



LANGLEY PREPARATORY SCHOOL AT TAVERHAM HALL

**This policy is for Langley Prep School at Taverham Hall and Pre-Prep
(including Early Years - EYFS)**

“The school is strongly committed to promoting equal opportunities for all, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.”

SAFEGUARDING POLICY

Approved by Governors: November 2018

Policy reviewed by Deputy Head (DSL) CF

Next Review Date: December 2019

Name of SMT Signatory: Christine Franklin

Role of SMT Signatory: DSL

USEFUL CONTACT DETAILS:

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1. INTRODUCTION

Langley Prep School at Taverham Hall (“the School”) fully recognises its responsibilities for safeguarding children. The staff and governors of Langley Prep School at Taverham Hall are committed to protecting and improving the well-being of all pupils and ensuring, as far as possible, that they are safeguarded from harm. This policy covers all pupils within the School including the Early Years - EYFS.

Although this policy specifically promotes the procedures and practices for the safeguarding of pupils at Langley Prep School at Taverham Hall, it is very important that it is read in conjunction with the following policies which all underpin safeguarding within the School: Anti-Bullying, Behaviour, First Aid, Boarding, Missing Pupil, Fire and Health & Safety.

This policy is available on request from the Headmaster and is on the School’s website for all parents, staff, volunteers, governors and visitors. Under the Children’s Act 1989 ‘Children’ is defined as anyone under the age of 18.

2. PURPOSE

There are six main elements to the purpose of this policy:

1. Ensuring that the School undertakes safer recruitment by checking the suitability of staff and volunteers to work with children, through Disclosure and Barring Service checks and in conjunction with the Independent Schools Standards Regulations.
2. Raising awareness of issues and equipping children with the skills needed to help keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which children can learn and develop.
6. Ensuring that suitable support and provision is made for Children in Need (Section 17 of the Children’s Act 1989)

3. AIMS

The School recognises that because of our day to day contact with children, staff and volunteers are well placed to observe the outward signs of abuse. There are three main elements: prevention, protection and support. The aims of this policy are therefore to:

- Establish and maintain an environment where children feel: safe, secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried along with several external alternatives.
- Include opportunities in the PSHEE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
 - Ensure staff, pupils, governors, visitors, external providers, volunteers and parents are aware of the expected behaviours and the School’s legal responsibilities in relation to its pupils.
 - Create an ‘open culture’ ensuring staff and volunteers are happy and confident to bring forward concerns and that all adults have a mind-set that ‘it could happen here’.
 - Create an ‘open culture’ where safeguarding is the responsibility of everyone within the community of the School and not just the staff.

4. OBJECTIVES

General objectives

The School will follow the procedures set out by Norfolk County Council Three Safeguarding Partners It will also regard and take account of guidance issued through:

- *'Keeping Children Safe in Education* (September 2018) which also incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006
- *'What to do if you are worried a child is being abused* (March 2015)
- *Working Together to Safeguard Children* (July 2018) (WTSC) - which also mentions the non-statutory advice: *Information Sharing* (March 2015)
- *Counter Terrorism and Security Act* (2015),
- *Prevent Duty Guidance: For England and Wales* (July, 2015)
- *The use of social media for on-line radicalisation* (July 2015)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)

The School will:

- Ensure that there is a Designated Safeguarding Lead who has received appropriate training and support for this role and a deputy. The Designated Safeguarding Lead is: **Mrs Christine Franklin (Deputy Head)** and the Deputy Designated Safeguarding Lead is: **Mr Mike Crossley (Headmaster)**. There is also a trained Deputy DSL with day to day responsibility for the EYFS: Mrs Allison Skipper, Head of Pre Prep, SMT Member)
- Ensure that there is a nominated governor responsible for safeguarding. The governor responsible is: **Dr Hannah Nearney**.
- Ensure every member of staff (including temporary staff, supply staff, external providers and volunteers) and the governing body, knows the name of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead responsible for safeguarding, and their roles.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead (or Deputy DSL in their absence).
- Ensure that parents have an understanding of the responsibility placed on the School and staff for safeguarding by setting out its obligations on the School's website.
- Notify Children's Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding 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 all records are kept securely and separate from the main pupil file, and in locked locations in accordance with Norfolk County Council procedure.
- Ensure safer recruitment practices are always followed in accordance with government legislation.
- Ensure that this Safeguarding Policy is available for parents on request and on the School's website.
- Provide additional support for a child who has been recognised as a Child in Need
- Ensure that all staff and volunteers have received, read and understood the summary version of *Keeping Children Safe in Education and Annex A (for leaders*

and those who work with children) (September 2018), which underpins the safeguarding arrangements within the School.

5. ORGANISATION AND ARRANGEMENTS

5.1 RESPONSIBILITIES

Langley Prep School at Taverham Hall has a designated senior member of staff, known as the Designated Safeguarding Lead (DSL), who is responsible for co-ordinating safeguarding and child protection issues within the School and for liaising with other services. There are also two Deputies who cover in the DSL's absence, although all three should work together to co-ordinate all aspects of safeguarding and child protection within the School. The Deputy DSL (Mrs Allison Skipper, Head of Pre Prep & EYFS, SMT Member) has the day-to-day responsibility for Safeguarding within the EYFS, but still reports to the DSL on all safeguarding matters.

The named governor for safeguarding is the link between the School and the governing body. It is their responsibility to liaise with local authorities in conjunction with the DSL. In the case of any allegations made against the Headmaster, the named governor will liaise with the local authorities.

At Langley Prep School at Taverham Hall, Safeguarding responsibilities are allocated as follows:

| Responsibility | Responsible Person(s) | Current Postholder |
|--|---------------------------------|---|
| Overall responsibility for ensuring adequate safeguarding measures are in place | Chairman of Governors | TBC |
| Overall responsibility for safeguarding arrangements | Headmaster | Mr Mike Crossley |
| DSL (Whole School including EYFS and Pre-Prep) and E-Safety Lead | DSL | Mrs Christine Franklin |
| Deputy DSL's | Headmaster Head of Prep-Prep | Mr Mike Crossley Mrs Allison Skipper |
| Governing Body Representative | Named Governor | Dr Hannah Nearney |
| General duty of care to promote and protect the well-being of pupils in the School | All academic and support staff | See current staff list |

5.2 EARLY YEARS FOUNDATION STAGE (EYFS)

This policy also applies fully to the EYFS.

The DSL has the responsibility for safeguarding children within the EYFS setting and liaises with the local statutory child safeguarding agencies as appropriate (Norfolk Local Safeguarding Children's Board). The DSL oversees the safeguarding of pupils in the EYFS, but the Deputy DSL (Allison Skipper, Head of Pre Prep, SMT Member) manages the day-to-day safeguarding issues within the EYFS. The DSL maintains and monitors all EYFS pupil safeguarding files including those in the Pre-Prep. The

DSL and Deputy DSLs work with the staff and pupils in the EYFS and are in regular contact with staff.

5.3 TRAINING, EDUCATION AND INFORMATION

The DSL, Deputy DSLs and the named governor will attend specialist training appropriate for their positions in safeguarding training and inter-agency working, which will be updated at least every two years (records of this training are to be kept in the Finance Office and stored on the server). The DSL and Deputies also receive informal updates on safeguarding through regular newsletters, briefings and whilst being part of the local Independent Schools Safeguarding Forum and from government updates.

It is the DSL's responsibility to ensure that **all** staff, teaching and support, paid and volunteers, know who the DSL, Deputy DSLs and the governor for safeguarding are, and that they **all** receive, at least every three years, information which enables them to identify child protection matters and respond appropriately, for example any form of Multi Agency Training. In order to main best practice, safeguarding training and update forms an integral part of the whole staff inset at the start of every term. All staff present sign to indicate their attendance and understanding of the training and updates given.

All new staff, teaching and support, paid and volunteers, will receive up to date safeguarding training in accordance with Norfolk County Council guidance and regulations through the DSL or through outside agencies with the appropriate level of training including online safety and Prevent. A log of all trained staff will be maintained by the DSL. This training forms part of the induction programme for new staff. Basic safeguarding training will be given as an induction process to any new member of staff or volunteer (this includes peripatetic, catering and maintenance staff). The basic safeguarding induction does not replace the full training they should receive at least every two years and the inset training at the beginning of each new term. The induction training for new staff involves an online course for Safeguarding and 'Prevent', which is supported by meetings with the DSL or Deputy DSLs.

As part of all new staff induction, regardless of position with the School, they will receive:

School Safeguarding Policy

Keeping Children Safe In Education (2018) Part 1

Keeping Children Safe In Education (2018) Annex A

Staff Code of Conduct

Online Safeguarding & Prevent Training

Either i) Safeguarding Inset with all staff led by DSL or outside agency ii) Individual Safeguarding Induction with DSL (for staff who join mid-term)

All new staff and volunteers will receive a Safeguarding Induction from the DSL (or Deputies in the DSL's absence). All staff who fall between the formal staff safeguarding training will undergo the Safeguarding Induction and an on-line Safeguarding awareness course.

