSL must obtain consent to share information unless it places the child at risk. If consent is not obtained and information is shared, the DSL must make a clear written report about the reasons for sharing.

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<sup>42</sup> Information Sharing Advice for practitioners (July 2018), p 9.



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Information about a pupil will only be kept as long as is necessary, until they have left the school.

## 7. SAFEGUARDING AND CHILD PROTECTION TRAINING

All adults working at the School who may be in regulated activity with children receive annual safeguarding and child protection training in accordance with advice received from HSSD and the Child Protection Forum of the Guernsey Education Department. This includes staff, relevant Governors, coaches, temporary staff and volunteers. This should enable them to recognise the possible signs of abuse, neglect and radicalisation and to know what to do if they have a concern. In addition to annual training, staff also receive updates (e.g. through email or staff meetings) when new statutory guidance documents or other useful sources of safeguarding guidance are published.

Training includes:

- reading the Safeguarding and Child Protection policy (i.e. this policy);
- reading the staff code of conduct, contained in this policy;
- being informed of the identity of the DSL and procedures for informing for of concerns;
- receipt and reading of [part one of KCSIE \(2018\)](#);
- receipt and reading of [what to do if you're worried a child is being abused](#);
- completing the online Level 1 Child Protection e-learning training: <https://theinstitute.gov.gg/login/index.php><https://theinstitute.gov.gg/login/index.php>;
- Every three years, all staff complete Level 2 Child Protection Training.

Staff will complete a simple assessment to ensure that they understand the key information about safeguarding at the School.

All permanent staff will be issued with Part 1 of KCSIE whenever it is updated by the DfE and reminded of their obligation to read it. At the end of their training, staff will sign to confirm they have read, understood and agreed to comply with the requirements outlined in these documents (see Appendix 5).

Temporary staff receive a one-to-one briefing with the School's DSL about the School's safeguarding policy.<sup>43</sup>

The DSL will attend conferences and training days to develop their competence in safeguarding and child protection.

Records will be kept by the DSL of attendees at INSET and of further safeguarding courses attended.

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<sup>43</sup> KCSIE, para 57.

## 8. OTHER SAFEGUARDING AND WELFARE RESPONSIBILITIES

The School has other significant safeguarding and welfare responsibilities. These include the following:

- health and safety – risk assessment of onsite and offsite activities;
- photography and images;
- safeguarding education;
- bullying;
- e-safety;
- secure premises;
- missing pupils;
- school attendance.

### **Health and safety: risk assessment of onsite and offsite activities**

The School has a legal duty of care to ensure that its staff and pupils are safe whether at school or engaged in some other School-related activity. Full details are contained in the School's health and safety policy and educational visits policy.

Where pupils are on-site or engaged in activities organised by the School, the School's safeguarding and child protection policy and procedures apply.

Where other organisations provide services or activities, the member of staff responsible for arranging the services will check that the service or activity providers have appropriate procedures in place, including relevant risk assessments and safer recruitment procedures.

### **Attendance**

The School will advise the School Attendance Service when the following situations arise: ten days of unauthorized absence (other than for reasons of sickness or leave of absence); failure to attend regularly; pupils leaving the school when the next school is not known, prior to their deletion from the school register. The School is aware that 'a child going missing from education is a potential indicator of abuse or neglect.'<sup>44</sup> The welfare of a pupil repeatedly absent from School should be carefully considered, specifically whether there are any signs of abuse, neglect or radicalisation. Further important guidance on the possible issues behind pupils missing from school is contained in Annex A of KCSIE. The School should also have regard to Children missing education: statutory guidance for local authorities and the government's missing children and adults strategy.<sup>45</sup> Full details are contained in the attendance policy.

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<sup>44</sup> KCSIE, Annex A.

<sup>45</sup> KCSIE, para 59.

## **Deleting a pupil's name from the register**

The School has regard to KCSIE (para 72-74) when deleting a pupil's name from the register and will promptly notify the Local Authority in the required circumstances.

## **Photography and images**

Full details are contained in the Staff Code of conduct and the Use of Pupil Images policy.

