

# Cransley School Safeguarding Policy (updated September 2009)

## 1. SAFEGUARDING POLICY (Child Protection) including investigating incidents, anti-bullying and behaviour.

### 1.1 Child Protection

- 1.1.1 The school and its Governing body are committed to the welfare, protection and safekeeping of all its pupils. The school's policy complies with DCSF guidance *Safeguarding Children and Safer Recruitment in Education* and locally agreed inter agency recommendations.
- 1.1.2 The Governing body shall undertake an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged. The Governors monitor its implementation through their nominated governor, Mrs Jennifer Jones.
- 1.1.3 All children have a fundamental right to be protected from harm and from all forms of neglect, abuse and exploitation and should feel safe and secure at school.
- 1.1.4 Parents should be reassured that it is the aim of the school always to act in the best interests of their child and to encourage the fullest possible involvement of and consultation with parents.
- 1.1.5 The school operates safe recruitment procedures. Full details of the recruitment policy are available to parents on request.
- 1.1.6 Pupils should know that they have a means of raising issues of personal concern. They should feel that they are encouraged to talk to staff, that the school is always prepared to listen to their concerns and will take them seriously.
- 1.1.7 Teaching and non-teaching staff should be aware of their responsibilities in identifying and reporting possible cases of abuse. The Headteacher and all staff are required to undertake training in child protection updated every three years and part-time and volunteer staff who work with children are to be made aware of the arrangements.
- 1.1.8 The school provides a structured internal procedure that shall be followed by all members of the school community in cases of suspected abuse. Staff are reminded of these procedures on an annual basis.
- 1.1.9 The school will support pupils' development in ways which will foster security, confidence and independence.
- 1.1.10 The School will take immediate action to safeguard the welfare of any pupil who it suspects is being harmed or is in danger of being harmed. The school will report any suspicion or disclosure of abuse to the appropriate welfare agency within 24 hours.
- 1.1.11 This policy requires that, when identified, any deficiencies or weaknesses in child protection are remedied without delay.
- 1.1.12 All staff appointed to the school will be subject to the procedures in the DCSF guidance *Safeguarding Children and Safer Recruitment in Education*.

- 1.1.13 The school shall seek assurance that the appropriate checks have been carried out on staff of a different employer looking after the school's pupils on a site other than the school.
- 1.1.14 The child protection co-ordinators (the designated persons) are the Headteacher and the Head of Pastoral Care who will work in conjunction with the Head of Lower School on all child protection issues. The designated persons are required to undertake regular training, updated every two years, in Child Protection and interagency working for designated persons. The CPOs hold contact details for welfare agencies and will provide them to parents on request.
- 1.1.15 Allegations made against members of staff, including volunteers, should be referred directly to and only to the Headteacher. Should the allegation be about the Headteacher, the Deputy Head should be contacted immediately (if the Head of Junior School, the Deputy Head should be contacted). They must then contact the Chairman of Governors.
- 1.1.16 If a member of staff has reasons to suspect emotional abuse or neglect, those concerns should be raised with the designated person or the Headteacher and then, if appropriate, the concerns should be put in writing. The procedures outlined below refer to allegations or cases of physical or sexual abuse.
- 1.1.17 As much as possible should be recorded in written form. All relevant details will be held in a confidential file. The confidential file will be held in the Headteacher's office. The Headteacher, Head of Junior School and designated person will have access. No explicit notes are to be put on the pupil's general file.
- 3.1.18 The school will report to the Secretary of State, via the DCSF in Darlington, within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children, in accordance with The Education (Provision of Information by Independent schools)(England) Regulations 2003.

## **1.2 Investigating incidents**

While these principles, procedures and guidelines are only applicable in their entirety to the most serious of incidents, they should be used as the basis of good practice in investigating even relatively minor incidents.

