

## **Terra Nova School Safeguarding and Child Protection Policy**

### **Aims and Principles**

Terra Nova School is committed to the safety and welfare of all its pupils (including those in the EYFS) and this Policy is written in conjunction with guidance from the DfE and relates to The Children Act 1989, Section 157 of the Education Act 2002, the Education (Independent Schools Standards) (England) Regulations 2010, the Children Act 2004 (Section 11), "Working Together to Safeguard Children" (DCSF March 2010), "Safeguarding Children and Safer Recruitment in Education" (DCSF January 2007) and the Education Act 2011, copies of which are available in the from the Headmaster and on the School Network, and is in accordance with locally agreed inter-agency procedures as set out by the Cheshire East Children's Safeguarding Board. Any deficiencies or weaknesses in safeguarding or child protection arrangements are remedied without delay.

### **Statement of Intent**

The safety and well being of all our pupils at Terra Nova School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

### **What is Child Abuse?**

The NSPCC defines child abuse as:

*"Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse.*

*Bullying and domestic violence are also forms of child abuse.*

*"A child may be experiencing abuse if he or she is:*

- Frequently dirty, hungry or inadequately dressed*
- Left in unsafe situations, or without medical attention*
- Constantly "put down," insulted, sworn at or humiliated*
- Seems afraid of parents or carers*
- Severely bruised or injured*
- Displays sexual behaviour which doesn't seem appropriate for their age*
- Growing up in a home where there is domestic violence*
- Living with parents or carers involved in serious drug or alcohol abuse*

*"Remember, this list does not cover every child abuse possibility. You may have seen other things in the child's behaviour in circumstances that worry you.*

*"Abuse is always wrong and it is never the young person's fault."*

### **Symptoms**

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

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

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

### **Transparency**

The school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of safeguarding and child protection are available from the School Office or the website, and we hope that parents/guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

### **Definitions of Abuse**

Child abuse is frequently the subject of much professional and public discussion. It is important that relationships with children in school remain and are seen to remain entirely proper and professional.

The definitions are as follows:

#### **Neglect**

“persistent or severe neglect ... or failure to protect a child from exposure to any danger, or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive”

#### **Physical abuse**

“actual or likely physical injury ... or failure to prevent physical injury or suffering”

### **Sexual abuse**

“actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or development immature”

### **Emotional abuse**

“actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment. This category should be used where it is the main or sole form of abuse”

Note that these categories may overlap.

### **Responsibilities of Governors (Designated Governor)**

The Governing Body oversees all safeguarding and child protection matters in the school. There is a named Governor, Jacqui Wheeler, responsible for Safeguarding, Child Protection and Boarding Welfare, who meets regularly with the Headmaster and the Designated Senior Persons and reports to the Board on Safeguarding, Child Protection and Boarding Welfare issues. The Governors review the Child Protection Policy annually and are made aware by the Headmaster, where appropriate, of any safeguarding or child protection issues within the School. There is a standard item (Safeguarding and Boarding Welfare) on every Board Meeting Agenda.

### **Designated Senior Persons**

The School’s Designated Senior Person dealing with matters of safeguarding is the Deputy Headmaster, Mark Mitchell. The Head of Boarding, Andy Livermore, is the Assistant Designated Senior Person. The Head of the Pre-Prep and Nursery, Rachel Cokson, is the Designated Senior Person for pupils in the EYFS and the SENCO, Suzy Ward, is the Assistant Designated Senior Person.

The roles involve:

- day-to-day operation of the policy
- liaising with outside agencies
- record keeping/reviewing and monitoring
- regular liaison with school staff
- staff training
- attending case conferences
- providing reports for case conferences
- supporting children and parents
- meeting regularly with the Child Protection Governor
- ensuring that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay
- providing the Governors with an annual review.

