

WESTMINSTER ABBEY CHOIR SCHOOL

**SAFEGUARDING – POLICY AND
PROCEDURE**

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WESTMINSTER ABBEY CHOIR SCHOOL

SAFEGUARDING POLICY DOCUMENT

This policy is published on the Abbey’s website and a copy is given to all parents on arrival in the Parents’ Handbook. It is reviewed annually by the full governing body.

The school will safeguard and promote the welfare of children who are pupils at the school in compliance with the Department for Education (DfE) Guidance “Keeping Children Safe in Education” (KCSIE) September 2016, “Working Together to Safeguard Children” (WTSC) March 2015 (revised February 2017), What to do if you are worried a child is being abused – Advice to practitioners (DfE) March 2015, The Prevent Duty (Prevent) June 2015 and Information Sharing (IS) March 2015.

There are five main elements to our policy, which applies to all staff, governors and volunteers working in the school:

- Ensuring that we practise safer recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Supporting pupils who have been abused in accordance with their agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that, because of their day-to-day contact with children, staff and volunteers are well placed to observe the outward signs of abuse. The school will therefore

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ensure that children know that there are adults in the school whom they can approach if they are worried
- ensure that all staff members undergo safeguarding and child protection training at induction in line with advice from the Local Safeguarding Children Board (LSCB). The training will be regularly updated.
- include opportunities in the Personal Social Health and Economic Education (PSHEE) curriculum and elsewhere for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the tri-borough’s LSCB and take account of guidance issued by DfE to

- ensure that we have a designated safeguarding lead for child protection who has received appropriate training and support for this role
- ensure that we have a nominated governor responsible for child protection who has

- also received appropriate training
- ensure that every member of staff (including temporary and supply staff and volunteers) and of the governing body knows the name of the designated safeguarding lead responsible for child protection and his role
- ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated safeguarding lead responsible for child protection
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out the relevant obligations in the parents' handbook
- notify Social Services if there is an unexplained absence of more than two days of a pupil who has a child protection plan (unless the plan requires more immediate notification)
- develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure that all records are kept securely, separate from the main pupil file
- develop and follow procedures where an allegation is made against a member of staff or volunteer
- ensure that safer recruitment practices are always followed.
- ensure that there are arrangements for reviewing the school's child protection policies and procedures, and the efficiency with which the related duties have been discharged
- ensure that any deficiencies in child protection arrangements are remedied without delay

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through

- the content of the curriculum
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but that he is valued and not to be blamed for any abuse that has occurred
- liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service
- ensuring that, where a pupil with a child protection plan leaves, his information is transferred to the new school immediately and that the child's social worker is informed.

Procedures and arrangements to implement these policy objectives are set out in the Annex.

ANNEX 1: SAFEGUARDING PROCEDURES

The School is committed to acting always in the best interests of the child. We all have a statutory duty to ‘safeguard and promote the welfare of children’ and pupils have the right to protection from abuse or exploitation. Staff must work towards fulfilling the school’s vision of providing a nurturing environment where each child is inspired to learn and discover his potential and to feel safe and secure amongst his peers and staff. It is essential that we maintain effective methods and systems to monitor and review the safety and welfare of pupils and staff.

Child Protection Core Group

<i>Designated Safeguarding Lead (DSL):</i>	<i>Mr. Jonathan Milton (Headmaster)</i>
<i>Deputy DSL:</i>	<i>Miss Erica Jane Soulsby</i>
<i>Nominated Governor (NG):</i>	<i>Dr. Brian Rees</i>
<i>Chairman of Governors (CoG)</i>	<i>The Dean</i>

Contact details are given below see page 9

The school will operate its policy in accordance with Westminster City Council’s inter-agency procedures. See London Child Protection Procedures (5th Edition Revised 2016) a copy of which is available from: <http://www.londoncp.co.uk/index.html/>

Responsibilities of the Designated Safeguarding Lead (DSL)

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for safeguarding and child protection remains with the DSL. This responsibility cannot be delegated. During term time the DSL and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing referrals:

He/she will refer all cases of suspected abuse to the local authority children’s social care and the designated officer(s) for child protection (all cases which concern a staff member), the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed). He 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. He will keep detailed, accurate, secure written records of concerns and referrals.

Training:

Undertaking appropriate training carried out every two years in order to understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. He will need to 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. In addition to the formal training, as set out above, his knowledge and skills will be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to the role.

He will also ensure that each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff and, to the extent necessary, volunteers. He will ensure that staff have suitable training to be alert to the risks of radicalisation and he himself will have sufficient training to be able to provide advice and support for others.