All external providers and agencies must provide written evidence of relevant safeguarding training before undertaking work with the school. If no such training has been undertaken, the DSL will provide induction training.

All members of staff will be advised to ensure that their behaviour or actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This is also highlighted in the Staff Code of Conduct (*Appendix 1*).

Senior Pupils in Year 8, are given training as part of their mentor programme so that they understand what action to take should they receive any allegations of abuse.

Safeguarding forms part of the weekly SMT agenda and is covered as part of the INSET at the beginning of every term and is discussed in the Pastoral meeting on Fridays.

In addition to INSET each term, staff receive a regular safeguarding update through a 'safeguarding newsletter'. This forms part of an informal update which is supported by discussions in Pupil Welfare weekly meetings and other regular staff meetings.

5.4 PROCEDURE FOR INVESTIGATION/ACTION IN THE EVENT OF CONCERNS (In line with guidance given in Working Together 2018)

The School will strive to create an atmosphere in which children feel able and safe to talk about their worries and fears. Staff (including ancillary staff and volunteers) will listen carefully to anything children want to tell them. They will:

- **Not** ask leading questions
- **Not** promise confidentiality
- **Not** attempt to investigate a situation themselves.
- **Assure** the child that he/she is not to blame for any abuse which has occurred.
- **Not** promise that things will get better.

Staff might also have concerns about a child's safety because of the way they are behaving.

ANYONE CAN REFER A CHILD TO SOCIAL CARE NOT JUST THE DSL

Children's advice and duty service (CADS): 0344 800 8021 or the Emergency duty line : 0344 800 8020

Whether suspicions arise through disclosures children make or as a result of observations, the member of staff, or the volunteer helper concerned, **must**:

- Make a written note (where possible, use the official school forms) signed, dated and timed of what was said or seen – then hand the form to the DSL. If the DSL is absent, this account must be passed to the Deputy DSLs as soon as possible.
- Consider measures that may be necessary to protect individual pupils.
- Refer the matter **immediately** to the DSL (or to the Deputy DSLs).
- Disclosures must not be investigated by the School; instead they should be referred to the relevant authorities.

In the event of a safeguarding issue, the School will do everything possible to support children in need of additional support. The School has access to a range of additional services such as counsellors, physiotherapists, GPs, educational psychologists; however, the School will always look to seek advice from the Local Safeguarding Children Board or inter-agency services.

Liaison with the Local Social Services Authority

The School will work closely with Norfolk Children's Services, the police or any other relevant external safeguarding agencies wherever required, necessary and/or appropriate. The DSL will refer all cases of suspected abuse to Norfolk's CADS Children's advice and duty service or the police **immediately**. The school **will not** attempt to conduct any form of investigation without the full knowledge of the relevant external agencies.

'Advice' – The School may make use of Norfolk's CADS **Children's advice and duty service** which has a professionals' line for advice on any safeguarding concern. A discussion can be had with them to work out the best course of action on:

0344 800 8020 or email: mash@norfolk.gcsx.gov.uk – they are open until 8pm and a social worker will be available to hear any concerns. They will not take a referral, but will advise and you can then refer. In any case where there is suspected harm or likely harm, then a referral must be made immediately (on the above number) or the police contacted.

Where practicable, the School will inform parents of the referral before it is made, or at least as soon as possible afterwards if contact cannot be made with them quickly. The only circumstances in which a parent will not be informed of a referral are if it is considered that:

- the child might be at greater risk of harm as a result
- such action might impede a criminal investigation
- the child might be the victim of fabricated or induced illness

Should immediate action be required, or there are serious concerns and/ or a referral is necessary, then the CADS team should be contacted:

0344 800 8020

In their report to the CADS team, adults making a referral must:

- Provide factual information only and not speculate
- Make a record of the conversation including time / date/ information given, name of Social Services contact

6. CONFIDENTIALITY

Information on child protection cases will be shared within the School only with those who need it in order to ensure the safety of the child or children concerned.

All School records of safeguarding concerns and referrals will be kept in a locked cabinet with the DSL. Main pupil files are kept separately. Only **one** child protection file will be kept on a child, and will contain, on the inside front cover, a maintained chronology of events.

7. FAMILY SUPPORT PROCESS (FSP)

If a child is suspected of needing additional support for anything that is preventing them from meeting their basic needs then the concern should be passed to the DSL. The DSL will then start the FSP and make contact with the Norfolk LCSB. (The DSL and Deputies have received FSP Training in line with Norfolk LCSB guidance).

In the event of a child needing additional support for a safeguarding concern or section 17 (A Child in Need), a FSP may be carried out. **If at any point that there is**

a concern that the child is being harmed or likely to be harmed then this must be passed straight to the Police and Children's Social Care, and the FSP will not take place.

The FSP needs the explicit consent of both the child and their parents (usually in writing). This would not be the case if there are reasonable grounds to believe that the child is at risk of significant harm.

A FSP can only be carried out by a trained practitioner. This may then offer additional support for external services for a child with safeguarding issues (but not Child Protection). The Family Support Process was formerly known as CAF (Common Assessment Framework and links into Team Around a Child)

7.1 CHILD IN NEED (CIN)

Section 17 of the Children Act 1989 defines a child as being in need in law if:

- The Child is unlikely to achieve or maintain or to have the opportunity to achieve or maintain a reasonable standard of health or development without provision of services from the LA;
- The child's health or development is likely to be significantly impaired, or further impaired, without the provision of services from the LA;
- The child has a disability.

Development can mean physical, intellectual, emotional, social or behavioural development. Health can be physical or mental health.

Having a disability is defined as a person who is blind, deaf, dumb, suffering from a mental disorder, substantially and permanently handicapped by illness, or congenital deformity or from suffering from some other disability as may be prescribed.

A large part of the Safeguarding Policy focuses on preventing harm to children; however, it is important to remember that part of the duty to safeguard children involves the necessary support for a CIN. Langley Prep School at Taverham Hall operates a 'Concerns List' which monitors pastoral needs of the pupils and acts as an early identification of potential safeguarding issues. Pupil support plans are put in place for pupils with higher needs and this may also involve additional outside support from services such as: counselling, educational psychologists, GPs. Children who have been identified as CIN may come through the FSP where additional support can be put in place.

7.2 INTIMATE CARE

Intimate care can be defined as any care which involves washing, touching or carrying out a procedure to intimate personal areas which most people usually carry out themselves but some pupils are unable to do because of their young age, physical difficulties or other special needs. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing, toileting or dressing.

Any members of staff needing to administer any form of intimate care must follow the school's Intimate Care Policy.

7.3 PUPILS WITH SEN/D

It is important to recognise that pupils with SEN/D may be vulnerable in relation to safeguarding concerns. These pupils will be discussed at the weekly Welfare meetings and during the half termly DSL & Deputy DSLs review meeting.

8 TRANSFER OF RECORDS

When a child whose name is on the Safeguarding Register leaves the School, the DSL will inform the relevant social worker and send the child protection records to the receiving school **immediately**. If the name of the receiving school is not known, the DSL will notify the child's social worker as a matter of urgency as soon as the child leaves or appears to be missing. In these circumstances, the safeguarding records will remain at the School until the child is known to have registered elsewhere.

Once a child joins Langley Prep School at Taverham Hall, the previous school is contacted in writing to ascertain whether there are any on-going safeguarding issues.

When a child joins the School and records from the previous school indicate his/her name is on the Child Protection Register, the Headmaster or DSL will notify Children's social care **immediately**.

When a child whose name is known to be on the Child Protection Register joins the School and no child protection records have been received from the previous school, the DSL will contact that school to request the records be sent **immediately**. This request will be confirmed in writing and repeated if necessary

Data protection and GDPR must never prevent the communication of information for Child Protection cases, to necessary parties. The KCSIE (2018) Special Category Personal Data guidelines should be used when sharing information, including without consent.

8.1 Children Missing in Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

The School must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations (KCSIE Annex A). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

- When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least two telephone numbers of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see Annex A).
- Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A).
- All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. This

duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made.

- When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

When a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive days, the school must complete a CME1 form and return this to the local authority. The school must have made reasonable enquiries, to establish the whereabouts of the child

9. TAKING PUPILS OFF-SITE

When staff take pupils off-site for educational visits and extra-curricular trips they should refer to the 'Educational Visits' Policy. It is important that when the staff of different external organisations are being used, appropriate checks are being carried out to ensure the suitability of the staff being used and the level of safeguarding training they have completed. This information should form part of the risk assessment for the trip or visit.

10. BULLYING AND CHILD-ON-CHILD ABUSE

It is important that children should be safe from each other in school. The School will not tolerate bullying amongst its pupils and is committed to dealing with all complaints of such a nature. Strategies for dealing with bullying are explained in the School's Anti-Bullying Policy.

Members of staff need to understand that children as well as adults can be abusers. Where a child discloses abuse by a fellow pupil, the matter will be investigated and, if there are reasonable grounds to believe that a child is or might be at risk of significant harm, the child be referred to Children's Social Care by the DSL or directly to the Police. Both sets of parents will be informed by the School, unless Norfolk Safeguarding Children's Board, having taken account of the particular circumstances, advises otherwise.