## **Safeguarding education**

In addition to training its staff, the School also recognises its duty to educate its pupils in safeguarding. This is done through various means, including assemblies, the ICT code of conduct, through the information ('If Something Worries You') contained in the School prep diary and through PSHE. Safeguarding education includes teaching the dangers of radicalisation.

## **Bullying**

The School recognises the importance of constant vigilance with regard to bullying. Full details are contained in the school's anti-bullying policy.

## **E-safety**

The School does not allow pupils access to internet enabled devices while at School; phones are to be switched off and stored in lockers – pupils not following this policy are sanctioned in accordance with school policy. The School promotes e-safety and cyberbullying and radicalization awareness through PSHE and ICT lessons, and through assemblies. Any incidents of cyberbullying will be dealt with according to the School's anti-bullying policy. For further details also see the School's ICT Code of Conduct (for parents and pupils) and the staff ICT policy. The School has regard to the government's advice on The use of social media for online radicalisation and employs filters to ensure that extremist sites are not accessible to pupils, while not 'overblocking' so that pupils would be unable to learn about safeguarding.<sup>46</sup> Further guidance is given in KCSIE, Annex C.

## **Secure premises**

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit. For full details see the School's policy: registering visitors, school security & reporting a security concern.

## **Missing pupils**

The school has a separate 'Missing Pupils Policy' which should be fully adhered to.

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<sup>46</sup> KCSIE, para 82.



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## APPENDIX 1

### APPLICATION FORM

#### BLANCHELANDE COLLEGE APPLICATION FOR A TEACHING APPOINTMENT

POST: \_\_\_\_\_

Please use black ink, ballpoint pen or typescript as it will be necessary to photocopy your application.

- 1) *A curriculum vitae may be submitted, but you must still complete all sections of this form.*
- 2) *All applications will be acknowledged by the school*

This form should be returned, together with a detailed letter of application giving your reasons for applying and demonstrating how you meet the key criteria for the post, to Principal, Blanchelande College

1. PERSONAL DETAILS	
Surname (block capitals)	Forenames
Title (Mr/Mrs/Miss/Ms/Other)	Maiden/Previous Name
Home Address (block capitals)	Address for correspondence (if different)
Telephone number (home)	Telephone number (work)
Email address (home)	Email address (work)
Date of birth:     /     /	Place of birth:
DES/DFE/DFES number	Sector of Education qualified for
Date of recognition as a qualified teacher     /     / .	Have you successfully completed a period of probation/induction? YES/NO
Do you hold Guernsey residential qualifications? YES/NO	Date of completion     /     /
Type and reference number of Right to Work Document ( <i>if known</i> )	Expiry date of Right to Work Document ( <i>if any</i> ) /     /



2. PRESENT/PREVIOUS POST						
Present post						
Subjects taught		Age range taught				
Name and address of school/institution		Name and address of employing authority or LEA ( <i>if different</i> )				
Type of school (e.g. secondary/primary/infant/junior/grammar/comprehensive/grant-maintained/special/college of further education)						
Number of pupils		Co-ed/boys/girls				
Current annual salary    £		Date appointed to present post    /    /				
Period of notice required						
Leadership Spine Point		MPS Point				
UPS Point		Additional Allowances				
3. EMPLOYMENT HISTORY Previous service, including temporary appointments, starting with the most recent. Please give full details as this section is used for salary assessment.						
Name and type of school/institution	Age range	Post held and grade if applicable, if part-time, what percentage?	Subjects taught	Date of service		Reason for leaving
				From month/year	To month/year	



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4. OTHER EMPLOYMENT					
Employer's name and address	Post held (state if part-time or full-time)		Duties involved	Employment	
				From	To

5. EDUCATION					
Secondary schools (Secondary phase establishments only)	Dates attended		Qualifications gained (GCSE, GNVQ, 'O'Level, 'A'Level)		
	From	To	Subjects	Grade	Date
Colleges/Universities attended	Dates attended		Part-time / full-time	Qualifications gained ( <i>Subject, class, division</i> )	
	From	To			Date



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## 6. OTHER QUALIFICATIONS RELATED TO CURRENT OR PREVIOUS EMPLOYMENT