Raising Awareness:

The DSL will ensure the school's policies are known and used appropriately. He/she will ensure that the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, working with governors regarding this. He will ensure that the 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. He will link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding. Where children leave the school he will ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained.

Recruitment of Staff

The school will operate safer recruitment procedures in accordance with guidance in Working Together to Safeguard Children (WTSC 2015) which will include reference to the Independent Safeguarding Authority (ISA), Disclosure and Barring Service (DBS) checks and compliance with Independent School Standards Regulations (ISSR) in order to ensure as far as is possible that staff are suitably qualified to care for children. See the school's policy: G16 Staff Recruitment and Selection and the associated school guidance S42 Recruitment of Staff Procedures. Any person whose services are no longer used because he or she is considered unsuitable to work with children will be reported to the DBS within one month of leaving the school. The school will seek assurance that appropriate child protection checks and procedures apply to staff employed by another organisation with whom its pupils are working.

Concerns about a Child

If staff have concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board. In the absence of the DSL, concerns should be referred to the Deputy DSL, Erica Jane Soulsby (EJS), who has also been appropriately trained in inter-agency safeguarding work. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. In borderline cases the DSL will seek guidance from the social services duty and assessment team (contact details given at the end of this annex). On receiving a referral of a child deemed to be at risk the DSL will contact the Local Safeguarding Children Board (LSCB) for the Tri-Borough within 24 hours. This will be confirmed in writing within 48 hours of receiving the referral. (Contact details given at the end of the Annex) see also <http://www.londonscb.gov.uk/procedures/> . If no response is received within this timescale, confirmation of receipt will be sought.

Referral processes are also available when there are concerns about children who may be at risk of being drawn into terrorism. See also: <https://www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers>. Safeguarding is the responsibility of everyone and all staff have a duty to report to the DSL any behaviour that concerns them as showing signs of an inclination to extremism or radicalisation. Where deemed necessary the DSL may discuss matters with children's social care or he may refer the child to Channel. He may also contact the local police force or dial 101, the non-emergency number to talk in confidence and get support and advice. Staff will be given training from the DSL in learning to recognise the risks of extremism and radicalisation. Similar advice is available from the DSL if staff or parents have any concern that a child may be the subject of sexual exploitation, however apparently innocent, via the internet. See also the school's Acceptable Use of the Internet Policy

In an all-boys school it is very unlikely that staff will be alerted to instances of female genital Mutilation (FGM) but should staff become aware that a family member under the age of 18 might be a victim they are required to refer the concern to the DSL who will alert the police and involve children's social care as appropriate.

Definitions of safeguarding and abuse, and the possible signs and forms of abuse are outlined in Appendix 2 of this annex.

It is important to differentiate between safeguarding children who have suffered or are at risk of suffering serious harm and those who are in need of additional support from one or more agencies. The former will be reported to children's social care immediately; the latter will be referred via inter-agency assessment procedures, most commonly via a Common Assessment Framework (CAF) and Team around the Child (TAC) approaches.

Through staff training and regular communication the school seeks an environment where staff feel able to make a referral via the DSL, and are thus supported in their key safeguarding role. KCSIE (2016) makes it clear, however, that ANY member of staff or indeed any concerned individual may make a referral direct to children's social care and the various contact details are provided at the end of this annex.

Responding to Disclosure:

- Ensure the child is safe and, if in distress, cared for.
- Reassure the child that you are listening and want to help.
- Let the child talk freely; do not interrupt.
- Keep questions open and to a minimum; do not ask leading questions.
- Never promise confidentiality.

Reporting and Recording Disclosures:

- Report to the DSL, Deputy DSL or Nominated Governor.
- Record the date and time of the disclosure and put into some context how the child came to say what has happened / is happening.
- Record verbatim what the child said, as soon as possible after the disclosure; keep the recording factual and objective. Time and date the report.
- Where there is visible bruising/injury; describe what you have seen and where on the child's body. Do not ask the child to remove clothing. If appropriate a photograph may be a helpful record.
- Describe your observations of the child, describing his emotional state and behaviour.

- All information is confidential and once passed on to the DSL there is no right to further knowledge.

Pupils with SEND

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges as additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

Abuse by one or more pupils against another

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting or initiation/hazing type behaviour. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. In the event of an allegation of abuse between pupils the DSL will seek advice from the Local Authority Designated Officer (LADO) before responding formally. Contact details for the LADO are given at the end of this annex. In most cases the clear guidelines set out in the anti-bullying policy will be followed. Please see also the school behaviour policy. Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, such abuse will be referred to local agencies. Abuse is abuse and will not be tolerated or passed off as "banter" or "part of growing up. It is anticipated that in the event of a disclosure of pupil on pupil abuse, all children involved, whether perpetrator or victim, will be treated as being "at risk" and will be individually supported, usually with a personal staff mentor. It is understood that, as a boarding school, there is increased responsibility to manage sometimes intense personal relationships between peers. Boarding staff must be especially alert to this.

