

BRENTSIDE HIGH SCHOOL

CHILD PROTECTION POLICY AND PROCEDURES

CONTENTS

Policy statement and principles
The Education Act 2002
Roles and responsibilities
Good practice guidelines
Abuse of trust
Children who may be particularly vulnerable
Support for those involved in a child protection issue
Complaints procedure
If you have concerns about a colleague
Allegations against staff
Staff training
Safer recruitment
Extended school and off-site arrangements
e-safety

CHILD PROTECTION PROCEDURES

Recognising abuse
Bullying
Indicators of abuse
Impact of abuse
Taking action
If you suspect a student is at risk
If a student discloses abuse
Notifying parents
Children with sexually harmful behaviour
Confidentiality and information-sharing
Reporting directly to child protection agencies

APPENDICES

1. Code of ethical practice for school staff
2. Reporting a concern
3. Essential contacts
4. Visiting staff child protection information leaflet
5. Internet and mobile phone safety
6. Whistleblowing policy
7.
 - a. Allegations of abuse against a member of staff
 - b. Support for staff who are the subject of an allegation
 - c. Support for reporters of an allegation
8. Children Missing Education procedure

Introduction

This policy is one of a series in the school's integrated safeguarding portfolio. The school's core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the whole-school community of students, parents, staff and governors will be involved in policy development and review
- policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review.

Safeguarding statement

Brentside High School recognises that the welfare of the child is paramount and takes seriously its moral and statutory responsibility to safeguard and promote the welfare of the students in its care. The school believes that all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse and the right to effective support, protection and justice.

The students in the school's care have the right to expect adults in positions of responsibility to do everything possible to foster these rights. They have the right to be safeguarded from harm or exploitation whatever their:

- race, religion, first language or ethnicity
 - gender or sexuality
 - age
 - health or disability
 - political or immigration status
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Students and staff involved in child protection issues will receive appropriate support.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the local safeguarding children board (LSCB).

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners
- To contribute to the school's safeguarding portfolio.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday. (Her Majesty's Government (2010) [Working together to safeguard children: a guide to inter-agency working to safeguard and promote the welfare of children](#) [London]), **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Context

Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

There is strong evidence to show that more than 10 per cent of children are likely to suffer some form of abuse. Due to their day-to-day contact with students, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

Roles and responsibilities

All schools must nominate a senior member of staff to coordinate child protection arrangements. The local authority maintains a list of all designated senior persons (DSPs) for child protection. There must be a deputy DSP to act in his/her absence. (At Brentside there is a nominated deputy DSP and a further four DSPs who have received appropriate training to undertake this role. Advice should be sought in the order that their names appear at the beginning of this document.)

The DSP:

- is appropriately trained
- acts as a source of support and expertise to the school community
- has an understanding of LSCB procedures
- keeps written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the student's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the student's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies

- ensures that all staff sign to indicate that they have read and understood the child protection policy
- ensures that the child protection policy is updated annually
- liaises with the nominated governor and headteacher (where the role is not carried out by the headteacher) as appropriate
- keeps a record of staff attendance at child protection training
- makes the child protection policy available to parents.

The deputy designated person is appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSP, the deputy will assume all of the functions above.

The governing body ensures that the school has:

- a DSP for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- a child protection policy and procedures that are consistent with LSCB requirements, reviewed annually and made available to parents on request
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the headteacher
- safer recruitment procedures that include the requirement for appropriate checks
- a training strategy that ensures all staff, including the headteacher, receive child protection training, with refresher training at three-yearly intervals. The DSP should receive refresher training at two-yearly intervals
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for child protection.

The governing body should also ensure that sufficient of its members have been adequately trained in safe recruiting to enable adequate governor involvement in recruiting senior staff. The governing body nominates a member (normally the chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the headteacher.

An annual report will be submitted to the local authority about how the governing body's duties have been carried out. Any weaknesses will be rectified without delay.