Pupil on pupil relationships is an area that is tackled through PSHE and regular assemblies/ tutor periods. Pupils are not allowed to have any form of intimate physical contact. It is made clear to the older pupils that any form of sexual relationship is illegal and would be reported immediately to the Police and Social Services as a Child Protection incident. Boarders are separated by gender and the School has appropriate supervision and segregation within the boarding accommodation.

'Banter' can create safeguarding issues and concerns. Pupils and staff sometimes engage in 'Banter' initially setting out by means as trying to have 'fun', generally this is always at the expense of the receiver. It is part of the staff code of conduct that any form of 'Banter' with pupils may result in disciplinary proceedings. Pupils receive assemblies, tutorials and have PSHE lessons helping to educate them around the uses of 'Banter' and the potential harm that may be caused to the person on the receiving end.

All forms of sexual harassment or sexual violence should be taken seriously and should never be categorised as "banter", "part of growing up" or "having a laugh". Any allegations of sexual harassment and/ or sexual violence must be recorded and action will be taken to protect the victim. Allegations of this kind must always be taken seriously and taken to the DSL for consideration so that the contextual safeguarding

of the situation can be considered. The DSL will consider the age, criminal repercussions, potential power imbalance, ongoing risks and the ages and developmental stages of the victim and perpetrator, before taking action.

'Sexting' - sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, WhatsApp or Facebook Messenger. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Pupils are educated through PSHEE, Assemblies and Tutorials about the dangers of sending images electronically and that 'sexting' is illegal and will be treated immediately as a safeguarding matter. A referral will be made to the CADS team if a pupil is suspected to be involved with 'sexting'.

11. RECOGNISING CONCERNS, SIGNS AND INDICATORS OF ABUSE

Safeguarding is not just about protecting children from deliberate harm. It includes such things as: pupil safety, bullying, racist abuse and harassment, school visits, intimate care, children missing education or who have run away, female genital mutilation, child sexual exploitation and internet safety.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Abuse can take place in a family, institution or community setting, by telephone or on the internet along with other verbal and physical actions from others. Abuse can often be difficult to recognise; however, it is important that staff are aware of the indicators of abuse:

The following indicators are not an exhaustive list.

Types of abuse and neglect.

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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.

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.

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.

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.

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.

Child on Child Abuse: it is important to recognise that it is not only adults who can abuse children; if it is suspected that a child is suffering, or likely to suffer significant harm as a result of the actions of other children, then this must be reported immediately to the DSL (where possible, using the school forms). Bullying incidents should be treated as a child protection concern if there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. The bullying policy will be followed initially until it becomes a child protection issue after which this policy will be followed.

12. ALLEGATIONS AGAINST MEMBERS OF STAFF OR VOLUNTEERS (WHISTLE BLOWING)

Please note – in the case of serious harm to a child, the Police must be informed immediately.

If an allegation is made against an adult in a position of trust (member of staff/ volunteers), this should be brought to the **immediate** attention of the Headmaster (Deputy DSL) who will then contact the Local Area Designated Officer (also referred to as the Designated Officer) for advice (there are no thresholds, all allegations must be reported to the LADO). If the allegation is against the Headmaster then the DSL will advise the Chair of Governors or the member of staff should go directly to the Chair of Governors (or directly to the LADO); it should not be discussed with the Headmaster in any way if the allegation is against him. The Headmaster/ Chair of Governors must discuss with the Local Authority Designated Officer (LADO) the nature of the allegations in order for appropriate action to be taken; this should be done immediately (no longer than 24 hours after the allegation has been made).

These procedures for managing allegations against adults who work or volunteer with children are to be used in respect of all cases in which it is alleged that a person who works with children has:

- 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 which indicates they may pose a risk of harm to children (and therefore may be unsuitable to work with children)

Whenever an allegation/ referral is made against a person working /volunteering with children); the LADO:

- Manages and oversees individual cases ensuring independent scrutiny
- Liaises with police and other organisations and ensures the appropriate agencies are involved in the safeguarding investigation process
- Is involved in child protection procedures initiated by Children's Social Care and /or the Multi Agency Safeguarding Hub (MASH) where the child is considered to be at risk of significant harm Provides advice and guidance to employers; voluntary organisations and senior managers about the operation of the procedure 'Allegations against Persons who work/ volunteer with children'
- Ensures issues of sharing information with parents and other relevant individuals and organisations are considered
- Monitors progress of investigations to ensure timely responses

You can read the full Allegations against Persons who work/ volunteer with children procedures on the Norfolk Safeguarding Children Board website.

Initial contact should be to the PDC Duty Desk on **01603 307797**. You will be able to speak to the Duty Adviser who will listen to your concerns and ask relevant questions. He/she will then advise about next steps. These may include contact with your HR provider, advice on procedures in school or recommendation to complete the electronic Designated Officer consultation form.

It is intended that this is a triage system that will allow you to speak to someone quickly rather than having to rely initially on an electronic system.

Contact Number: Designated Officer Triage System – 01603 307797

Any member of staff who raises any such concerns or makes an allegation in good faith against an adult in a position of trust will be provided with immunity from retribution or disciplinary action relating to such concerns or allegations.

The Headmaster (or DSL) will need to:

- Refer to the LADO immediately and follow up in writing within 24hrs (in borderline cases, these discussions can be held informally with the LADO and without naming the individual).
- Consider safeguarding arrangements of the child to ensure they are away from the alleged abuser.
- Contact the parent / carer if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation – do not investigate without prior consultation with the LADO/ Police.
- In cases of serious harm, the police should be contacted and informed from the outset.
- In cases where a member of staff has been removed from working with children (either through dismissal or after leaving before a dismissal has been issued) a referral must be made to the DBS upon conclusion of the investigation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary.
- Act on any decision made in a strategy meeting or evaluation meeting.
- The Headmaster will report promptly to the DBS (Data Barring Service) any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children, or would have been removed had they not left earlier.
- In the event of an accusation being made against residential boarding staff, if deemed necessary by the LADO, the School will seek to find suitable alternative accommodation for the member of staff during the period of investigation with the external agencies, although the School will make every effort to maintain confidentiality and guard against unwanted publicity up to the point where an accused member of staff is charged with an offence, or the Department for Education (DfE) and /or National College For Teaching and Leadership (NCTL) publish information about an investigation or decision in a disciplinary case.
- The School does not require parental consent prior to reporting allegations to the LADO.

The Headmaster (or Chair) will report to the DBS, within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used due to the person being considered unsuitable to work with children and the DBS referral criteria are met.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. **Failure to make a report constitutes an offence.** 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors and Trustees of independent schools have a legal duty to respond to

requests from the DBS for information they hold already, but they do not have to find it from other sources.

DBS Address:
PO Box 181
Darlington
DL1 9FA
01325 953795

The Headmaster (or Chair) will make a referral to the National College for Teaching and Leadership for a teacher who has been dismissed (or would have had they not resigned), and a prohibition order may be appropriate for unacceptable professional conduct or conduct that may bring the profession into disrepute, or a “conviction, at any time, for a relevant offence”. Further guidance is published on the NCTL website. Where a referral has been made to the DBS, a referral should also be made to the NCTL. (see attached NCTL Referral Form in the Appendix)

NCTL Investigations Team
Teacher Regulation
NCTL
53-55 Butts Road
Earlsdon Park
Coventry
CV1 3BH

Email: Regulation.DIVISION@education.gsi.gov.uk

13. STAFF RECRUITMENT

This section should be read in conjunction with the School's Safer Recruitment Policy.

Before confirmation of appointment, all staff (teaching and support) and volunteers who apply to work at the School will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children. References will be taken up and they will be required to give evidence of their qualifications and details of previous experience and work history. At least one member of the interviewing panel will have undergone Safer Recruitment Training.

The School will seek to do everything possible to ensure that all adults working with LPSTH pupils have all of the necessary safer recruitment checks.

Disqualification by Association for “Live in” boarding Staff and their families

The School will not employ people who live onsite with their families if they or others in their households are 'disqualified'. The grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. All "Live in" teaching staff should fill in a self-declaration form stating that they are not barred from working with children and that they do not meet any of the above criteria.

"Live in" Staff who fall within the 'by association' rule may apply to Ofsted for a waiver of disqualification but such staff may not be used unless and until such waiver is confirmed. Although old but relevant convictions are not considered "spent" for the purposes of these regulations, the age of the conviction and a person's subsequent record will be part of the consideration when Ofsted looks at all the circumstances to determine whether to grant a waiver.

"Live in" Staff and volunteers are given a Disqualification by Association form to fill in prior to working with Langley Prep School at Taverham Hall pupils. If a DBS certificate is held for the staff or "Live in" family member, then there is no longer a need for the "by association" form to be completed.

All staff should be aware that their relationships and associations may have an implication on the safeguarding of young people. If changes have occurred, it is the staff member's duty to inform the school via the DSL.