Arrangements for dealing with allegations of abuse against teachers, volunteers and other staff

In the event of an allegation made against a member of staff, the DSL will follow guidance from Part 4 of KCSIE. A quick resolution of an allegation is a priority for all concerned. All allegations must be reported straight away to the headmaster. If the headmaster is temporarily unavailable the report should be addressed immediately to the CoG. In addition, if an allegation is made to a member of staff concerning inappropriate behaviour by the Headmaster, that member of staff must report it immediately to the CoG without notifying the Headmaster first. In all other cases the Headmaster will speak to the child/children involved, without in any way investigating the allegation; he will make notes and, if the allegation is not withdrawn, he will report it immediately to the CoG. The school will not undertake its own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO) or in the most serious cases, the police, so as not to jeopardise statutory investigations. In any event, the LADO will be informed within one working day of all allegations that come to the school's attention or that are made directly to the police. Once a course of action has been agreed with the LADO discussions will be recorded in writing and communication with both the individual and the parents/carers of the child/children agreed. The school will consider carefully whether the circumstances of the case warrant suspension

or whether alternative arrangements should be put in place. Suspension will NOT be an automatic response. If the allegation is against a member of the resident staff, the school will normally provide accommodation away from the pupils while the matter is being dealt with by the Local Safeguarding Children's Board (LSCB). There are restrictions on the reporting or publishing of allegations against teachers so the school will make every effort to maintain confidentiality and guard against unwanted publicity up until such time as the accused person is charged with an offence or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

The school will promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used and for whom the DBS referral criteria are met. Even if a referral to DBS is not warranted, the CoG will consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed or would have been dismissed had he/she not resigned and a prohibition order may be appropriate. Guidance on what would warrant such a referral is available on the NCTL website.

In the event of a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Training

All staff members will receive appropriate safeguarding and child protection training which is regularly updated. In addition to formal re-training sessions they will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The DSL and Deputy DSL will undertake relevant training in child protection and inter-agency working at least every two years. All staff are given a copy of Part One of KCSIE which they are required to read. New staff will additionally be given guidance on their responsibilities and a comprehensive talk as to how the school system operates. Details of that training are set out in: Policy (see Appendix 1). Guidance will also be given to all staff to ensure as far as is possible that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example in one-to-one dealings with children. See also Policy, S34 Interaction with Pupils - Staff Guidance, S57 Code of conduct for school staff and Guidance for Safer Working Practice. Pupils will also be taught about safeguarding, including online, through a broad and balanced curriculum. This may include covering relevant issues through ICT, personal, social, health and economic education (PSHEE), tutorials and/or through sex and relationship education (SRE). Boys will be advised what to do if they are worried about something or if they suspect that they or another boy is in any sort of danger. Opportunities will be made in Tutor or Form Circle Time to discuss any concerns boys may have. Senior boys are given a special briefing by the headmaster as to their important role in child protection within the school.

Musical Tuition and Performance off Site

Tuition will not normally be given off site, and where it is, parents will be responsible for all aspects on a private basis. It will be made clear that the school can accept no responsibility for making such arrangements unless school staff are engaged. An individual risk assessment will be made for any performances given outside Westminster Abbey and this will include arrangements for safeguarding. In all cases, school or Abbey staff will accompany pupils.

Missing Pupils

In the event of a pupil going missing, the school will operate its Missing Pupils Policy which outlines exactly what would happen and who would be contacted at each stage of the process. Any pupil who goes missing on repeat occasions will be considered to be ‘at risk’ and the DSL will advise about appropriate support. If a pupil ceases to attend the school, before the child’s name is re-classified on the admissions register, the headmaster will satisfy himself that he has been officially registered at another school. If the headmaster were unable to identify such a new school he will contact the local education authority in which the boy’s parents live and the Tri-Borough to report the fact before adjustments to the register are made.

Reporting

It is the specific responsibility of every member of staff to report to the DSL, or to the Independent Schools Inspectorate (ISI), any concern or allegation about school practices or the behaviour of colleagues or pupils which is likely to put pupils at risk of abuse or other serious harm. Staff should rest assured that there would be neither retribution nor disciplinary action for such “whistleblowing” in good faith. See also the schools policy: S52 Whistleblowing

The member of staff reporting a concern will be asked to give a written account of the alleged incident. This will be kept as a record for possible future reference. It is understood that, should a member of staff simply wish to share a worry, or need simple advice on how best to deal with an incident, it is important to report such concerns however mild they may seem. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk”.