- 1.2.1 Pupils are encouraged to report incidents that are prejudicial to their welfare
- 1.2.2 All incidents will be investigated fairly and without prejudice to those involved
- 1.2.3 All those involved will be given the opportunity to give their account (verbal or written)
- 1.2.4 Every effort will be made to establish beyond reasonable doubt exactly what took place and the role of each of those involved

- 1.2.5 Those involved must be made aware of the need for truthfulness and the possible consequences of deception.
- 1.2.6 The safety of pupils is paramount and must be assured before any investigation begins
- 1.2.7 Investigation must start as soon as possible after an incident has occurred or has been reported
- 1.2.8 Wherever possible two members of staff should jointly investigate an incident – the Form teacher and the Head of Pastoral Care.
- 1.2.9 The most serious incidents should be brought to the attention of the Headteacher.
- 1.2.10 In the case of serious incidents, parents of pupils involved should be informed once staff believe that they have a clear picture of what occurred
- 1.2.11 In the case of very serious incidents, parents of pupils involved may be immediately informed of the incident and told that an investigation involving their child is taking place.

### **1.3 Interviewing students about serious incidents.**

- 1.3.1 When a student needs to be interviewed the following general procedure will be followed:
  - a. Take the pupil reporting the matter out of the public arena.
  - b. The names of any witnesses and the time and location of the incident should be noted.
  - c. It may be appropriate to ask witnesses to write full, signed statements.
  - d. Interview the pupil in a place where you cannot be overheard.
  - e. See any pupil or pupils involved (although an individual member of staff may undertake initial interviews concerning incidents, where serious allegations have been made or where a serious incident has occurred, subsequent interviews should be conducted in the presence of another member of staff, preferably the Form Teacher, Head of Pastoral Care or Deputy Head).
  - f. If more than one pupil is involved avoid the pupils concerned talking with each other until initial questioning has been completed.
  - g. If a group is involved, see each pupil individually in the first instance.
  - h. Keep a written account of the statements each pupil makes (this account may be written up later), the questions you ask and the answers the pupils give.
  - i. Ask the pupil to sign and date the statement after agreeing that it is correct.
  - j. If accounts conflict it can be useful to confront pupils with the conflicting information together, once individual accounts have been recorded.
  - k. Caution is required because the whole truth is not always forthcoming in the first instance. If subsequent actions are taken based on what amounts to half-truths this can serve only to exacerbate the situation.

- 1.3.2 Informers may wish for confidentiality at this stage; this cannot be guaranteed. You can however assure them that they are doing right by talking to you and that you will do your best to protect them.
- 1.3.3 At the close of an investigation:
- a. An evaluation of the evidence should be made and any necessary consultation undertaken. Fair and appropriate sanctions should be imposed and should be clearly explained to the pupil. In evaluating evidence, the character and record of those making statements may be taken into account but should not be used prejudicially.
  - b. A conclusion should be reached. It is hoped that this will make clear the exact nature of the incident and the role of all parties involved. It will sometimes have to be admitted that, for stated reasons, no clear conclusion is possible.
  - c. All the notes and written statements concerned with the investigation must be kept on record until it has been concluded, punishments served and parents satisfied that the school has done what it could to sort matters out. Afterwards a summary of the incident should be placed in the files of all the major participants in the incident.
  - d. After the matter is closed, staff should be sensitive to possible recriminations or repetition. It should be made clear that recriminations or repetition are likely to lead to more serious punishment.
- 1.3.4 Following all investigations a copy of the written report must be given to the Headteacher.
- 1.3.5 In dealing with very serious matters (e.g. incidents that may involve physical assault, theft or involvement with illegal substances) the guidance relating to the Police and Criminal Evidence Act should be observed.

## **1.4 Anti-Bullying**

The following policy follows the recommendations contained within the Children Act 2004 and the Education and Inspections Act 2006. It also follows guidance given in Safe to Learn: Embedding Anti-Bullying Work in Schools and Bullying: don't suffer in silence.