Name of professional body	Membership grade	Was membership gained by examination?	Date

## 7. TRAINING AND DEVELOPMENT In service training attended in the last three years plus earlier significant courses

Course	Qualifications gained (if applicable)	Dates



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8. References (Note: relatives may not be given as referees)	
1) This should be your present or most recent employer Name  Position  Address    Telephone No Email	2)  Name  Position  Address    Telephone No Email
Contact address / telephone number if different during the month following application	
Please give dates when you will <b>not</b> be available for interview	

9. HEALTH RECORD If it is necessary for you to provide details in answer to any part of this section, you may enclose the information in a sealed envelope marked 'confidential health information'. Any appointment made will be subject to a satisfactory report on your health by the Occupational Health Department.	
<b>How many days have you been absent from work through ill health or injury over the past 12 months?</b> _____ days	
<b>Have you had any serious illness requiring medical consultancy or admission to hospital in the last two years. If YES, please specify.</b>	YES/NO
<b>Have you had any health problem which might interfere with work? If YES, please specify.</b>	YES/NO
<b>Are you registered disabled? If yes, please specify</b>	YES/NO



## 10. CRIMINAL RECORD CHECK

Any appointment made will be 'subject to satisfactory disclosure' through the completion of a Full Disclosure Criminal Record Check (DBS). All disclosure of a criminal background will be treated with the strictest confidence and checks will only be made in connection with your application for this post and for no other purpose. However, disclosure of a criminal record will not necessarily debar you from employment in this post – this will depend on the nature of the offence/s and the circumstances surrounding it/them.

## 11. DECLARATION

I DECLARE that the above answers are true and complete to the best of my knowledge and belief and may be used for registered purposes under the Data Protection Act. I understand that should I make a false statement by answering any of the above questions incorrectly I will, if appointed, be liable to termination of my contract with or without notice.

Signature \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_



## APPENDIX 2

### CONFIDENTIAL REFERENCE REQUEST

**CANDIDATE:**

**POST APPLIED FOR:**

This reference request form is part of our safer recruitment procedure. Please complete this form in full; if there are any areas you are not able to comment on, please mark 'NA' (not applicable). If you wish to add a conventional narrative reference, please do.

<b>BACKGROUND</b>	
How long have you known the candidate and in what capacity?	
<b>PERSONNEL MATTERS</b>	
Dates of the candidate's employment with you (month and year)	From:  To:
Candidate's duties and responsibilities	
Have there been any competence, capability or disciplinary issues or other concerns? Please include details of any sanctions that have expired.	
Approximately how many days was the candidate absent from work during the last two years of employment with you?	
Do you believe that the candidate is physically and	



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<p>mentally fit to work in a school environment? If not, please elaborate, including any adjustments which have been made to enable the candidate to perform his or her duties.</p>	
<p><b>For previous employers only:</b> Why did this candidate leave your employment?</p>	
<p><b>For the current employer only:</b> Current salary and details of post (please attach a job description, if available)</p>	
<p><b>SUITABILITY FOR POST</b></p>	
<p>Please indicate the candidate's strengths and weaknesses, particularly in the classroom, and in his/her contribution to the corporate life of the School.</p>	
<p>Do you believe that the candidate is suitable for this position? Please comment on motivation as well as abilities.</p>	



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Would you re-employ the candidate? If not, please explain why.					
<b>Please rate the candidate against the following criteria</b>	<b>Needs substantial development</b>	<b>Needs development</b>	<b>Acceptable</b>	<b>Strong</b>	<b>Outstanding</b>
Ability to keep to deadlines					
Assessment and marking					
Attendance					
Attitude to work					
Classroom management					
Commitment to school events					
Extra-curricular involvement					
Planning and preparation for lessons					
Reliability					
Professional relationships with pupils					
Professional relationships with colleagues					
Professional relationships with parents					



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## SUITABILITY TO WORK WITH CHILDREN AND DISCIPLINARY RECORD

Are there any reasons why the candidate should not have access to children? Please include any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children, and the outcome of these concerns. Please include all disciplinary offences related to children, even if 'time expired'.