Recognising Child Abuse

It is part of a teacher’s responsibility to learn to recognise signs of abuse and to refer any such concerns to the DSL. Staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Staff will be given training to help them to fulfil this role. Appended to this Policy is a document entitled: When to worry about a Child (Appendix 2). Any signs or symptoms of child abuse should be treated with caution. At times there will be straightforward explanations for injuries or behaviour. It is essential that teachers share their concerns with the DSL.

Confidentiality and Information Sharing

Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children. However, all confidential issues relating to children and young people should be dealt with on a *need to know* basis. Therefore only specifically relevant information should be passed on to the recipient, who in turn may not pass this information on to another individual, without consulting the informant.

All information given by the child is confidential at all times and once a report is made any further action taken will not be disclosed to members of staff. Before a referral to Social Services is made, an assessment of disclosure will be carried out by the DSL who can seek advice from the lead officer for Safeguarding Schools & Social Care. If a child does not

consent to the disclosure of information, then the DSL can override the duty of confidentiality in order to safeguard the welfare of the child. If appropriate, consent can be gained from the parent if this is deemed not to put the child at risk.

Only relevant members of staff in school need to know the details of concerns relating to a child in need i.e. the DSL, Form Teacher or Tutor, Matron and anyone involved in monitoring particular aspects of a child's behaviour. The boy concerned should also know which teachers/staff are in possession of what information, when it will be shared, why and with whom.

Parents

In general, we believe that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the DSL, who will decide on the appropriate response. In a very few cases, it may not be right to inform parents of our concerns immediately as that action could prejudice any investigation or place the child at further risk. In such cases, advice will be sought from the Local Safeguarding Children Board (LSCB).

Monitoring a Child

The DSL or, if a Common Assessment Framework (CAF) has been used, the Lead Professional will set a timescale for monitoring a child about whom a concern has been expressed (approximately half a term or 6–8 weeks). If no indicators are found or appear to develop, the monitoring will cease. If indicators and concerns continue, appropriate action will be taken and recorded. As part of good practice, parents/carers will be advised that their child is to be monitored and involved in the process as much as possible. If a child is on a Child Protection Plan information will be shared with the Social Services.

Any deficiencies or weaknesses identified in the school's child protection arrangements will be remedied without delay in consultation with the LADO. The LADO is able to provide advice and she presides over the investigation of any allegation or suspicion of abuse directed against anyone working in the school,

The Governing Body will undertake an annual review of the school's Safeguarding Policy and procedures and of the efficiency with which the related duties have been discharged. This will take the form of an annual report by the Headmaster to the Governors and scrutiny of the records and procedures by the Nominated Governor.

Useful Contact Details

Designated Safeguarding Lead: Jonathan Milton tel 020 7654 4917 (07720 945135)

Deputy Designated Safeguarding Lead: Erica Jane Soulsby tel 020 7654 4918 (07840 236530)

Governor Responsible for Safeguarding (Nominated Governor): Dr. Brian Rees tel 01962 853508

Chairman of Governors: tel: 020 7654 4802

Disclosure and Barring Service: PO Box 181, Darlington DL1 9FA (tel: 01325 953795)

Westminster Social Services Duty & Assessment Team: 020 7641 7560

Local Authority Designated Officer-Westminster: For case consultations or LADO referrals, contact the Duty Child Protection Advisor in the first instance on Tel: 0207 641 7668 or email LADO@westminster.gov.uk

Local Safeguarding Children's Board (LSCB): 2nd Floor, Kensington Town Hall, Horton Street, London W8 7NX tel: 020 8753 5140

DfE helpline for non-emergency advice on extremism for staff and governors: 020 7340 7264 or email: counter-extremism@education.gsi.gov.uk

National College for Teaching and Leadership (NCTL): 0370 000 2288
<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

ISI: Ground Floor, CAP House, 9-12 Long Lane, London EC1A 9HA; telephone 020 7600 0100

APPENDIX 1: TRAINING FOR NEW STAFF AND VOLUNTEERS

INTRODUCTION

Welcome to Westminster Abbey Choir School. Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities. All new teaching staff are allocated a mentor in their first year whose role is to provide informal support and assistance. We hope that your induction programme will help you to settle into the school as quickly as possible, so that you feel that you can make an effective contribution to the life of the school.