14. 'PREVENT' PREVENTION FROM RADICALISATION

Schools have an important part to play in both educating children and young people about extremism, and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

At Langley Prep School at Taverham Hall, we ensure that through our school vision, values, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Governors also ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

All staff and governors at Langley Prep School at Taverham Hall will receive regular training (minimum every three years) in 'Prevent' (and the Channel Process) and there will be updates where necessary during termly INSET. Staff and governors who fall between the formal training will undergo on-line training and induction with the DSL.

Staff and governors can also contact the Department for Education (DfE) for non-emergency advice on extremism and radicalisation in schools on: **020 7340 7264** or email: counter-extremism@education.gsi.gov.uk

Norfolk County Council Three Safeguarding Partners GUIDE TO VTR (Vulnerable to Radicalisation)

Vulnerable to Radicalisation (VTR) or Influenced by Extremism

The purpose of the

PREVENT Strategy is to stop people becoming terrorists or supporting violent extremism in all its forms. The strategy has three objectives, one of which is to prevent people from being drawn into extremism and ensure they are given appropriate advice and support.

This quick guide provides practitioners with guidance re concerns in relation to any child, young person or adult who may be at risk of being adversely influenced or radicalised by any extremist group or ideology.

Identification

Here are examples of indicators that *may* suggest vulnerability to violent extremism:

- ✓ **Expressed opinions** – such as support for violence and terrorism or the values of extremist organisations, airing of political or religious based grievances, unaccepting of other nationalities, religions or cultures.
- ✓ **Material** – possession of extremist literature; attempts to access extremist websites and associated password protected chat rooms; possession of material regarding weapons, explosives or military training
- ✓ **Behaviour and behavioural changes** – such as withdrawal from family and peers; hostility towards former associates and family; association with proscribed* organisations and those that hold extremist views

*under the Terrorism Act 2000 the Home Secretary has the power to proscribe – forbid by law – an organisation believed to be concerned in terrorism.

The below link gives details of each organisation proscribed by the UK government:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/400902/Proscription-20150123.pdf

- ✓ **Personal history** – Claims or evidence of involvement in organisations voicing violent extremist ideology and identifying with their cause.

Notice

A practitioner from any agency working with the child, young person or adult could be the person to notice that there has been a change in the individual's behaviour that may suggest they are vulnerable to violent extremism.

Check

The next step is for the practitioner to speak to colleagues and/or partners to better understand the concerns raised by the behaviours observed to decide whether intervention and support is needed. In many cases there will be an explanation for the behaviours that either requires no further action or a referral not related to radicalisation or extremism.

Share

Where the practitioner still has concerns that the individual may be vulnerable to violent extremism, a Vulnerable To Radicalisation (VTR) referral form is to be completed and sent to the CADS. CADS will notify Special Branch to carry out deconfliction checks and an initial assessment of the VTR prior to any further information gathering on the individual.

Make a referral by completing the VTR form (page 28 of Langley Prep School at Taverham Hall Safeguarding Policy) and sending to the Norfolk CADS. For urgent safeguarding concerns contact the Norfolk CADS (see page 6 above)

Channel

Channel is a Multi-Agency Process, which provides support to those who may be vulnerable to being drawn into terrorism. Channel uses existing collaboration between partners to support individuals and protect them from being drawn into terrorism.

Examples of support provided could include mentoring, diversionary activities such as sport, signposting to mainstream services such as education, employment or housing. The Channel process can access the use of an 'intervention provider'. This is Home Office funded and uses those on an approved list to work with individuals around their individual ideologies.

The Channel Practitioner will:

- Conduct an initial review of the information received to ensure the referral meets the necessary threshold
- Contact partners through previously established Single Points of Contact to access further information
- Where the individual is under 18 liaise with the local CAF co-ordinator, safeguarding manager or social care officer in Children and Young People's Services
- Undertake a continuous risk assessment process

Contact Information

- Norfolk Constabulary 0845 456 4567
- Crimestoppers 0800 555 111
- Counter Terrorism Hotline 0800 789321

15. Female Genital Mutilation (FGM)

FGM is any procedure that's designed to alter or injure a girl's (or woman's) genital organs for non-medical reasons. It's sometimes known as 'female circumcision' or 'female genital cutting'. It's mostly carried out on young girls.

FGM procedures can cause: severe bleeding, infections and problems with giving birth later in life - including the death of the baby. FGM is illegal in the UK - it's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

If a child is suspected of being at risk of FGM or where staff know or have reasonable cause to believe that FGM has taken place, the police must be contacted on **101** or **999** in an emergency if you think that a girl or young woman is in danger of FGM and is still in the UK. Teaching staff have a specific legal duty to report suspected FGM to the police.

The Foreign and Commonwealth Office should be contacted if the girl has already been taken abroad.

Foreign and Commonwealth Office

Telephone: 020 7008 1500

16. SEXUAL HARASSMENT AND VIOLENCE

REPORTING AND REVIEW

The Governing body will undertake an annual review of the School's safeguarding policies and the efficiency with which the related duties have been discharged.

In order to monitor the effective safeguarding of the School's pupils, the Governing Body will require the DSL to submit a termly report on safeguarding issues within the School. The DSL also meets the named governor for safeguarding each half term for an update. This report will **not** reveal details of any individual children or families. The day-to-day organisation and carrying out of the policy will be reviewed by the SMT each term. Any remediation of deficiencies in the policy should be discussed with the DSL and Headmaster in the first instance before any changes are made, and this should be done without delay. The DSL and Governor for Safeguarding meet each term prior to the Governing body coming together.

17. **E-SAFETY**

E-Safety Lead: Mrs Christine Franklin (DSL)

Teaching and Learning

The Internet is an essential element of 21st century life for education, business and social interaction. The School has a duty to provide pupils with quality internet access as part of their learning experience.

Pupils receive regular assemblies, Computing lessons, PSHE lessons and outside speakers to develop a proactive approach to E-Safety. There are also E-Safety talks and presentations for parents and carers.

The School Internet access includes filtering appropriate to the age of the pupils. The School uses Google Safesearch on all computers that the pupils have access to and a Draytek Keyword filter. The pupils will be taught about safe and acceptable usage of the Internet, and how to publish and present information appropriately. Pupils will be taught how to report unpleasant Internet content, e.g. using the CEOP Report Abuse icon or Hector Protector, and know that they are to inform a member of staff immediately.

All pupils are required to sign a declaration at the start of every academic year to confirm that they have been taught about the procedures for using the internet and digital technologies safely.

Managing Internet Access

The School ICT systems security will be reviewed regularly, and the virus protection software will be continually updated. Security strategies and online safety will be discussed regularly between the Head of Computing and DSL, but also addressed sooner in the event of any issues arising. There is a regular section for Safeguarding and E-Safety on the SMT agenda.

E-Mail

Pupils and staff may only use recognised e-mail accounts on the School system (using ...@taverhamhall.co.uk)

Staff to pupil communication through e-mail must only take place via the official School e-mail accounts (using@taverhamhall.co.uk)

Pupils will be taught to:

- Tell a teacher immediately if they receive an offensive e-mail
- Not reveal any personal details of themselves or others in e-mail communication, or to arrange to meet anyone without specific permission
- Not to use any inappropriate language or send any inappropriate images including those of a sexual nature

School Website

Pupils' personal information will not be published other than the appearance of first names and second name initials – this is only for the news bulletins. Where full names are ever used, this will be placed on password protected Parent (and Staff) portals of the School website – this is regularly used for things such as team lists for weekly fixtures.

Photographs that include pupils will be carefully selected and will only be used where written permission has been sought from parents or carers.

Social Networking

The School will control access to social networking sites, and educate pupils in their safe use e.g. use of passwords and not sharing personal information.

Newsgroups will be blocked unless a specific use is approved.

All users will be advised never to give out personal information of any kind which may identify them, anybody else or their location.

Pupils, parents and staff will be advised on the safe use of social network spaces.

Staff should not befriend a pupil on social media

Managing Filtering

The School will work to ensure systems to protect pupils are reviewed and improved where necessary. If staff or pupils come across unsuitable on-line material, this must be reported to the Head of ICT, and the E-Safety Lead.

Other Devices

- The use of personal cameras must be authorised verbally by the DSL or Deputy prior to the activity.
- No images taken using School cameras should be downloaded onto personal devices, this may lead to disciplinary action or the police being informed.
- All images must be downloaded onto the School server as soon as possible and deleted from devices.
- Staff are strongly discouraged from using personal mobile phones whilst at School, and where necessary, these should only be used in non-contact periods with no pupils present – no images should ever be taken using personal devices, including mobile phones.
- In the EYFS, personal mobile phones must be kept outside of the classroom or in a locked cupboard.
- The sending of abusive, offensive or inappropriate material is forbidden and may result in disciplinary action for both pupils and staff.

Children can be vulnerable to exploitation or abuse through the medium of Information Technology. It is important that staff and volunteers are alert to the potential risks of this occurring, with specific reference to:

Content: e.g. exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (e.g. inciting violence, hate or intolerance) and illegal material (including images of child abuse).