The headteacher:

- ensures that the child protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSP and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures
- ensures that students' safety and welfare is addressed through the curriculum.

Good practice guidelines

To meet and maintain the school's responsibilities towards students standards of good practice need to be established and maintained

Good practice includes:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information-sharing
- asking the student's permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse.

Abuse of trust

All school staff should be aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

The school's Code of Ethical Practice sets out the school's expectations of staff (see Appendix 1).

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations

- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- involved directly or indirectly in prostitution or child trafficking
- do not have English as a first language.

Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats wherever it is required.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support students and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact. Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in the school's whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory and voluntary agencies.

Complaints procedure

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student, using sarcasm or humiliation as a form of control, bullying or belittling a student or discriminating against them in some way. Complaints are managed by senior staff, the headteacher and governors. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing code (Appendix 6) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

Staff who are the subject of an allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we

must accept that some professionals do pose a serious risk to students and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended in the best interest of all parties.

Allegations against staff should be reported to the headteacher. Allegations against the headteacher should be reported to the chair of governors.

The full procedures for dealing with allegations against staff can be found in *Safeguarding Children and Safer Recruitment in Education* (pp57-67)

[https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/SafeguardingChildren and Safer Recruitment in Education Booklet...](https://www.schoolsrecruitment.dcsf.gov.uk/themes/default/pdfs/content/SafeguardingChildrenandSaferRecruitmentinEducationBooklet...)

Local Authority procedures based on this guidance are detailed in Appendix 7a.

Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. New staff and governors will receive training during their induction. All staff, including the headteacher (unless the headteacher is the DSP) and governors will receive training that is updated at least every three years and the DSP (and deputy) will receive training updated at least every two years, including training in inter-agency procedures. Supply staff and other visiting staff will be given the school's Visiting Staff Information Booklet which contains summary information about child protection (see: Appendix 4).

Safer recruitment

Brentsdie High School endeavours to ensure that 'safe' staff are employed by following the guidance in *Safeguarding Children and Safer Recruitment in Education* (pp20-54) together with the local authority and the school's individual procedures.

Safer recruitment means that all applicants will:

- complete an application form
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- be checked through the Criminal Records Bureau as appropriate to their role and be registered with the Independent Safeguarding Authority (from 2010 onwards)
- be interviewed.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and identification of their child protection training needs.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, the school's own child protection policy and procedures apply. If other organisations provide services or activities on the school site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When Brentside students attend off-site activities, we will check that effective child protection arrangements are in place.

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect students we will:

- seek their consent for photographs to be taken or published (for example, on the school website or in newspapers or publications)
- seek parental consent
- use only the student's first name with an image
- ensure students are appropriately dressed
- encourage students to tell us if they are worried about any photographs that are taken of them.

e-Safety

Most students will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. The school's e-safety policy explains how we try to keep students safe in school. Cyber-bullying by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through the school's anti-bullying procedures.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access these sites in school. Some students will undoubtedly be 'chatting' on mobiles or social networking sites at home. A short factsheet to help parents and students understand the possible risks can be found at Appendix 5.

Child protection procedures:

Recognising abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (for example, rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is 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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-

takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2006).

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year.

All incidences of bullying should be reported and will be managed through the school's anti-bullying procedures. Students and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSP will consider implementing child protection procedures.

Indicators of abuse – what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- report your concern to the DSP by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- record your concern
- seek support for yourself if you are distressed.
- If the emergency services are required, call 200 and request immediate help

Appendix 2 provides the procedure for reporting a concern.

If you suspect a student is at risk of harm

There will be occasions when you suspect that a student may be at risk, but you have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are alright or if you can help in any way. If the student does begin to reveal that they are being harmed you should follow the advice in the section ‘If a student discloses to you’.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If a student discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen, if you leave it till the very end of the conversation, the

student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Allow them to speak freely
- Remain calm and do not over react – the student may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Do not be afraid of silences – remember how hard this must be for the student
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
- At an appropriate time tell the student that in order to help them you must pass the information on
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong
- Tell the student what will happen next. The student may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day
- Report verbally to the designated person
- Write up your conversation as soon as possible on the record of concern form and hand it to the designated person
- Seek support if you feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSP will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s services.