One aspect of your induction training involves guidance in handling child protection issues. You will be given a copy of the DfE's guidance document, Part 1 of Keeping Children Safe in Education (KCSIE 2016) which you should read carefully. The following notes highlight some of the most important principles and procedures.

CHILD PROTECTION OFFICER

Jonathan Milton, the Headmaster, is the school's child protection officer (CPO), Safeguarding Officer or Designated Safeguarding Lead (DSL). He has been trained for the demands of this role and regularly attends courses with other child support agencies to ensure that he remains conversant with best practice and that our policies and procedures are current and follow that best practice. He receives refresher training every two years and he maintains close links with the Local Safeguarding Children Board (LSCB) for the Tri-borough of Hammersmith and Fulham, Kensington and Chelsea and Westminster. He reports at least once a year to the governors on child protection issues. In addition, Dr. Brian Rees is the governor responsible for child protection issues (called the Nominated Governor).

INDUCTION PROCEDURES ON CHILD PROTECTION

Every new member of the teaching and non-teaching staff, including new peripatetic musicians, is given guidance on child protection. This is normally in the form of a training session organised by the Headmaster as Designated Safeguarding Lead (DSL), and every effort will be made to hold such a session within the first week of a new member of staff arriving at the school. Staff will also be encouraged to take the online training provided by Educare. Similar training is offered to anyone else whose activities bring them into regular contact with children. All new employees of Brookwood, the firm that runs our catering, are also given training in child protection. The only adults who work or visit the school who are exempted from this requirement are:

- Occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badge, who are escorted throughout their visit,
- Registered school inspectors whose credentials have been checked,
- Contractors working on a designated site that is physically separated from pupils, who are required to sign in and out at their site office and to wear security badges at all times,
- Contractors or other visitors working in the school when pupils are not present e.g. during the holidays.

In any school, child protection must always be the top priority. Every member of staff needs to be confident that he or she understands his or her role in keeping children safe, promoting the welfare of pupils, promoting equal opportunities and inclusion, and preventing bullying and harassment. Training is therefore very important in raising awareness of potential issues in child protection and in giving staff confidence to know how to respond in potentially difficult situations.

Everyone is required to take part in the training, no matter what their previous background or level of expertise. Refresher training is usually held at three yearly intervals with annual updates as necessary.

TOPICS COVERED IN THE INITIAL TRAINING

1. Our pupil welfare systems

- The Governors' formal consideration of child protection issues once a year, with day to day issues being delegated to Dr. Brian Rees, the Liaison or Nominated Governor for Child Protection
- The roles of the senior leadership team and the DSL and Deputy DSL.
- The weekly pastoral meetings, which include all teaching and resident staff
- The regular monitoring arrangements by the form teachers, tutors and matrons
- The role of the Independent Listener
- The training in leadership given to senior pupils
- The role of Circle Time / PSHEE / Tutor Periods
- The role of a counsellor (arranged through the GP practice)

If applicable we will describe our arrangements for providing additional support for pupils with SEND and for whom English is an additional language.

2. The Framework for our child protection and anti-bullying policies

- Part I of Keeping Children Safe in Education (KCSIE) a copy of which is given to all staff
- School Safeguarding Policy
- Acceptable use of the internet and social networking sites (AUP Policy)
- Anti-bullying policy and procedure
- Behaviour policy and procedure
- Policy and procedure for arranging educational visits out of school (if applicable)
- Interaction with pupils – staff guidance
- Code of conduct for school staff
- Adults staying in boarding houses (if applicable)
- Photography
- Restraint
- Whistleblowing

Attention will be drawn to all the above policies and new staff will be encouraged to familiarize themselves with them. Regularly updated copies are to be found in the Staff Handbook and on the Choir School Drive:

O:\General Administration\Admin Docs\Policies\SCHOOL POLICIES

Teaching staff have a particular responsibility for supervising pupils and ensuring that they behave with consideration and good manners at all times but all staff need to be made aware of the school's policies in these areas. Staff are reminded of their important role in building positive relationships, identifying risks and keeping everyone safe.

3. Handling a disclosure of abuse

We draw on national guidance relating to safeguarding and protecting children; we note some of the signs of abuse, and the duties of staff, as well as the role of specialist agencies. We will explain our expectations of how staff should respond in difficult situations, and why they cannot promise confidentiality to a pupil. (See: S34 Interaction with Pupils - Staff Guidance.docx)

4. Visitors and Site Security

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

5. Effective Record Keeping

Why effective record keeping matters and where and how records are kept.