Contact: e.g. grooming, using communication technologies leading to inappropriate behaviour or abuse.

Commerce: e.g. exposure to inappropriate advertising, online gambling, identity theft, and commercial scams.

Culture: e.g. bullying via websites, mobile phones or other communication technologies or inappropriate downloading of copyright materials (i.e. music, films, images).

Staff concerns over children's use of ICT equipment must be reported, if, for example, a child is spending too much time online, on a pc, on their own or experiencing difficulties, or is overly defensive or secretive about their PC usage.

Facebook is blocked through the use of web filtering.

The pupils' use of mobile phones is strictly monitored. Only 'weekly' boarders may have a phone in school and that must be handed in to the House Parent, who will restrict its usage.

18. DIGITAL SAFEGUARDING – including mobile phones / cameras

Digital safeguarding considers the use of both the fixed and mobile devices with an appropriate internet connection, PCs, laptops, webcams, digital video equipment, mobile phones, camera phones, personal digital assistants, gaming devices and portable media players. It will be revised to incorporate new and emerging technologies as they appear.

All E-Safety incidents within the School must be reported to the DSL in writing.

Signing agreements: parents are requested on admission to the School to give consent for children to have their photographs taken and then published. Procedures will be observed, as they are for giving consent for other aspects of school life. An updated list is kept on file in the Marketing Department.

General use of the internet: children using the internet will normally be working in the classroom, during lesson time and will be supervised by an adult. All pupils will be encouraged to tell a member of staff immediately should they encounter any material that makes them feel uncomfortable. Pupils should not be unattended in the computer rooms.

Any personal or contact information for pupils will not be made available, without permission. Facebook is blocked through the use of web filtering.

Mobile Phones and Camera Policy

Pupils

- The use of mobile phones in school by pupils on a day to day basis is strictly prohibited. Any phones brought in must be handed in immediately.
- Pre-Prep and EYFS pupils do not need mobile phones.
- Confiscated phones will be returned to parents only.

Staff

Under no circumstances should staff take pictures of pupils on their own personal mobile phones or other electronic devices – not adhering to this policy could lead to disciplinary action.

Staff may take photographs of the pupils under the following conditions only:

- a) With written parental consent (as above)
- b) Using a school camera, or a school memory card in a personal camera with specific permission from the Headmaster or Deputy Head
- c) For the purpose of learning journeys in Early Years (following point b) above)
- d) For marketing purposes only
- e) Staff must not store pictures on personal computers under any circumstances

Mobile Phone and Camera Policy in EYFS Setting (“The Setting”)

Langley Prep School at Taverham Hall recognises that staff and volunteers may wish to have their personal mobile phones at work for use in case of emergency.

However, safeguarding of children within the setting is paramount and it is recognised that personal mobile phones have the potential to be used inappropriately and therefore the setting management has implemented the following policy:

- Personal mobile phones and cameras should only be used outside of working hours and not whilst children are present.
- Personal mobile phones and cameras should be stored safely with staff possessions.
- In very unusual circumstances, such as a family emergency, staff and volunteers should seek permission from the Head Pre-Prep to use their mobile phone during the school day.
- If a staff member or volunteer must use their mobile phone (see above) this should be away from the children and ensuring that staff supervision levels are not compromised.
- Staff or volunteers who ignore this policy and use a mobile on the setting premises without permission may face disciplinary action.
- Any School telephones within the setting can be used for emergencies by staff or volunteers or by people who need to contact them.
- In circumstances such as outings and off site visits, staff will agree with the Headmaster or EVC, the appropriate use of personal mobile phones in the event of an emergency.
- Where there is a suspicion that the material on a mobile phone may be unsuitable and may constitute evidence relating to a criminal offence, the School Safeguarding Policy

will be followed in conjunction with the staff disciplinary procedures, and the Police will be contacted.

- Staff, students or volunteers remain responsible for their own property and will bear the responsibility of any losses.
- Images must be used in accordance with the Data Protection Act 1998.
- It is not appropriate to take photographs of bruising or injuries on a child for child protection concerns. In these cases, the Safeguarding Recording Form should be used – see DSL (C Franklin/ M Crossley/ A Skipper).
- **Under no circumstances should staff within the setting use their own personal mobile phone or cameras to take pictures of pupils.**

19. USEFUL CONTACT NUMBERS:

| | |
|---|--|
| DSL, Main School (Mrs Christine Franklin) | c.franklin@taverhamhall.co.uk 01603 868206 ext 111 |
| Deputy DSL, (Mike Crossley) | headmaster@taverhamhall.co.uk 01603 868206 (ex 103)/ 07766555284 |
| Deputy DSL,(Allison Skipper, EYFS) | headofpreprep@taverhamhall.co.uk 01603 868206 (ex 114) |
| Governor for Safeguarding Dr Hannah Nearney | hannah_nearney@hotmail.co.uk |

Norfolk MASH (Multi-Agency Safeguarding Hub) and CADS (Children’s advice and duty service):

The Mash Team
Floor 5
Vantage House
Fishers Lane
Norwich
NR2 1ET

Where an adult has concern for the welfare or safety of a child they can make a telephone referral via **CARE CONNECT: telephone: 03448008020**

Tel: Working hours: 08456 023023
Out of hours: 01473 299669 (emergency service only)
Fax: 01449 723127
Email: customer.first@socserv.suffolkcc.gov.uk

Norfolk Police: 999 or 101

enquiries@norfolk.pnn.police.uk

Child Exploitation and Online Protection Agency: www.ceop.org.uk

The Safeguarding Consultation Line: 01603224134

APPENDIX 1

Langley Prep School at Taverham Hall **Universal Staff Code of Conduct**

This Code of Conduct should be adhered to by all members of staff and volunteers who work with the children in any way at Langley Prep School at Taverham Hall. Please note that this also applies to visiting staff such as a music peripatetic, tennis coaches and activity staff.

1. Pupils must not be allowed into any private staff accommodation of any kind, except with the permission of the Headmaster.
2. Staff should avoid finding themselves in a 1-1 situation in a room with the door closed, and where observation by others is impossible.
3. Staff should avoid unnecessary physical contact. This includes kissing and touching a child in a way which may be considered indecent or inappropriate. Under certain circumstances, the use of restraint may be necessary, but then minimum force should be used and hands/arms must not be placed around the neck.
4. Staff should not take a child alone in a car, no matter how short the journey unless specific permission has been sought from the Headmaster, and wherever possible, the parent. A taxi should be ordered if no other adult is available.
5. Staff must maintain appropriate professional relationships with pupils in all contexts.
6. Staff should not use inappropriate language at any time whilst pupils are present: swearing / sexual / anti-Semitic / homophobic.
7. Staff should not divulge personal information, such as private email addresses, telephone numbers or communicate with pupils on social networking sites until a pupil (or former) has reached 18 years of age.
8. Staff must not make suggestive or inappropriate remarks to or about a pupil, even in fun ('banter'), aimed at personal attributes such as: race, gender, size, hair colour, accents, individual names.
9. Staff entering boarding accommodation (dorms), changing rooms and shower areas should always knock or at least make it very clear that they are entering an area during times when boarders may be getting changed 7-8am and 7-9pm – staff should respect the privacy of the boarders.
10. Staff should not use any personal electronic devices (mobile phones, I-Pads or similar) to take pictures of pupils.
11. If a pupil makes any accusation regarding a member of staff, this should be reported either to the Headmaster or the Designated Safeguarding Lead (or Deputy) for safeguarding **immediately**.
12. Any member of staff who feels that they may be at risk of being accused of behaving inappropriately, for instance in the changing rooms, should request the presence of another member of staff and report any concerns to the DSL immediately.

13. Staff are not allowed to administer corporal punishment of any kind.
14. Staff must not accompany a child to the toilet unless another adult is present *unless it is an emergency, in which case another adult should be informed of the situation*. EYFS staff, where possible should not accompany a child to the toilet unless another adult is present; however, this is not always possible, particularly at meal times – where this is the case, staff should inform another adult.
15. Staff should be fully aware of the 'Whistle-Blowing' procedures as stated in this policy (section 12). Any concerns over the conduct of another adult towards a child should be reported immediately to the DSL (or directly to the LADO). Any allegations will automatically be referred.
16. Staff should not bring the School's name into disrepute through the use of social media.

Failure to comply with the Staff Code of Conduct may lead to disciplinary action.

APPENDIX 2

Langley Prep School at Taverham Hall **Universal Staff Internet Usage Code of Conduct**

All staff: teaching, support, volunteers and Gap Students must observe the following codes of conduct whilst using school equipment:

1. Keep passwords secure and not share them with another user.
2. Staff must not use another user's password.
3. Staff must not access inappropriate sites such as sites containing pornography, gambling, anti-Semitic, homophobic articles/ images / information. Should this inadvertently happen, they must report the incident immediately to the Headmaster or DSL.
4. Staff must not exchange any personal information or files with pupils, and should not do so with former pupils until they are 18.
5. Staff must not enter into any relationship with pupils or former pupils of both Langley Prep and Senior School until they are 18 on any social networking site, such as Facebook or Twitter. If staff befriend parents on social media, they should inform the DSL or headteacher.
6. **Only use School email addresses when contacting pupils and parents.**
7. Use the Internet for school and personal interests where these do not conflict with the ethos and interests of the school.
8. Not use the school's Internet facility for financial gain for sites such as gambling.
9. Recognise a duty to protect the safety of pupils in the use of the Internet and encourage the children in such safe working methods.
10. Not browse, download or send material that could be considered offensive to colleagues.
11. Report any accidental access to inappropriate materials to the DSL.
12. Respect copyright and intellectual property rights.