Referral to Children’s Services

The DSP will make a referral to Children’s Services if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school’s anti-bullying procedures where necessary. However, there will be occasions when a student’s behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the designated person, headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort should be made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they should refer the request to the headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and students on request.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with Children's Services, Police or the NSPCC if:

- the situation is an emergency and the designated senior person, the deputy DSPs, the headteacher and chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety.

Related safeguarding portfolio policies/procedures

Physical intervention policy
Complaints procedure
Anti-bullying
Whistleblowing policy
SEN policy
Missing Children procedure
Safer recruitment policy
Procedure for managing allegations against staff
Staff Discipline
Grievance and disciplinary

Appendix 1 (to appear in staff planner)

Code of ethical practice for school staff

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

All school staff should:

- place the safety of all and the welfare of students above all other considerations
- treat all members of the school community, including students, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in the school's safeguarding portfolio and in teaching and learning policies
- treat each student as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between students and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that sexual relationships with a student, even over the age of 16, may be an offence
- be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm
- encourage all students to reach their full potential
- never condone inappropriate behaviour by students or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Appendix 2

Reporting a concern

Child Protection procedure for dealing with suspected child abuse

If a child makes a disclosure to you or you suspect abuse then report it **immediately** to the Designated Senior Person for Child Protection (DSP) or deputy DSP.

For 2010/11 the DSP is Irenie Mertzelos

The First Deputy DSP is Sarah Gent

Further Deputy DSPs are Any senior member of staff

If in doubt ... report!

If a child discloses to you, the important do's and don'ts are...

| | |
|---|---|
| Do reassure the child | Don't question, just listen |
| Do accept the information freely | Don't look shocked |
| Do give the child space and time | Don't make judgments |
| Do tell the child that you must pass on the information | Don't make promises |
| Do act quickly | Don't involve anyone else |
| Do make a written record * as soon as possible after talking to the child | Don't agree to keep the disclosure confidential |
| Do seek support if you need it for yourself | |

The safety and welfare of the child are of paramount importance and must override ALL other considerations

It is the role of all of us to clarify issues – not to establish certainty.

It is the role of Police and Children's Services to investigate.

We must take care not to ask questions which are not relevant to our role and responsibility for the child and which may also prejudice any action.

The Police or others may wish to talk about any offence someone may have committed.

| |
|---|
| THE CHILD MUST NOT BE QUESTIONED IN DETAIL |
|---|

Appendix 3

Essential contacts

| Name and role: | Contact details |
|---------------------------------------|--|
| School designated senior person | Irenie Mertzelos |
| Headteacher | Arwel Jones |
| Nominated governor | Catherine Smith |
| Deputy designated senior person | Sarah Gent |
| Further deputy designated persons | Any Senior Member of Staff |
| Children's Service (24 hours per day) | 0208 825 8000 |
| LA Human Relations | Andy Merryweather 020 8825 5130 |
| Local Authority Designated Officer | Finola Culbert 020 8825 5177 |
| Education Service "Senior Officer" | Tom Galvin 020 8825 5501, 07989 160812 |
| Child protection Advisers:: | Paul Samuels 020 8825 7304 Pat Sayers 020 882 5856 Helen Leaper 020 8825 6134 Sandra Miller : 020 8825 6404 |
| CAMHS | 020 8354 8354 |
| Police Child Protection Team | 020 8246 1901 |
| NSPCC helpline | 0808 800 5000 |

Appendix 4

Visiting staff Child Protection information (contained within *Visiting Staff Information Booklet*)

School statement

Brentside High School recognises that the welfare of the child is paramount and takes seriously its moral and statutory responsibility to safeguard and promote the welfare of the students in its care. The school believes that all children and young people have the right to grow up in a safe and caring environment, which includes the right to protection from all types of abuse and the right to effective support, protection and justice.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable. Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A student may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DSP) Sarah Gent or a senior member of staff before you leave the school site.