6. Refresher Training

The session concludes with reminding staff that refresher training is given at three yearly intervals along with annual updates and by inviting all staff, governors and volunteers to certify in writing that they have completed the training session.

Please sign and return to the Headmaster

CHILD PROTECTION INDUCTION PROCEDURES in Westminster Abbey Choir School

I _____ have attended an induction session on Child Protection Procedures. As a result, I have received a copy of KCSIE (Part 1 & Annex A) and I:

(a) am familiar with the following:

- (i) Anti-bullying policy
- (ii) Acceptable use of the Internet policy
- (iii) Safeguarding policy
- (iv) Behaviour policy
- (v) Educational visits policy and procedures
- (vi) Interaction with pupils – staff guidance
- (vii) Code of Conduct for School Staff

(b) am aware of procedures for Child Protection at Westminster Abbey Choir School.

(c) know that The Headmaster is the Designated Safeguarding Lead (DSL) and that I can discuss any concerns that I may have with him. In his absence I can consult the Deputy DSL, Erica Jane Soulsby.

(d) know that further guidance, together with copies of the above policies are in the Staff Handbook, which is available on the Choir School drive.

(e) understand the responsibilities of staff in this area, and I have considered issues that may arise.

Signed _____

Date _____

APPENDIX 2: WHEN TO WORRY ABOUT A CHILD – DEFINITIONS AND POSSIBLE SIGNS OF ABUSE

Definitions of Child Abuse

Types of abuse and neglect

1. **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. They may be abused by an adult or adults or another child or children.
2. **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.
3. **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.
4. **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.
5. **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.
6. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Persons may be susceptible to extremist ideology in many different ways and in

many different settings. Staff must have regard to the legal duty to prevent children from being drawn into terrorism.

It's not always obvious when a child is being abused. Types of abuse may overlap with one another. There may be specific signs or your instinct may tell you something is wrong. Experts can use these indicators to assess how at risk a child is, no matter how small or seemingly insignificant your concern. Below are some of the more common issues and signs.

Worrying signs in a child's behaviour

Being emotionally withdrawn or aggressive are just two signs that NSPCC Helpline advisors think about when they take a call about a child. They are not a sure-fire way of identifying children who have been badly treated but they may indicate some form of abuse or neglect. Staff should refer to the DfE publication What to do if you are worried a child is being abused – Advice for practitioners and the NSPCC website for more information.

Does the child seem 'normal' for their age?

Every child is different. They have their own needs and develop at their own pace. But when you look at them alongside others of a similar age, do they appear to behave as you would expect? If they seem noticeably younger – socially, or in the language they use – or if they seem much older for their age, for example in terms of their sexual behaviour, that may be as a result of an unhealthy relationship with someone.

Do they seem emotionally or socially withdrawn?

Some children are naturally shy. But there's a difference between shyness and being emotionally withdrawn. Children who are emotionally withdrawn have real, chronic trouble expressing how they feel to an adult or to another child. They may refuse to do so, and even go out of their way to avoid talking to or being with others. If a child is emotionally withdrawn, they may be trying to cope with very strong feelings and/or dealing with a powerful distrust of other people.

Are they unusually aggressive?

Is a child often very aggressive, whether physically or in the words they use? They may have been influenced to believe that this is normal behaviour. They may have witnessed violence at home or elsewhere in their life, or feel the need to protect themselves from something.

Are there signs that they may be potential targets for extremism or radicalisation?

There is no one way of identifying an individual who is likely to be susceptible to terrorist ideology. However, many studies show that radicalisation often occurs as young people search for identity, meaning and community. Are there signs of patterns of behaviour that would suggest that a child is engaged, is intent on causing harm or is capable of committing violence.

Worrying signs in a child's physical appearance

Signs of being hurt or dirty are just a couple of concerns that NSPCC Helpline advisors consider when they take a call about a child. They are not a sure-fire way of identifying children who have been badly treated, but they may indicate some form of abuse or neglect.

Does the child seem dirty or smelly?

A child can easily become dirty, when they play sport for example. But if they often seem unclean or smelly for no clear reason, it could be that they are not being given the chance to get clean. Their

clothes may not be washed regularly and they may even be denied the chance to have a bath or shower.

Are they bruised or cut in any way?

It's not currently illegal to smack a child but it is against the law to hit them in a way that leaves any lasting mark or **causes injury**. It goes without saying that a parent or carer should never hurt their child in any way, especially if it leaves cuts or bruises on their skin.

Worrying signs in a child's home environment

Is the child left at home by themselves?