### **AIMS**

The school community:

Discusses, monitors and reviews the anti-bullying policy on a regular basis. The policy is reviewed every two years.

Supports staff to promote positive relationships and identify and tackle bullying appropriately.

Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

Reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

Seeks to learn from anti-bullying good practice elsewhere.

## **OBJECTIVES**

It is recognised that bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self esteem; and destroys their sense of security. Bullying impacts on its victim's attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives.

The School takes bullying very seriously and all members of the school community have a shared responsibility to ensure that bullying is not a part of school life. The damage done and misery caused by bullying, physical, verbal or emotional, can be very great indeed. No-one should have to suffer the pain, humiliation and distress that bullying can bring. Bullying must not be tolerated and should always involve considered action.

At the same time, it is important to be realistic. Human beings are not always kind, gentle, warm-hearted and generous to each other. Tempers inevitably become frayed from time to time. Growing children have a good deal of energy to be released. An important part of growing up is to learn how to cope with adversity and individuals cannot be sheltered from the rough and tumble of life at all times.

However, the atmosphere of the school must be such that, if a pupil is bullied or feels bullied, that pupil must feel confident that support will be given and steps will be taken to deal with the problem. As well as confronting the bully with the consequences of the bullying, such steps may include teaching the victim how to modify behaviour that may actually provoke a hostile response. In many cases both parties may feel justly aggrieved.

The problem of bullying may well spread beyond the confines of school, potentially involving malicious phone calls, threats of violence or other similar forms of intimidation. We are prepared to offer support wherever it is possible and is required.

Central to the school's policy on dealing with bullying is the basic principle that whenever a case is reported it is always taken very seriously and dealt with appropriately.

- 1.4.1 All bullying, including racial, religious, cultural, sexual / sexist, homophobic, disability and cyber bullying, is deliberate behaviour by an individual or group that is perceived by the victim as an attempt to hurt, frighten, intimidate, threaten or undermine,

particularly if the behaviour is repeated or persistent. Bullying in any form is unacceptable.

- 1.4.2 Bullying may involve physical attack, verbal intimidation or emotional victimisation. This may include communicating hurtful things about someone or it may involve ignoring or excluding another person.
- 1.4.3 Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself. This includes use of websites, mobile phones, text messages, photographs and email.
- 1.4.4 The Headteacher will use the powers, when necessary, specifically granted in section 89(5) Education and Inspections Act 2006 when dealing with issues of cyber-bullying carried out by pupils even when they are not in school.
- 1.4.5 Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused and learn from it. A centralised record is kept of all incidents of bullying. There can be no place in the school for persistent bullies.
- 1.4.6 A culture intolerant of bullying will be actively promoted throughout the school and specifically as a matter for discussion during form time and PSE lessons as well as in assemblies. E-safety is also promoted through ICT lessons.
- 1.4.7 Victims are encouraged to report bullying since bullying that is not reported cannot be acted upon.
- 1.4.8 Guidelines concerning bullying are published in the staff handbook; the pupil's planner in the Senior School; on form notice boards in the Junior School. They are also available to parents.
- 1.4.9 The school shall review general and specific staff induction and continuing professional development and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.
- 1.4.10 It is recognised that bullying behaviour may at times be difficult to identify. The school shall endeavour to differentiate between sociable (play) and unsociable (bullying) behaviours as outlined in the objectives.
- 1.4.11 Staff guidelines:

- a. The most difficult aspect of handling the bullying problem is the initial action involved in discovering and/or reporting the matter. Many victims are reluctant to come forward for a variety of reasons, including fear of the consequences, loss of face and even a desire to protect the bully, who in certain instances may be perceived as a friend of the victim!

b. All cases of suspected or reported bullying must be investigated, which may entail following up rumour or hearsay. This may in the first instance be carried out by the form tutor, or another member of staff closely involved with the group (for instance the member of staff in charge of a particular sports team or activity club). Although the Head of Pastoral care will be available for support, the member of staff who has been approached first may well be in a position of greatest trust and therefore better placed to give preliminary guidance.

c. Irrespective of who has been the recipient of the victim's initial confidence, there is an agreed basic procedure. It is important to take the matter seriously and to follow the guidelines sensitively and carefully in order to build trust (this is essential when dealing with complaints). A written account of what has happened must be kept (this account may be written up later).

d. The response to bullying will be supportive and can also be reactive. The choice is, in the first place, with the victim.