Do not question the student or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a student tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DSP.

If you become concerned about a student's immediate safety, notify the nearest member of staff and tell them why you are concerned.

You should write up your concern and hand it to the DSP or a senior member of staff before you leave the school site. Ask a senior member of staff if you would like help in doing this.

If you have any questions or wish to see the school's child protection policy, please contact the DSP.

Appendix 5

Internet and mobile phone safety

Mobile phones and computers are a part of everyday life for many children and young people. Used correctly, they are an exciting source of communication, fun and education but used incorrectly, or in the wrong hands they can be threatening and dangerous.

The risks include:

- cyber-bullying, where hurtful texts or emails are sent to children
- children accidentally or deliberately accessing violent or sexually explicit websites, either on a computer or a mobile phone
- paedophiles talking to children by mobile phone or online and enticing them to engage in sexual conversations, photographs, video or actual meetings.

It probably is not practical to simply ban your child from using mobiles and computers as they may well try to find a way of using them, perhaps at a friend's house or in an internet café. They also need to learn how to manage the risks. Younger children will be much easier to supervise and you will decide if and when they should begin to use these technologies.

Here are some tips to help you to manage the risks.

- Try to put the computer in a family room where it will be easier for you to supervise your child's online activity
- Ensure that your child knows they should never give their full name, address and contact details to people they chat to on the internet
- Gently explain that some people they talk to on the internet may not be who they say they are and might say or do unpleasant or hurtful things
- Investigate whether the 'parental controls' available from some internet service providers will be helpful
- Consider installing software that can filter out inappropriate material
- Talk to your child about their internet use. Ask them which sites they enjoy most, and why. Show you are interested, while understanding their need for some privacy
- Impress on your child that they can talk to you if they are worried about something that has happened during their internet use
- Make it very clear that your child must never arrange to meet someone they have chatted to online without your permission. Their new 'friend' might well be a local young person of similar age, but they might not.

For further advice and information visit:

Internet Watch Foundation: www.iwf.org.uk

Child Exploitation and Online Protection Centre: www.ceop.gov.uk

Stop It Now! www.stopitnow.org.uk

You may be alerted to question your child's online activity if they are:

- spending more and more time on the internet
- being secretive – reluctant to talk about their internet activity, closing the screen page when you are close by
- spending less time with the family, or giving up previous hobbies and interests
- losing interest in their schoolwork, regularly failing to complete homework
- starting to talk about 'new friends' that you have not met and who do not visit your home

- overly possessive of their mobile phone or computer – perhaps overreacting if someone picks it up or asks to borrow it
- showing fear or discomfort when their phone rings, or quickly turning it off without answering
- undergoing a change in personality that you cannot attribute to any obvious cause.

Remember that none of these signs prove that your child is at risk in any way, but if you notice anything that confuses or worries you try talking things over with them. They may well tell you to stop fussing. They may be laid back. In any case, think about their demeanour and attitude as well as what they say.

If you are still concerned, contact one of the helping agencies listed in this information.

Appendix 6

Whistleblowing Policy

1. Introduction

The school is committed to delivering high quality services to its customers and to that end expects high standards from its employees and contractors. In order to maintain those high standards a culture of openness and accountability is vitally important. The aims of this policy are threefold:

- to encourage you to raise concerns about malpractice within the organisation without fear of reprisal
- to reassure you that your concerns will be taken seriously
- to provide information about how to raise your concerns and explain how the School will respond

2. Scope of the Policy

This policy applies to all school employees, former employees, agency staff and contractors engaged by the school.