### Referee's contact details

Name		Position	
Address			
Daytime telephone number		Signature	
Evening telephone number		Date	

Please kindly return this form to Mr Robert O'Brien, Principal, Blanchelande College, Les Vauxbelets, Guernsey GY6 8XY.

**Email** [greenm@blanchelande.sch.gg](mailto:greenm@blanchelande.sch.gg)

**Tel** 01481 237200



## APPENDIX 3

### PRE-EMPLOYMENT HEALTH QUESTIONNAIRE STRICTLY CONFIDENTIAL

This questionnaire should be completed as fully as possible in capital letters.

The information will be treated in confidence (between the School and its doctor).

#### Identity and contact information

Forename		Title (Dr, Mr, Mrs, Miss, Ms)	
Surname		Date of birth	
Address		Name and address of GP	
Position applied for			

#### Medical history

Please complete the following questions by ticking the appropriate box. If the answer is 'yes', give details including (a) date, (b) amount of time lost from work/school (if any), treatment (if any).

<b>Have you ever suffered from any of the following illnesses?</b>			
	<b>Yes</b>	<b>No</b>	<b>If yes, please give details</b>
Visual defects/ eye conditions (including colour blindness)			
Hearing defects/ ear conditions			
Severe anxiety, depression, other psychiatric disorder			
Paralysis or other neurological disorder			
Fainting attacks, blackouts, epilepsy or fits			
Recurrent headaches, migraine			
Vertigo, giddiness or tinnitus			
Heart disease, high blood pressure			
Asthma, bronchitis, tuberculosis or other chest disease			
Liver disorder			
Kidney or bladder problems			
Recurrent backache, arthritis, rheumatism			
Any blood disorder			
Eczema, dermatitis, other skin conditions			
Diabetes, thyroid or other gland problems			
Hay fever, allergies to drugs, animals etc.			
Any recurrent infections			
Any impairment of immunity to infection			



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Hernia			
Any alcohol or drug related problems or illness			
Any other medical condition, physical or mental, not mentioned above			
<b>Have you?</b>			
	<b>Yes</b>	<b>No</b>	<b>If yes, please give details</b>
Ever undergone a surgical operation or been admitted to hospital for any reason?			
Had more than 20 days' sickness absence in the past two years?			
Ever been, or are, a Registered Disabled Person?			
<b>Present health status</b>			
	<b>Yes</b>	<b>No</b>	<b>If yes, please give details</b>
Are you at present taking any medication prescribed by a doctor?			
Are you at present receiving any treatment prescribed by a doctor?			
Do you have any physical disability necessitating special aids, or requirement for access to premises?			
Do you have any other relevant health problems?			

## Declaration

- I declare that, to the best of my knowledge, the information I have given is correct and that I know of no reasons, on grounds of mental or physical health, why I should not be able to discharge the responsibilities required by the post in question.
- I understand that the School is legally required to verify my medical fitness for the role, that my employment with the School is therefore conditional upon the verification of my medical fitness and that I may be required to attend a medical examination.
- I understand that failure to disclose relevant information or giving false information may result in termination of my employment or the withdrawal of an offer of employment.
- I consent to the School retaining this medical form and any other information about my medical fitness on my confidential personnel file for the duration of my employment. I understand and agree that the School may use any medical information about me to help discharge its obligations towards me as my employer as and when it is necessary, or reasonable, to do so. I further understand and agree that the School may confidentially retain any medical information about me for a period of six months after my employment terminates, following which it will be securely destroyed.
- I hereby give my consent to Blanchelande College processing the data supplied above.

**Signature**..... **Date** .....



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**To be completed by the School in consultation with the School doctor as needed:**

Fit for employment specified:

Detail of any adjustments to be considered:

Name:

Signature:

Date:



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## APPENDIX 4

### RISK ASSESSMENT FOR EMPLOYMENT PENDING DBS DISCLOSURE

Assessment carried out by:.....(DSL) Assessment date:.....