Either:

- 1) Listen to the problem and offer support. Caution is required because the whole truth is not always forthcoming in the first instance. (If subsequent actions taken are based on what amount to half-truths this can serve only to exacerbate the situation.)
- 2) The victim may wish for confidentiality, particularly from other pupils at this stage, since talking is often enough to help and the situation may resolve itself.
- 3) Reassure the pupil that, in telling someone, the correct thing has been done and remind the victim of the advice given in the pupil guidelines.
- 4) Ask the pupil to see you again after an agreed time to assess the situation. If the problem does not resolve itself, then further action may be needed.
- 5) The problem must then be discussed with the Head of Pastoral Care without her taking action at this stage. Or
- 6) Consult with the Deputy Head.
- 7) See the other pupil or pupils involved.
- 8) Collate information and decide further action.
- 9) Further action may involve alerting staff to the problem, informing parents, speaking to form or year group, seeing pupils as necessary with appropriate advice and possible sanctions.

e. Whatever the response it is important to continue to monitor the situation and the victim.

#### 1.4.12 Student guidelines:

a. If a student is bullied they are advised to: ignore the bullies, walk away and do not let them see that you are upset; calmly stand up for yourself and ask them to stop their behaviour or if they are being

ignored or excluded, look for ways to be pleasant and friendly to the person or to the individual members of the group. It may be very difficult to do these things, so the student should not if they can't.

b. The student is advised to tell someone they trust. This might be a friend, a family member, another pupil, a member of staff.

Remember - a problem shared is a problem halved. Just talking to someone may help them to cope and the problem may sort itself out.

c. They are also told that if they tell a teacher, the teacher will listen to them and offer support. The teacher will see them again to assess the situation and give you advice. The teacher can also try to defuse the situation (if they agree to the teacher trying to do so) and hopefully stop the bullying.

d. If a student witnesses bullying they are advised to comfort and support the victim; stay with the victim; tell somebody in authority, e.g. a teacher, what they have seen; tell the victim to tell someone and remind him or her of these guidelines and if they are in a group where one member is bullying, they should show others that they disapprove, because by doing nothing they support the bully.

#### 1.4.13 Parental guidelines:

a. Listen to the student as only the victim understands their trauma.

b. The school is not embarrassed to discuss such matters - these things go on at all schools. We do try to rectify matters when we know about them. We will listen carefully and make it clear that the problem will be treated seriously and investigated as a matter of some urgency. These matters may take time to sort out. We will not pass immediate judgement, not least because interviews with the victim may reveal that the situation is more complex than first appeared.

c. Parents will be contacted - to report back to them if they had originally alerted us, or to alert them of a situation involving their child of which they may not have been aware.

### 1.5 Behaviour Policy

1.5.1 The school actively promotes good conduct and work. Good behaviour and achievement are further reinforced by the awarding of housepoints and merit marks in both the Junior and Senior schools

1.5.2 By "discipline" is meant the following whether in or out of term time or on or off the school premises:

a. The maintenance of an atmosphere within the school which enables pupils to work to the best of their ability.

b. The maintenance of an atmosphere which enables pupils to take part in other activities with the greatest of enjoyment and opportunities for self-fulfilment.