3. What is whistleblowing?

In practical terms, whistleblowing occurs when a concern is raised about danger or illegality that affects others, eg. Students, staff, members of the public or the school itself. As the person blowing the whistle you would not usually be directly affected by the danger or illegality. Consequently you would rarely have a personal interest in the outcome of any investigation into your concerns. This is different from a complaint or grievance. If you make a complaint or lodge a grievance, you are saying that you personally have been poorly treated. This poor treatment could involve a breach of your individual employment rights or bullying and you are entitled to seek redress for yourself.

4. Blowing the Whistle on Malpractice

Malpractice covers a wide range of concerns. The types of activity that should be disclosed include but are not limited to the following:

- fraud or corruption (see also the Counter Fraud and Corruption Policy)
- financial maladministration
- unauthorised use of public funds
- the physical, emotional or sexual abuse of students or staff
- failure to comply with legal obligations
- endangering of an individual's health and safety
- damage to the environment
- a criminal offence
- failure to follow financial and contract procedure rules
- showing undue favour to a contractor or a job applicant
- miscarriages of justice
- deliberate concealment of information relating to any of the above.

You should raise your concerns with your line manager as soon as you suspect malpractice. Remember that the earlier you raise concerns the easier it will be to take action. You (the

whistleblower) are a witness to events, not a complainant and so you do not need to wait for proof of malpractice before raising concerns.

When reporting a concern you should provide as much information and detail as possible. In particular you should provide the full names of the people involved or who know about what is happening, including the names of staff, governors or contractors, dates of events and any relevant documentation. This will help the investigator to focus their investigation on the main issues quickly.

There will be some cases where it is not appropriate for you to raise concerns with your manager, for example where you suspect your manager already knows about the malpractice and appears to be 'turning a blind eye', or where you suspect your manager may be involved. In those cases, you should report your concerns to the head teacher or ultimately to the Chair of Governors. Should this course of action not be appropriate then the issue should be reported to the London Borough of Ealing Director of Education, the Head of Audit or the Head of Legal Services. The council operates a 24-hour fraud hotline, tel: 0800 328 6453 (free call) where information can be left anonymously.

Initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. You will be advised whether an investigation takes place or not. When making a decision the school will consider whether continuing with an investigation is in the public interest.

5. Advice and Support

The school recognises that employees may wish to seek advice and support from their trade union before blowing the whistle. When any meeting or interview is arranged, you may wish to be accompanied by a trade union or professional association representative. Employees may also wish to seek advice from 'Public Concern at Work (PCAW)', an organisation which is entirely separate from the school. PCAW have lawyers who provide confidential advice, free of charge, to people concerned about wrongdoing at work. They can be contacted by telephone on 020 7404 6609 or via e-mail on helpline@pcaw.co.uk

6. Confidentiality

The school understands that you may be reluctant to come forward with information about the wrongdoing of a colleague or manager or indeed at all. As such, the school recognises that whistleblowers may wish to raise concerns in confidence. If you (the whistleblower) make a request for the matter to be kept confidential then your identity will not be revealed without discussing the matter with you first.

7. Anonymous Allegations

You are encouraged to give your name when raising concerns. A concern expressed anonymously is much less powerful and is often more difficult to investigate. When a decision is made on whether or not to investigate further it will take into account the seriousness of the issues raised, the credibility of what is being said and the likelihood of confirming the allegation from other sources.

8. Protection for the Whistleblower

All concerns raised under this procedure will be treated seriously and a decision made about whether or not an investigation is appropriate. Depending upon the nature of the matter it may be referred to the external auditor or the police. The person to whom you reported your concern

will be responsible for keeping you informed about the progress of the investigation and the action that has been taken, although you may not be told the outcome. In some cases the investigation may result in criminal or disciplinary proceedings. If this happens you may be invited to give a written statement or give evidence at a hearing. The school will support you in this process and ensure that you are clear about what will happen.