13. Ensure that personal information about pupils and staff members will be kept confidential and not revealed through any digital communication.
14. Only open email attachments from known authors.
15. Not publish images of children taken at school events on the internet except for when permission from parents / carers has been received.
16. Photographs of pupils will not be taken on personal mobile phones.
17. Understand that all Internet usage will be logged and this information could be made available to senior management in the event of disciplinary action.
18. Agree and accept that any computer or laptop loaned to them by the School, is provided solely to support their professional responsibilities and they will notify the school of any "significant personal use" as defined by HM Revenue & Customs. School laptops will not be used by family members.

Failure to comply with the Internet Usage Code of Conduct may lead to disciplinary action.

APPENDIX 3

Safeguarding Induction for new staff

All staff (including volunteers and non academic staff)

This is the responsibility of the Main School DSL. New staff will be:

- 1) Provided with a copy of the Safeguarding Policy
- 2) Introduced to those staff directly involved in the Safeguarding process.
- 3) Asked to undertake an online 'Introduction to Safeguarding' course.
- 4) Undertake a session with the DSL on the process of Safeguarding at Langley Prep School .
- 5) Given a copy of Part 1 Annexe A of Keeping Children Safe in Education, 2018.
- 6) **Given a copy of the "Safeguarding Awareness Survey" which must be completed within 5 working days**
- 7) **Given the "Induction Safeguarding Checklist", which they will read, sign and return to the DSL within 3 working days**



LANGLEY PREPARATORY SCHOOL AT TAVERHAM HALL

Safeguarding Procedures

| | |
|------------------|--|
| Recognise | Any suspicion or allegation of abuse made by a child disclosure, observation, report from another person or anonymous communication which may involve abuse from one or more of the following categories: Neglect, Emotional, Sexual, Physical and Child on Child abuse |
| Respond | Don't ask leading questions or investigate Don't promise confidentiality Don't attempt to investigate a situation themselves. Assure the child that he/she is not to blame for any abuse which has occurred Do write down anything the child says in their own words, adding this to the safeguarding form Don't promise that things will get better. |
| Report | To the DSL or Deputy DSLs immediately. If the child is at risk of harm and you are unable to find a DSL or Deputy DSL, report to CADS immediately. |
| Record | Write as much information as you can, only stating facts on a Safeguarding Form. If appropriate, complete a body map as well. Always date and sign the form, to show the time you received the disclosure or observed or received the concern |
| Review | The DSL team will take appropriate action and will feed back to you where appropriate. If you do not observe a positive change or the incident occurs again, rereport. |

Employee Forename and surname:

| | Yes or No | Further help required | Date completed |
|--|-----------|-----------------------|----------------|
| I have been provided with Part 1 Annex A of "Keeping Children Safe in Education" September 2018 and have read and understood this | | | |
| I have been provided with a copy of Langley Prep School's Safeguarding Policy and have read and understood this | | | |
| I have been provided with a copy of "Guidance for safer working practice for those working with children and young people in education settings" July 2015 and have read and understood this | | | |
| I have been made aware of the names and locations of key safeguarding personnel | | | |
| I have received safeguarding training either face to face or online (Delete appropriate) | | | |
| I have been given information on how to record a concern, where the forms are kept and who this information should be passed to | | | |
| I understand that pupils/ students should not be promised confidentiality and that concerns should be passed to a DSL as soon as possible | | | |
| I am aware that further safeguarding training is available from the DSL and Deputy DSL team and I will ask for this, if I require it | | | |
| I understand that it is my duty as a member of staff to report anything that concerns me | | | |
| I understand that it is my responsibility to manage my own social media and that i should not "friend" current or former pupils/ students or their parents | | | |
| I am aware that I must wear my photo ID badge at all times when on site to indicate that I am a member of staff for both visitors and pupils. | | | |
| I am aware that failure to observe safeguarding procedures could result in disciplinary action up to and including dismissal | | | |
| I have completed the Staff Safeguarding Assessment through the google drive | | | |

| | |
|-------------------------------|--|
| Employee Forename and Surname | |
| Signed | |
| Date | |

| | |
|--|--|
| Induction Carried out by:(Circle appropriate) | Christine Franklin Mike Crossley Allison Skipper |
| Signed | |
| Date | |

Staff Safeguarding Awareness Audit

(Electronic copy to be completed, paper copy only to be used in the event of extenuating circumstances)

This form is to be completed by every member of staff who completes Safeguarding Training at Langley Prep School

Your First name:

Your Surname:

I feel fully trained in safeguarding and feel able to fulfil my responsibilities to safeguard children:

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Who is the Designated Safeguarding Lead at Langley Prep School?

.....

If the DSL can not be located or contacted in school, who are the two other Deputy DSLs? (Provide names)

.....
What are the four categories of abuse?

.....
What is "Child on Child Abuse"?

.....
.....

If a child tells you they are being sexually harassed, how would you respond?

.....
What do we mean when we talk about "County Lines"?

.....
If a child is being bullied, is this a safeguarding issue?

.....
If a child displays a low mood and low self confidence for a period of time, which is out of character, what would you do?

- Report to the form tutor
- Report to the DSL or Deputy DSLs
- All of the above

Explain what is meant by Prevent Duty?
.....
.....

Name four dangers for children who access social media?
.....
.....

What would you be concerned about if you were contacting the LADO?
.....
.....

Can you name the Governor responsible for Safeguarding?
.....
.....

Name four signs from which you might recognise a child suffering from Neglect?
.....
.....

If you can not find a DSL or Deputy DSL and a child is at risk, what should you do? Do you understand that if you need further training or clarification, you must contact the DSL to request this?

- Yes
- No

Please remember that LPSTH takes Safeguarding extremely seriously. You must always have in your mind **'IT COULD HAPPEN HERE'**.

Report any concerns regardless of the perceived magnitude – something that starts very small could escalate into a serious safeguarding issue if not reported. If in doubt, REPORT IT!

I confirm that I have read and that I understand the Langley Prep School at Taverham Hall Safeguarding Policy and the latest version of Keeping Children Safe In Education

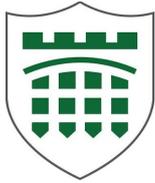
(Summary – Part1). I understand that I have an active role in the safeguarding within the School.

Signed by

Print

Date

(this should be added to the member of staff's induction file)



LANGLEY PREPARATORY SCHOOL AT TAVERHAM HALL

Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Mrs Christine Franklin (DSL) or Deputy DSL in her absence, if they have a safeguarding concern about a child in our school.

| Full name of child | Date of Birth | Tutor/Form group | Your name and position in school |
|--------------------|---------------|------------------|----------------------------------|
| | | | |

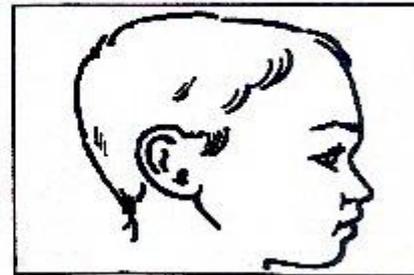
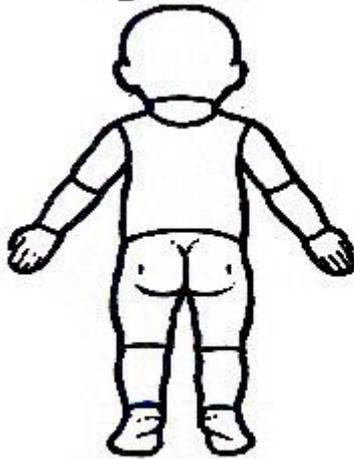
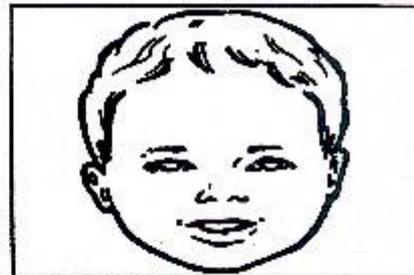
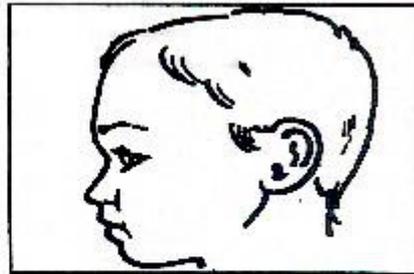
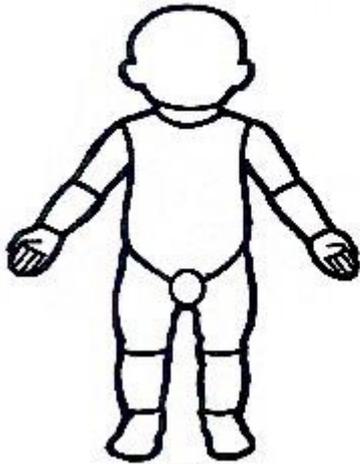
| Nature of concern/disclosure (staple additional sheets if needed) | |
|--|---------------------------------------|
| | |
| Was there an injury? Yes /No | Did you see it? Yes / No |
| Describe the injury: | |
| Have you filled in a body plan to show where the injury is and its approximate size? Yes/ No | |
| Was anyone else with you? Who? | |
| Has this happened before? | Did you report the previous incident? |

| | |
|--|-------|
| Who are you passing this information to? Name: | Date: |
| Position: | Time: |
| Your signature: | |
| Date: | |