There is no law regarding the minimum age that a child can be left home alone – but it is an offence if doing so leaves them in danger. So there are many things to consider when you notice a child at home by themselves. Assessors will think about their age and maturity, as well as **how long and how often the child is left alone**. For example, a child under the age of 12 is probably not able to cope by themselves in an emergency. Whilst it might be fine to leave a 16-year-old alone for an evening, it would not be right for them to be left alone for a week.

Are they left out late at night?

It's a normal, healthy part of growing up for a child to play outside with other children and, depending upon their age, with a limited amount of adult supervision. But if left by themselves after what might be considered too long or at a time when they should normally be at home or in bed; they may not be getting the care they need.

Are there unexplained periods of absence from school?

Might the family have had an unexplained trip abroad which could suggest issues of exploitation. Staff should be alert to the possibility of radicalisation, or indeed of a sister being subjected to FGM.

Is their home clean and tidy?

It's natural for busy family homes to be untidy or in need of a clean sometimes. But if it is extremely untidy or often very dirty, a child's health and wellbeing may be at risk. If the family cannot cope with these tasks then they may not be making sure their child is clean or properly fed.

Worrying signs in a family relationship

Does the child spend time with their family?

If a child rarely spends time with their family, they may be trying to avoid a situation in which they could be hurt in some way. Or a parent or carer may be failing to properly care for their needs.

Do they seem to have a good relationship?

When seen together, does the child appear comfortable with their parents, carers or other family members? Do they seem to get along? If the child seems very uncomfortable or nervous, they may feel afraid of being too close to a family member. If you see a child acting aggressively towards a member of their family, it may be because they feel the need to distance themselves. It's natural for families to argue now and again. But if you see or hear the child being shouted at violently, or being hit, it's important to act to protect them.

General Symptoms

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Material taken from NSPCC and KCSIE (2016)

APPENDIX 3: GUIDANCE ON DEALING WITH SAFEGUARDING ISSUES AND ADVICE ON STAFF INTERACTION WITH PUPILS

This advice forms Policy S34: Interaction with Pupils – Advice for Staff
There is deliberately some repetition of material elsewhere in the Safeguarding policy

INTRODUCTION

The safety and well-being of every pupil at the school is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with the school's Safeguarding Policy (See: [\(SAFEGUARDING\)](#) with which it overlaps. All staff are given a copy Part 1 of the DfE guidance: Keeping Children Safe in Education (KCSIE) which they are required to read. Governors also receive copies of the safeguarding policy.

SAFEGUARDING

Child Protection Officer

Jonathan Milton, the Headmaster, is the school's Safeguarding Officer or Designated Safeguarding Lead (DSL). He has been trained for the demands of this role and for inter-Agency working. He regularly attends courses with other child support agencies to ensure that he remains conversant with best practice. He undergoes refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for Westminster as part of the new Tri-Borough. He reports at least once a year to the Governors on child protection matters. In his absence, the deputy DSL is Erica Jane Soulsby, to whom any concerns about a child should be reported without delay if Jonathan Milton is unavailable.

The school's records on child protection are kept locked in the Headmaster's office, and are separated from routine pupil records. Access is restricted to the DSL, the deputy DSL and the Governor responsible for safeguarding.

If a Pupil reports Abuse

Pupils who have a problem are encouraged to speak to an adult whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the booklet, "Guidance Notes for Pupils", a copy of which is given to each boy annually). If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the DSL with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either he, or a pupil known to him, is being bullied, harassed or abused, the member of staff should:

- React professionally, and remember that in the case of possible abuse (s)he is not carrying out an investigation, (which is a task for specialists),

- Take what the child says seriously and calmly without becoming emotionally involved,
- Make it clear why unconditional confidentiality cannot be offered,
- Explain that any adult member of staff is obliged to inform the DSL, if child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to the DSL if the matter is sufficiently serious,
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse,
- Reassure the child that he was right to tell, and that he is not to blame for having being bullied or abused,
- Allow the child to tell his own story, without asking detailed or leading questions,
- If the matter concerns peer on peer bullying, explain how the school anti-bullying policy works and what the next steps will be,
- Record what has been said as soon as is possible including the time and date at which the record was made. Sign and date a print-out of the record.
- If the matter concerns serious safeguarding, inform the DSL as soon as possible - at least by the end of the morning/afternoon session of that day. If the DSL is unavailable, inform the deputy DSL.
- Inform the Headmaster (if ever different from the DSL) immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. (If the Headmaster is unavailable – or is involved - the Chairman of Governors should be told immediately rather than referring to the deputy DSL).