The school will not tolerate harassment or victimisation and will take action to protect you if you have raised a concern in good faith. Any employee who is found to have victimised or harassed an employee who has raised a concern will face disciplinary action.

9. Allegations not made in Good Faith

Concerns that are raised frivolously, maliciously, for personal gain or where they are known to be untrue may result in disciplinary action or, in the case of agency staff, the termination of the agency contract. In the case of contractors, the matter will be reported to the school's relevant contract manager so that a decision can be made about the appropriate action to take.

10. Blowing the Whistle Outside the School

In certain circumstances it may be appropriate to raise concerns outside the school to the appropriate 'prescribed regulator'. This should only be done where you are raising a genuine concern in good faith and where you believe the information is true, ie. more than just suspicion. You are advised to discuss your concerns with a legal advisor, trade union or PCAW before reporting them outside the school.

Examples of prescribed regulators are set out below:

The Audit Commission
The Standards Board for England
Information Commissioner
Environment Agency
Health and Safety Executive
Commissioner of the Inland Revenue

As a last resort you may choose to raise your concern outside the school to someone other than a prescribed regulator, eg. to the police or your MP. You should only do this if, in addition to the conditions above, they meet one of three preconditions.

Provided the disclosure is reasonable in all the circumstances and is not made for personal gain, the preconditions are that you:

- reasonably believed that you would be victimised if you raised the matter with the school; or
- reasonably believed that the matter would be 'covered up' and there is no prescribed regulator; or
- you have already raised the matter internally or with a prescribed regulator

11. Complaints, Grievances note this is from an existing policy

This policy should not be confused with other policies that exist for dealing with complaints or grievances (see also paragraph 3). For example, complaints about the quality of service delivery should be addressed through the school's complaints procedure.

12. Review and Operation of this Policy

The Headteacher has overall responsibility for the operation of this policy. A record of concerns raised will be kept and reported annually to the Full Governing Body Committee. This policy may be reviewed from time to time.

Policy Implementation Date: June 2010

Appendix 7a

Managing allegations of abuse by members of staff - LA procedures

1. Introduction

The Government has produced regulations on how allegations against anyone working with children should be managed. The procedures include health, social care, play, youth service, education and police settings. The application of the regulations in schools is set out in the chapter 5 of the DCSF guidance document 'Safeguarding Children and Safer Recruitment in Education'. That chapter is reproduced at section 2 below. Paragraphs 35 to 49 of the chapter summarise the process to be followed.

Those summary paragraphs have also been abstracted from the guidance and annotated with the Ealing contacts and information. See section 2 below.

2. Summary of procedures for Ealing schools

35. The allegation should be reported to the head teacher or principal immediately unless the allegation is about the head teacher or principal in which case it should be reported to the chair of governors.

If the head is unavailable staff should advise the most senior member of staff who is available, and contact the Education department's senior officer for Child protection.

36. If the allegation meets any of the criteria set out in paragraph 5.1, the head teacher or principal should report it to the local authority designated officer the same day. Ealing's Designated officer is Finola Culbert and in her absence any of the four child protection advisors should be contacted. They will discuss and evaluate the allegation with you.

37. If an allegation is made to the police the officer who receives it should report it to the force designated liaison officer without delay and the designated liaison officer should inform the local authority designate officer straightway. Similarly if the allegation is made to the children's social care the person who receives it should report it to the local authority designated officer without delay.

Initial consideration

38. The local authority designated officer will discuss the matter with the head teacher or principal and where necessary obtain further details of the allegation and the circumstances in which it was made. The head teacher or principal should not investigate the allegation at this stage. The discussion should also consider whether there is evidence or information that establishes that the allegation is false or unfounded.

39. If the allegation is not patently false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the local authority designated officer will immediately refer to children's social care and ask for a strategy discussion in accordance with the *Working Together to Safeguard Children* to be convened straightaway. In those circumstances the strategy discussion should include the local authority designated officer and the head teacher or principal. The schools HR advisor and the Education Service 'Senior Officer' for child protection should be invited to the strategy meeting.