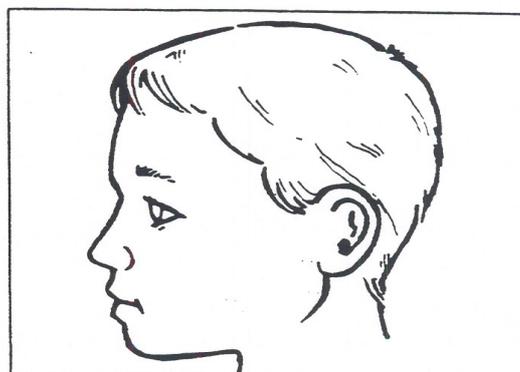
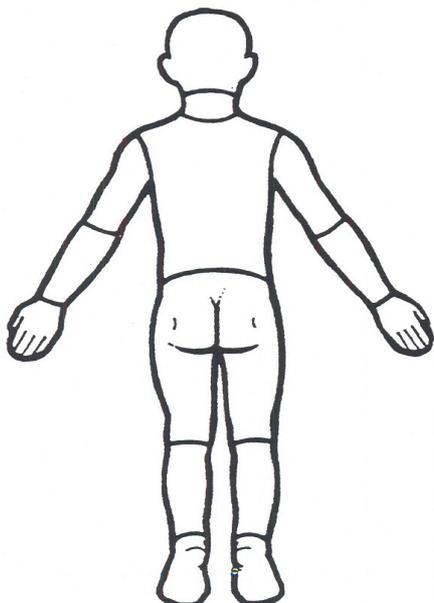
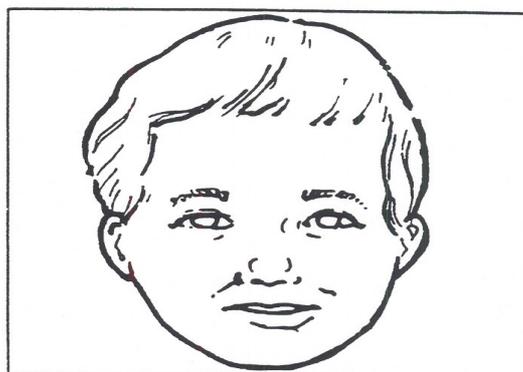
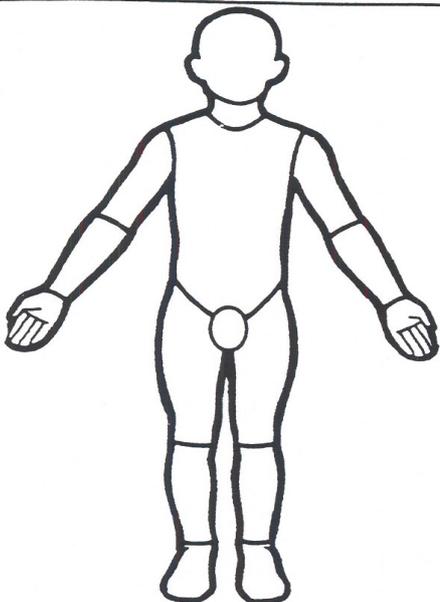
| | |
|--|-----------------------------|
| Action taken by DSL | Further Action to be taken? |
| Referred to...? | |
| Attendance Improvement Officer Police School Matron Children's Services Integrated Parents Other (Please state) | |
| Parents informed? Yes / No (State why, if no) | |
| Feedback given to...? Name and surname: | |
| Pastoral team Tutor Student Person who recorded disclosure DSL Team | |
| Name of DSL / Deputy DSL : | |
| Signed: | Date |
| Reviewed on: | Signed: |
| Update | |



Young Child



Name



244

Person Vulnerable to Radicalisation (VTR) Referral Form

Apr 2016



RESTRICTED WHEN COMPLETE

| Section 1: Person referring to complete (please expand boxes as required) | |
|---|--|
| Subject's full Name (include all known inc alias/maiden if relevant) | |
| Date and place of birth | |
| Full Address | |
| Spouse/Partner/Parents' names/D.O.B | |

| | |
|--------------------------------------|--|
| Children/Siblings names/D.O.B | |
|--------------------------------------|--|

| |
|----------------------------|
| Reason for Referral |
| |

| | |
|--|-------|
| Background and risk issues - Page 4 offers guidance notes (include chronology if known) | |
| Faith / Ideology | |
| Personal / emotional & Social | |
| Risk / Protective factors | |
| Referrers full name, role, contact details & date submitted. | Date: |

Once completed, email to Norfolk Multi Agency Safeguarding Hub:
mash.mast@norfolk.pnn.police.uk

| | |
|--|--|
| Section 2: MASH forward to Special Branch by e-mail SpecialBranchFIMU@norfolk.pnn.police.uk Deconfliction checks completed by SB, form then returned to MASH | |
| MASH complete agency checks This process must only take place <u>after</u> SB deconfliction checks – then return to Special Branch | |
| MASH system checks (please expand boxes as required) | |
| Police inc. CIS, PNC, PND <input type="checkbox"/> | |
| Adult Services <input type="checkbox"/> | |

| | |
|---|--|
| Children's Services <input type="checkbox"/> | |
| Education <input type="checkbox"/> | |
| General Health <input type="checkbox"/> | |
| Mental Health <input type="checkbox"/> | |
| Other (please state) | |

| | |
|----------------------|-------------------|
| Completed by: | Date/time: |
|----------------------|-------------------|

Send to Special Branch by e-mail: SpecialBranchFIMU@norfolk.pnn.police.uk

| Section 3: Norfolk Special Branch to complete | |
|--|--|
| SPOE to enter on to FIMU sheet then email to Prevent lead/deputy | SPOE: Sent to: Date: Time: |
| Deconfliction checks by Prevent lead/deputy (local/Nat NSBIS, DTU, CMIS) | Conflict <input type="checkbox"/> If yes, stop, back to SPOE; No conflict <input type="checkbox"/> If no, proceed to next point; Prevent assessment by:..... |
| Suitable for CHANNEL support: | YES <input type="checkbox"/> If yes, individual needs entering on CMIS at this point. NO <input type="checkbox"/> |
| Reasons | |

| | |
|--|---|
| If No, is there an apparent vulnerability to radicalisation to manage outside of CHANNEL through Prevent Case Management? | YES <input type="checkbox"/> NO <input type="checkbox"/> |
| If No, is there another safeguarding issue apparent but no signs of a vulnerability to radicalisation? | YES <input type="checkbox"/> Raise this with a MASH supervisor, agree outcome and refer back to MASH by email as necessary. NO <input type="checkbox"/> Decision to close referral made by: _____ <div style="text-align: right;">Date/Time</div> Detail where rationale is recorded: _____ |
| Referrer notified of outcome | By: _____ Date/Time: _____ |
| Guidance notes for completing this referral form | |

This form is to help you refer concerns about an individual who may be vulnerable to being drawn into terrorism. Below are questions which may help you to quantify and structure your concerns. The list is not exhaustive and other factors may be present but they are intended as a guide to help communicate your professional judgement about what has led you to make this referral.

Faith / ideology

Are they new to a particular faith / faith strand?

Do they seem to have naïve or narrow religious or political views?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “Them and Us “ language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual travel abroad without satisfactory explanation?

Personal / emotional / social issues

Is there conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials (DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

Risk / Protective Factors

What are the specific factors which are contributing towards making the individual more vulnerable to radicalisation? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance, transitional period in life etc.

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are already in place or could be developed to firm up support for the individual or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.