- c. The maintenance of an atmosphere in which pupils learn self-respect, respect for each other and for all adult members of the school community.
- d. Behaviour that will not endanger or put at risk the well-being of any member of the school community.
- e. Behaviour that does not damage the school's reputation.
- f. Respect for school buildings, grounds and property.
- g. Respect for each other's personal property.

- 1.5.3 Corporate discipline and self-discipline are inextricably linked, the former arising from and dependent upon the latter, hence the importance attached in the aims of the school to instilling a sense of self-discipline in all pupils.
- 1.5.4 While discipline is essential for the well-being of the school and all its members, it is also important for the public image of the school. Cransley School pupils are therefore expected to behave in a manner that reflects well upon themselves and upon the school at all times.
- 1.5.5 The subject teacher is responsible for the behaviour of the class during lessons.
- 1.5.6 Every individual member of staff has responsibility to deal with minor transgressions as they think fit. Formal punishment is usually not needed and a few words to the offender are often enough.
- 1.5.7 Communication with the form tutor over all disciplinary matters is essential since the form tutor is a key figure in the maintenance of good behaviour.
- 1.5.8 Numerous sanctions may be given. If a pupil is placed in detention, both the pupil's form tutor and parents must be informed.
- 1.5.9 Pupils may be suspended or expelled only by the Headteacher.
- 1.5.10 The Headteacher will inform Chairman of Governor of pupils suspended or expelled.
- 1.5.11 Parents have the right to ask the review panel to review the Headteacher's decision to expel. There is no right of review against suspension.
- 1.5.12 In no circumstances will any form of physical punishment be used on a pupil.
- 1.5.13 Misbehaviour in lessons is a disciplinary problem, dealt with through the conduct and behaviour policy above.
- 1.5.14 Pupils may need imposed discipline to help them to make up for a lack of self-discipline which has led to work being presented late or poorly completed.
- 1.5.15 Lunchtime academic detention is given for two late homeworks or homeworks which are incomplete or inadequate.
- 1.5.16 Pupils should not be excluded from the classroom for disciplinary reasons except in serious cases.

a. If a pupil is misbehaving to the extent that they are having a negative impact on the learning of others then they should, in the first instance be spoken to by the teacher. Continued misbehaviour should be dealt with by way of a formal sanction.

- b. If the pupil continues to misbehave and has to be formally excluded from the lesson then the pupil should be sent, with their work to the Deputy Head. If they are not available to deal with the pupil then the pupil should be sent to the Head of Pastoral Care.
- c. Being excluded from the classroom represents a serious breach of discipline by the pupil. It is likely to result in further sanction being applied to the pupil.

## **1.6 Alcohol, Tobacco, Drugs and Other Items**

1.6.1 Pupils are forbidden to be under the influence of or to have in their possession while under the jurisdiction of the school or while travelling to and from school:

- a. any tobacco or tobacco product
- b. any alcoholic liquor (except in the case of senior pupils on authorised occasions)
- c. any dangerous or classified drug or steroid (unless prescribed and notified to the School)
- d. any other harmful substance
- e. any pornographic material or computer device for that purpose
- f. any dangerous weapon or other item that might endanger your own safety or that of others
- g. any animal

Pupils will be liable to expulsion from the School for any serious breach of this rule.

1.6.2 The school is committed to the health and safety of its members and will take action to safeguard their well being.

1.6.3 The school condemns smoking and the misuse of drugs, alcohol and solvents by its members and the supply of illegal substances to its members.

1.6.4 Drug misuse damages not only the individuals directly involved but also their families, the school and the wider community. They can cause under-achievement, ill health, suffering and even death.

1.6.5 The Headteacher takes overall responsibility for the policy and its implementation, for liaison with the governing body, parents, and appropriate outside agencies.

1.6.6 Pupils suspected of being involved in drug-related activities will be subject to a detailed investigation.

1.6.7 Offenders should expect the school to inform the police about drug-related incidents.

1.6.8 Parents can contact the School for advice if they have concerns about possible drugs involvement by their child.