40. If there is not a cause to suspect that 'significant harm' is an issue, but a criminal offence might have been committed, the local authority designated officer should immediately inform the

police and convene a similar discussion to decide whether a police investigation is needed. That discussion should also involve the school and any other agencies involved with the child.

Action following initial consideration

41. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it. In such cases, if the nature of the allegation does not require formal disciplinary action, the head teacher should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

42. Where further investigation is required to inform consideration of disciplinary action the head teacher or principal and the school personnel adviser should discuss who will undertake that with the local authority designated officer. In some settings and circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the school. In any case the investigating officer should aim to provide a report to the employer within 10 working days

43. On receipt of the report the disciplinary investigation, the head teacher and chair of governors should consult the local authority designated officer, and decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days.

44. In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, the head teacher or principal and chair of governors should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

45. The Local Authority designated officer should continue to liaise with the school to monitor progress of the case and provide advice or support when required or requested.

Case subject to police investigation

46. If a criminal investigation is required, the police will aim to complete their enquiries as quickly as possible, consistent with a fair and thorough investigation, and will keep the progress of the case under review. They should at the outset set a target date for the reviewing progress of the investigation and consulting the CPS about whether to proceed with the investigation, charge the individual with an offence, or close the case. Wherever possible the review should take place no later than four weeks after the initial action meeting and the decision is to continue to investigate the allegation dates for subsequent review should be set at that point. (It is open to the police to consult the CPS about the evidence that will need to be obtained in order to charge a person with an offence at any stage.)

47. If the police and/or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a court, the police should wherever possible aim to pass all information they have which may be relevant to a disciplinary case to the employer within three working days of the decisions. In those circumstances the employer and the local authority designated officer should proceed as described in paragraph 5.41 to 5.45 above. In any case in which the children's social care has undertaken enquiries to determine the child or children are in need of protection, any information obtained in the course of those enquiries which is relevant to the disciplinary case should be passed to the school .

48. If the person is convicted of an offence the police should also inform the employer straight away so the appropriate action can be taken.

49. If on conclusion of the case the school ceases to use the person's services, or the person ceases to provide his or her services, the school should consult the local authority designated officer about whether a referral to the DCFS is required. If a referral is appropriate the report should be made within a month. See Appendix 10 of 'Safeguarding Children and Safer Recruitment in Education' for the guidance on reporting individuals to the secretary of state.

Schools should consult their HR advisors throughout these procedures.

For names and numbers of key personnel, see Appendix 3 of the school's Child Protection Policy.

Appendix 7b

Support for staff who are the subject of an allegation

If an allegation relating to possible child abuse is made against you, standard procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, but misunderstandings can and do happen.

Allegations may occur because a member of staff has made a mistake, failed to follow guidelines, is inexperienced or because their actions have been misinterpreted by witnesses.

Even so, we must accept that some professionals do pose a serious risk to pupils and we are required to act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

If an allegation is made about you that suggests you have:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates you are unsuitable to work with children.

You can expect:

- the headteacher to make a very short inquiry only to ascertain that the allegation is not patently false
- the headteacher to discuss the allegation with the named allegations officer in the local authority and a decision to be made on how to proceed
- to be informed by the headteacher when an allegation has been made – the timing of this will depend on whether police need to conduct enquiries prior to meeting you to discuss the allegation
- to be advised to contact your union or professional association and to consider requesting that they accompany you to meetings
- to be allocated a senior member of staff to be your link person to ensure you are kept informed of developments within the school
- to be given the opportunity to answer the allegation and call witnesses
- to be offered advice about welfare support, employee assistance or counselling services, should you request it

- for any investigation to continue even if you tender your resignation and leave the school
- the record of the allegation and other documentation, for example, minutes of meetings to be given to you
- for any decision regarding suspension to take into account the possible alternatives to suspension
- for disciplinary and or child protection procedures to be closely followed and for unnecessary delays to be avoided
- for records to be kept on your confidential file
- to be given support to return to school if you were suspended and it is agreed that you should return to work
- where an allegation is thought to be malicious, for action to be taken to prevent a re-occurrence.