**NB: No person without the correct clearance will be allowed to engage in regulated activity at Blanchelande.**

<b>Name</b>		<b>Job title</b>	
<b>Expected date of commencement:</b>		<b>Details of any previous DBS checks:</b>	
<b>Date DBS check requested:</b>		<b>Photographic ID / proof of address seen:</b>	
<b>Two satisfactory references seen:</b>		<b>Application form received / gaps in work history fully explored: N/A</b>	
<b>Barred list check carried out:</b>		<b>Additional relevant information</b>	

#### Level of risk

The employee has not yet received his/ her DBS disclosure and therefore may be unsuitable to work with children. What level of risk does the School estimate the employee may pose?

<b>Low</b>	<b>Medium</b>	<b>High</b>



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## Management of risk

If the Head Master judges that it is reasonable for the employee to begin work at the School, what measures will be taken to manage risk?

Measure	Yes (if applicable)
Supervision by a current and fully-checked member of staff	
The above-named will not be in regulated activity with children (i.e. unsupervised access)	
The above-named has read, understood and agreed to adhere to the School's Safeguarding and Child Protection Policy, including the Staff Behaviour Policy	
The arrangements established by the School will be reviewed by the DSL on a fortnightly basis until the submission of a valid DBS certificate	
Any additional measures should be noted here:	



## APPENDIX 5

### CONCERN/DISCLOSURE FORM RELATING TO A CHILD'S SAFETY AND WELFARE

Pupil's Name:	Year Group:	Date:
Member of Staff Recording Concern:	Signature:	
What is the reason for recording the incident/concern?		
Record the details factually (who, what, where, when)		
Your opinion (where relevant) eg how/why you think this might have happened. Substantiate your opinion.		



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Note action taken, including names of anyone to whom your information was passed.



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## APPENDIX 6 CHILD PROTECTION FILE COVER SHEET

**PLEASE PASS THIS FORM TO THE CHILD PROTECTION OFFICER**  
CHILD PROTECTION FILE COVER SHEET

*Check to make sure your report is clear now - and will also be clear to a stranger reading it next year.*

<b>Child's Name</b>			
<b>Date File Started</b>		<b>Date of birth</b>	
<b>Any other name/s by which the child is known</b>			
<b>Home address</b>			
<b>Tel:</b>			
<b>FAMILY MEMBERS: PARENTS, STEP-PARENTS, CARERS</b>			
<b>Name</b>	<b>Relationship to child</b>	<b>Address</b>	<b>Parental responsibility for child?</b>
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>FAMILY MEMBERS: SIBLINGS</b>			
<b>Name</b>	<b>Address</b>	<b>Educational establishment</b>	
<b>Are records held in the establishment relating to other connected children?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>If yes, which files are relevant?</b>	
<b>CONTACT DETAILS OF OTHER PROFESSIONALS</b>			
<b>Name</b>	<b>Agency</b>	<b>Contact details (address and telephone)</b>	



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## APPENDIX 7 CHILD PROTECTION CHRONOLOGY

CHILD'S NAME		DATE OF BIRTH		
Date	Concern/Update	Action by Blanchelande	Action by other agency	Completed by