Where there are evident signs of physical injury that may (or may not) be the result of abuse or bullying, medical help should be summoned. In serious cases, the Police should be informed from the outset. For detailed guidance See [SAFEGUARDING](#)

Role of School Medical Staff

Health professionals operate within their own professional guidelines, which include an obligation to refer cases of abuse to the DSL.

Whistleblowing

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she must report it at once to the Headmaster. Any concern will be investigated. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. A member of staff who uses the whistle-blowing procedure is entitled to have his/her name protected from being disclosed by the Headmaster to the alleged perpetrator, without his/her prior approval. However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings. See also the Abbey’s policy [S52 WHISTLEBLOWING](#)

Promoting Awareness of Safeguarding and Wellbeing

Our curriculum and pastoral systems, enhanced by the form and tutor systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that pupils relate well to one another and feel safe and comfortable within the school. We expect all teaching and medical staff to lead by example, and to play a full part in promoting an awareness (that is appropriate to their age) amongst the pupils on issues relating to health, safety and well-being. All staff, including non-teaching staff, have an important role in insisting that pupils adhere to the standards of behaviour set out in the behaviour policy and in enforcing our anti-bullying policy. Resident house staff have a particularly important role to play.

Time is allocated in PSHEE classes, in tutor groups and in Form time for discussions as to what constitutes appropriate behaviour and why bullying and lack of respect for others is never right. Assemblies, drama and RS lessons are used to promote tolerance and mutual respect and understanding. The ICT curriculum teaches boys about the unacceptability of cyber bullying and abusive behaviour and to promote the safe use of the internet and mobile phones, inside and outside school.

Role of Senior Pupils

All boys in Form V are given basic leadership training as part of the PSHEE programme that includes making sure that the younger pupils are kept safe, and guidance on the appropriate action that they should take if they discover that a pupil is being bullied or abused.

SPECIFIC GUIDANCE FOR STAFF ON INTERACTION WITH PUPILS

While it is vital that staff develop positive relationships with the pupils in their care, they need to ensure that their behaviour does not inadvertently lay them open to allegations of unprofessionalism or even abuse. They need to be seen to treat all pupils professionally and with respect. It is sensible to try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental or singing lesson/rehearsal or in a personal tutorial etc, it is good practice to ensure that others are within earshot, that the room in which they are meeting is not so private that no one else is likely to use it and it should have windows that allow others to see in. Where possible, a gap should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. This is particularly relevant in singing lessons, Alexander Technique lessons or other instrumental lessons when a degree of physical contact may be necessary. The teacher should always ensure that the child feels comfortable with the physical contact. For example he/she should say something like, “Do you mind if I touch you here....?” The teacher must ensure that such contact does not ever breach professional boundaries.

Staff should avoid taking one pupil on his own in a car. An obvious exception to this would be an emergency visit to hospital for example, but even in these circumstances staff should be healthily wary of putting themselves in a situation that could be misinterpreted.

In a small and personal school such as this it is very easy for staff and boys to get to know one another very well indeed. That is just as it should be but staff must always keep a professional distance. They should avoid any suggestion of showing favouritism and they

must always maintain the demeanour of a responsible adult professional rather than that of an equal or friend.

Staff accommodation in 3B Dean's Yard is strictly out of bounds to pupils.

The Headmaster may on occasion invite groups of pupils into his study, dining room, sitting room or kitchen in 4DY, but boys will never be allowed to enter the private accommodation upstairs.

See also Policies: [S49 ADULTS STAYING IN BOARDING HOUSES](#); [S57 CODE OF CONDUCT FOR SCHOOL STAFF](#)

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message, social networking site or personal email. For their own safety, they should maintain this professional distance even after a pupil has left the school, while he is still of school age. Staff may of course use the school email system to communicate with pupils. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her. Except in cases of emergency, a school mobile phone should be used for any contact with pupils that may be necessary. If pupils' personal mobile phones have been used, the Group Leader will delete any record of their numbers at the end of the trip or visit.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the headmaster. See also [S41 RESTRAINT.doc](#)

Photography

Parents have given consent to their child's photograph being used in external news or publicity material for the Choir School or the Abbey. It is the School's policy not to use a photograph and a name together, except in those publications distributed internally and to parents. In special circumstances where it is appropriate to provide a photograph and identify a particular pupil by name externally, the school will first seek consent from parents. It is permissible for staff to take photographs of pupils engaged in *bona fide* school activities for the purposes of record keeping and for display around the school. Staff are not permitted to store images of pupils on personal computers, phones, cameras or other electronic devices. Any photographs of school pupils taken on such personal recording equipment should be either deleted or transferred permanently as soon as possible to the school's database. See also [S48 USE AND STORAGE OF IMAGES](#)