To be accused of being a possible risk to children can have devastating effects on your professional career and personal life.

To protect yourself from misunderstandings and misinterpretations that could result in an allegation your conduct must be totally professional. Conduct yourself in accordance with the good practice guidelines and avoid behaviour which could constitute poor practice and grounds for concern.

Talk to the designated person if you need an explanation of procedure, advice about managing a particular situation or support to carry out your safeguarding role effectively.

Appendix 7c

Support for reporters of an allegation

Staff who are concerned about the behaviour of a colleague towards a pupil or pupils, are undoubtedly placed in a very difficult situation. You may worry that you have misunderstood the situation and you will wonder whether a report could jeopardise a colleague's career.

You must remember that the welfare of the child is paramount. The school's whistleblowing procedure enables you to raise concerns or allegations in confidence and for a sensitive inquiry to take place. All concerns of poor practice relating to possible child abuse by colleagues should be reported to the headteacher. Complaints about the headteacher should be reported to the chair of governors.

The poor practice information sheet in this file gives some examples of the types of conduct that might concern you. When you report a concern of this nature you can expect:

- Your concern to be taken seriously
- Your identity to remain confidential (if this is your wish), unless you are required to act as a witness in court proceedings
- To be protected as far as possible from victimisation or harassment
- For an initial inquiry to take place to identify any action necessary
- Children's social care and police to be involved if the concern relates to abuse or neglect or the commission of a crime
- Written confirmation within the timescales given in the whistleblowing procedures that your concern has been received and is being dealt with
- To be notified in writing of the decision of the initial inquiry. The decision could be that no action is required, internal disciplinary procedures are initiated or referral to children's social care and/or police has been made
- To be informed of the final outcome, subject to constraints of confidentiality and legal advice.

Reporting to the headteacher should always be your first step. However, if you genuinely believe that your concern has not been taken seriously or that the headteacher will not act on your concern, you can consider speaking to someone outside the school. This could be your union or professional association, a local authority officer, a solicitor or the police. You should first contact Public Concern at Work (020 74046609) for free advice regarding your legal position in whistleblowing to an external agency.

Statutory protection for employees who 'whistleblow' is provided by the Public Interest Disclosure Act (PIDA) 1998. The PIDA protects employees against victimisation if they make a protected disclosure within the meaning of the Act.

Concerns should be made in good faith – they should be genuine concerns and not false, malicious or simply intended to annoy or harass.

If your concern relates to your own terms and conditions of service, or your treatment by a manager or colleague, you should use the school's grievance procedure, not the whistleblowing procedure.

Appendix 8

Children Missing Education (CME)

(Full details of Ealing's guidance re children who are missing education can be found at: http://www.egfl.org.uk/export/sites/egfl/categories/behaviour/attendance/_docs/docs/FINALCMEPOLICY16.11.06.doc)

Below is a summary of best practice which the school will follow:

Parents to inform the school in writing if they are intending to move. If this is not done:

- Year leader (YL) to keep list detailing school actions to carry out 'Reasonable enquiry' (if destination unknown)
- School attendance officer to refer to Link ESW or the High School Attendance Worker for him/her to carry 'Reasonable enquiry' forward if a student who has left without giving details of their new address/school cannot be contacted and no new school has contacted us.
- ESW to enter name of student on the Lost Student Database, and notify the Children Missing Education Officer (CMEO) . Currently this is:

Penny MacDonagh
8825 9447
email: pmacdonagh@ealing.gov.uk

- **Do not take name off roll** until confirmation that the student has been entered on the CME register has been received.

Note: Names of all admissions and leavers should be uploaded and downloaded on CTFs via S2S so all student movements can be tracked.