Teacher misconduct referral form for use by employers

- For referring allegations of serious misconduct by a teacher
- Please read this form carefully, including the 'Guidance and notes' section at the back, before deciding whether it is appropriate to make a referral.
-

Part 1: Details of the teacher you are referring

A. Personal information (as known)

| | |
|---|--|
| Title (e.g. Mr / Mrs / Miss / Ms) | |
| Surname | |
| Forename(s) | |
| Date of birth | |
| Teacher's age (if date of birth is not known) | |
| Previous names or aliases | |
| Please state whether they are male or female | |
| Nationality | |
| National Insurance Number | |
| Does the teacher have Qualified Teacher Status? | |
| Teacher Reference Number (if applicable) | |

B. Contact details of the teacher you are referring

| | |
|--|--|
| Contact address | |
| Postcode | |
| Country | |
| Home telephone number | |
| Mobile number | |
| Work telephone number (if the teacher is still working) | |
| Email address | |

Part 2: Details of the work carried out by the teacher you are referring**C. About their role**

| | |
|--|--|
| Role title | |
| Date they started working in this role | |
| Date they ceased working in this role | |
| How did they leave this role? (e.g. dismissed / resigned / retired) | |
| School name | |
| School address | |
| Describe the main duties of their role (may be continued on a separate sheet if required) | |

D. Please give details of any previous misconduct, disciplinary action or complaints (including any previous referrals to TRA, NCTL, Teaching Agency or the General Teaching Council for England).

| Date | Nature of allegation and what action was taken |
|------|--|
| | |

Part 3: Details of the allegations of serious misconduct

E. Please describe the incident(s) that lead you to believe that the teacher is guilty of serious misconduct (may be continued on a separate sheet if required)

A large, empty rectangular box with a black border, intended for the respondent to describe the incident(s) leading to the belief that the teacher is guilty of serious misconduct.

Part 4: Chronology of events (including details of all local procedures followed)

F. Please set out the events relating to this referral in the order in which they happened (please continue on a separate sheet if required)

| Date | Event | Relevant documents | Persons involved |
|------|-------|--------------------|------------------|
| | | | |

Part 5: Documentation supplied

Please note that the list below is not intended to be a definitive list of information to be forwarded with a referral. It is a guide to the most common documents used in local level disciplinary procedures that would be useful for TRA's investigation. See the 'Guidance and notes' section for more information on what to include with a referral.

G. Please use the table below to show the types of documentation you are supplying with this referral.

| Document supplied | Yes / No |
|--|----------|
| Application for employment | |
| CV / Résumé | |
| References | |
| Letter of employment offer | |
| Job description / role requirement / person specification | |
| File notes concerning conduct, behaviour, attitude | |
| Statement(s) made by the referred individual | |
| Documents of internal investigations and outcomes | |
| Documentation of any past disciplinary action and complaint(s) | |
| Police investigation and reports | |
| Local authority investigation reports / documents | |
| Reports from other bodies or agencies | |
| Signed witness statement(s) | |
| Dismissal / resignation / redeployment letters | |
| Interview report(s) relating to the referral | |
| Minutes of strategy meetings | |
| Other documents (please state) | |

H. If any relevant documents have not been supplied, please state reasons. For example, if documents are missing or to follow.

| |
|--|
| |
|--|

Part 6: Referring party

I. Referring organisation / establishment

| | |
|----------------------|--|
| Name of organisation | |
| Type of organisation | |
| Contact address | |
| Postcode | |
| Country | |

J. Primary contact

| | |
|-----------------------------------|--|
| Title (e.g. Mr / Mrs / Miss / Ms) | |
| Surname | |
| Forename | |
| Position | |
| Telephone number | |
| Mobile number | |
| Email address | |

K. Alternative contact

| | |
|-----------------------------------|--|
| Title (e.g. Mr / Mrs / Miss / Ms) | |
|-----------------------------------|--|

| | |
|------------------|--|
| Surname | |
| Forename | |
| Position | |
| Telephone number | |
| Mobile number | |
| Email address | |

● **Part 7: Declaration – to be signed by the person making the referral**

- I wish TRA to investigate the above allegation of serious misconduct potentially leading to the imposition of a prohibition order.
- I confirm that the contents of this form are true to the best of my knowledge and belief.
- I understand that a copy of this form and any enclosures may be disclosed to the teacher and any employer in accordance with TRA's procedures and give my consent to this.
- I confirm that I have obtained any necessary permission from third parties for the documents to be so disclosed.
- I understand that I may be required to attend a hearing of a professional conduct panel to give evidence should this allegation reach that stage.

Signature:

Date:

Name (in BLOCK CAPITALS):

Job title / position:

Organisation:

Relationship to the individual you are referring:

L. Returning the form

Please check that you have answered all the questions you can and you have signed or typed your name in the Declaration above.

This form should be returned, together with all supporting documentary evidence, to the address below by post or via email.

Teacher Misconduct Unit
Teaching Regulation Agency
53-55 Butts Road
Earlsdon Park
Coventry
CV1 3BH

Email: misconduct.teacher@education.gov.uk

Guidance and notes: TRA teacher misconduct referral form for use by employers

- This form is for employers (including employment or supply agencies) who wish to refer an allegation of serious misconduct by a teacher in England to the Teaching Regulation Agency (TRA).
 - **TRA will only consider cases where the misconduct is serious enough to potentially result in a prohibition order, meaning that the person can no longer be a teacher.**
 - **TRA will not deal with cases and complaints relating to less serious misconduct issues or to a teacher's performance or competence as these should be dealt with locally.**

Before making a referral please consult the 'Teacher Misconduct: The Prohibition of Teachers' document (available at www.gov.uk/tra/teachermisconduct) which outlines the types of misconduct and relevant offences that might lead to a teacher being prohibited from the teaching profession in England.

Then please consider the following questions:

1. Is the allegation against the teacher serious enough that they should be prevented from teaching?
2. Has the teacher been dismissed for serious misconduct, or resigned prior to a likely dismissal for serious misconduct? If so, do you think a prohibition order may be appropriate?

If the allegation against a teacher is in any way connected to the risk of harm, or actual harm, to a child (safeguarding) then you should make the referral to the Disclosure and Barring Service (DBS). If misconduct and safeguarding are both involved, or if you are in any doubt, referral should be made to both the DBS and TRA. Further information relating to referrals to the DBS can be found on its website: www.gov.uk/government/organisations/disclosure-and-barring-service.

Please include with this form all relevant correspondence, documentation and information in relation to the teacher's alleged conduct.

Examples of the specific types of information that may be relevant are:

- Letter or notice terminating a teacher's employment
- Statement of reasons for dismissal
- Employer's records relating to the dismissal or any contemplated dismissal, including notes and minutes of meetings and hearings, interview notes, signed witness statements, and any other evidence supplied or obtained by the employer

- Employer's letters, warnings or notices issued to the teacher, and the teacher's replies or representations relating to it
- Any other statements, representations and evidence submitted by the teacher to the employer
- Letter of resignation
- Relevant training documentation (e.g. safeguarding training received/completed)
- Relevant school policies and procedures (particularly where these may have been breached)

NOTES

1. For full details of the teacher regulation process managed by TRA please read the information available at: www.gov.uk/teacher-misconduct-regulating-the-teaching-profession.
2. It is important to note that when a referral is received by TRA, consideration is given solely as to whether the alleged conduct is of such a serious nature that it could possibly result in a prohibition order to prevent the teacher from teaching again. In carrying out this role TRA will consider referrals where no action will then be taken by TRA. This is not to condone such conduct but to adhere to TRA's specific remit of only being involved in the most serious of cases of misconduct.
3. In accordance with The Teachers' Disciplinary (England) Regulations 2012 (the Regulations), TRA only has jurisdiction over teachers who are, or have ever been, employed or engaged to carry out teaching work at:
 - o a school in England;
 - o a sixth form college in England;
 - o relevant youth accommodation in England;
 - o a children's home in England; or
 - o a 16 to 19 Academy;

and when employed in these settings have been engaged in:

 - o planning and preparing lessons and courses for pupils;
 - o delivering lessons to pupils;
 - o assessing the development, progress and attainment of pupils; and
 - o reporting on the development, progress and attainment of pupils.

“Delivering” includes delivering lessons through distance learning or computer aided techniques. The activities specified above are not teaching work for the purposes of the Regulations if the person carrying out the activity does so, other than for the purposes of induction, subject to the direction and supervision of a qualified teacher or other person nominated by the headteacher to provide such direction and supervision.

4. TRA will not usually be able to consider cases relating to teaching assistants, higher level teaching assistants or other support staff not engaged in unsupervised teaching activities. TRA does not have jurisdiction to consider individuals who are employed in further education (except for sixth form colleges) and higher education and who have never engaged in teaching as set out above. For advice and guidance, please contact the Office of the Independent Adjudicator for higher education, and the Society for Education and Training for further education (formerly the Institute for Learning).
5. When providing documentation to support your referral, please consider that signed and dated statements and minutes are of greater legal value than unsigned documentation. If your documents were not signed at the time of any internal investigation process, if possible, please ask the parties involved to sign and date a statement that testifies to the truth and accuracy of the documentation.
6. Please do not redact the documentation that you send to us as this will make it difficult to fully understand and to appropriately consider the evidence being referred. All information provided is treated in strict confidence.
7. If there are other organisations that are involved in a case that may be relevant to TRA’s investigation (e.g. police force, examination board, etc) please provide contact names and details.
8. If you require further information about making a referral to TRA please contact the Teacher Misconduct Unit on 0207 593 5393 or by emailing misconduct.teacher@education.gov.uk.