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## APPENDIX 8

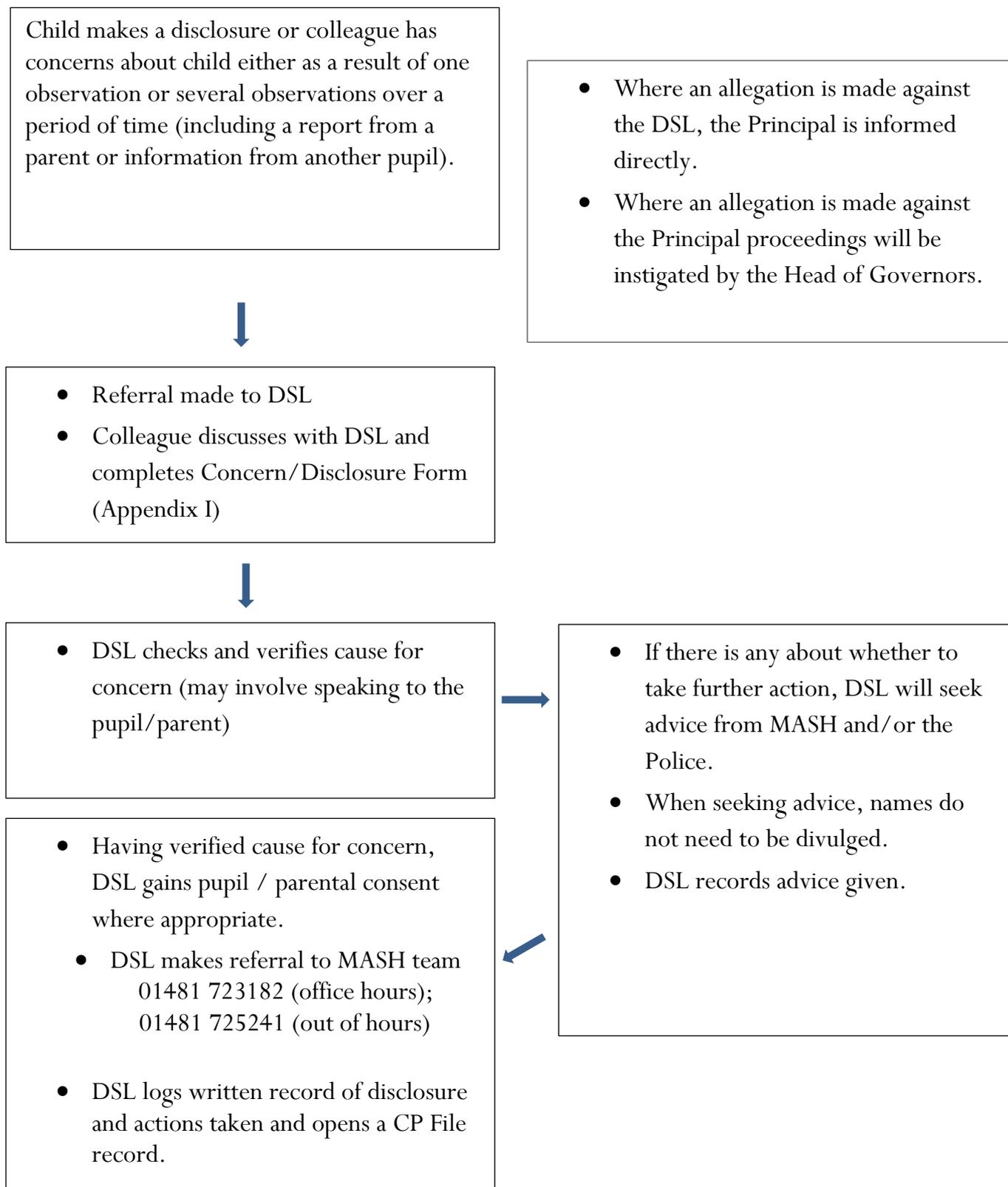
### Physical Intervention Record

Blanchelande College Physical Intervention Record		
Name of Child		M/F
Name of Adult reporting		
When did the incident occur?	Date:	Time:
Description of incident: <i>(where, what was happening at the time, who else was involved)</i>		
What other strategies were used before physical intervention?		
Why was physical intervention deemed necessary?		
Staff involved:		
Description of the physical intervention used:		
Description of any injuries and treatment given:		
Parents informed	Date:	Time:
Signature of person completing form:	Date:	
Principal's signature	Date:	



## APPENDIX 9

### SUMMARY PROCEDURE FOR REPORTING SAFEGUARDING CONCERNS



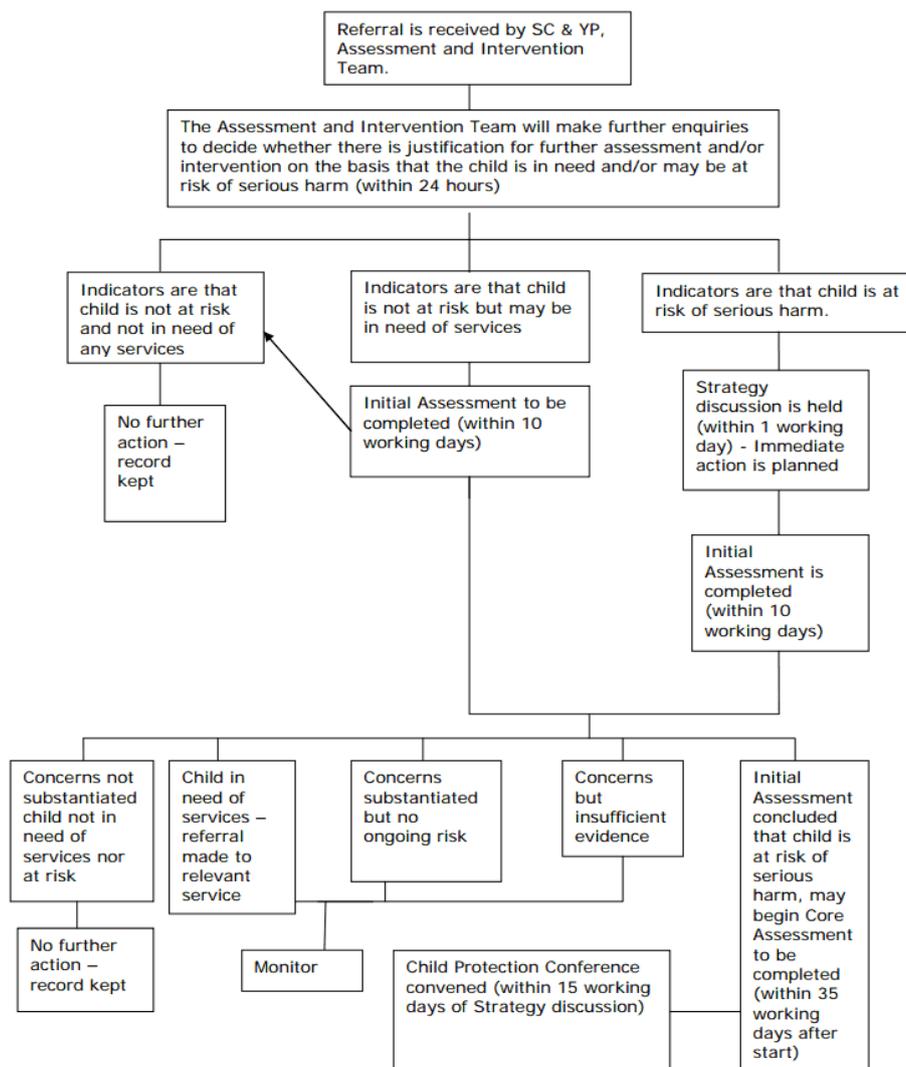
## APPENDIX 10

### Post referral procedure by social services

A social worker trained in Child Protection will investigate the case. The social worker will check whether the family is known to children’s social services already and may contact other agencies to find out if they have any concerns about the child. In most cases there will be a discussion between the social worker and the parents and child. Sometimes it soon becomes clear that the situation does not require any Child Protection intervention. However, if concern remains about the welfare of the child, the formal Child Protection Procedures will begin.

#### Process from Referral to Child Protection Case Conference (including timescales)

Referral to Services for Children and Young People, Assessment and Intervention Team due to concerns that a child has suffered or is likely to suffer serious harm.





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## APPENDIX 11

### CONFIRMATION OF RECEIPT OF SAFEGUARDING POLICIES AND TRAINING

Name:.....

Date of joining school:  
.....

Date of induction (or annual renewal): ..... / ..... / .....

Name and designation of staff member responsible for induction:  
.....

Declaration	Tick
I confirm I have received, read and understood the College’s Safeguarding and Child Protection Policy, including the procedure for reporting concerns about a child.	N/A
I confirm I have read and understood Part One of <i>Keeping Children Safe in Education</i> .	
I confirm I have read and understood the Staff Code of conduct and Whistleblowing Policy.	
I confirm I have read and understood <i>What to do if you’re worried a child is being abused</i> .	
I confirm I have been made aware of my duty to safeguard and promote children’s welfare.	
I confirm I know the identity of the Designated Safeguarding Lead (DSL) and how to contact them.	

Signature:  
.....

Date: ..... / ..... / .....

**Please sign and return this form to the Designated Safeguarding Lead (DSL):**  
DSL signature: .....

Date: ..... / ..... / .....