### **Recruitment, Training and Guidance**

Terra Nova School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments will be subject to Criminal Records Bureau checks (at Enhanced Level) and appropriate checks of identity, background, qualifications, right to work in the UK, medical fitness and at least two written references, which are checked verbally. The School will also ensure that the appropriate checks and procedures are applied to Staff who work with pupils on another site. See the “Safer Recruitment Policy”.

The Headmaster and the Headmaster's PA are trained in Safer Recruitment.

The Designated Senior Persons must undertake relevant training and inter-agency working as required by best practice in East Cheshire. This should take place every **two** years.

All Terra Nova Staff are required to undertake appropriate training in Safeguarding every **three** years and any part time and voluntary staff who work with children are also made aware of any arrangements.

All teaching and non-teaching members of staff have copies of the Safeguarding Policy through the Staff Handbook and fully understand their responsibilities towards safeguarding. The Designated Senior Person arranges training sessions, such as updating staff on procedures following receipt of new and up to date material and guidelines. Educational Social Workers and representatives from SSD are invited into school to talk to staff.

Teaching staff and the Matrons are updated at Staff Meetings, about safeguarding issues, where appropriate, and about children who give particular cause for concern.

The appropriate Designated Senior Person will inform non-teaching staff about pupils for whom concern has been expressed, where necessary.

Guidance is given to Staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, using the "Guidance for Safe Working Practice for the Protection of Staff and Pupils in Education Settings" (DCSF 2009).

## **Responsibilities of Staff**

### **1) Recognising the Signs of Abuse**

Any member of staff who:

- has suspicion that a child is injured, marked, or bruised in a way which is not readily attributed to normal knocks or scrapes which a child receives in normal play, or that is inconsistent with the explanation, or the explanation is not consistent over time
- notes behaviours, actions or over-familiarities which give rise to suspicions that a child may have suffered abuse
- notes indications that a child is suffering from any lack of care or treatment, or that a child is suffering as a result of emotional maltreatment
- receives hints or a disclosure of any abuse from a child or other person

### **2) Staff Procedure if Abuse is suspected**

All members of staff, both teaching and non teaching, are strictly instructed to refer any fear or allegation of abuse directly to the relevant Designated Senior Person.

- In the event that the allegation or rumour concerns a member of staff, the Designated Senior Person will inform the Headmaster, who will take appropriate action as specified by East Cheshire Safeguarding Children Board. The Headmaster may have to take the decision that the member of staff will be immediately suspended and escorted from school property pending further investigations. If the allegation concerns the Headmaster then the Designated Governor will assume responsibility.

- Where a disclosure is made by a child, necessitating the suspension of a member of staff pending investigation, arrangements may be made for alternative accommodation to be found for the member of staff away from the School.
- Referral will be made to the Designated Person in the Social Services Department **within** 24 hours of a disclosure or suspicion of abuse. This must only be made by the appropriate Designated Senior Person or the Headmaster
- The School is committed to work alongside any relevant authorities and will send a representative to any Meetings called with regard to a specific Child Protection issue.

### **3) Staff procedure when approached by a child to allege abuse**

If any child approaches you with a concern which might be related to some form of child abuse, the following procedure must be followed:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Take it seriously.
- Reassure, but only as far as is honest and reliable.
- **DO NOT** promise confidentiality - you have a duty to refer the matter.
- Tell the child that you will need to refer the matter to the Headmaster, whose job it is to take the matter further in order to protect them.
- Acknowledge how difficult it must have been to talk about it.
- Never agree to keep secrets.
- Record carefully and in detail what is being said but **DO NOT** interrogate for full details.
- **DO NOT** ask leading questions (eg “what did he do next?”, “did he do/say ....?”) Such questions may invalidate the evidence should the matter ever come to Court.
- Listen quietly and carefully.
- **DO** ask open questions like “is there anything else you want to tell me?”
- **DO NOT** criticise the (alleged) perpetrator.
- **DO NOT** ask the child to repeat what they have told you to another person. Explain what you have to do and to whom you have to refer the matter. You are encouraged to see the matter through and to keep in touch with the child (depending on circumstances).
- Make brief notes at the time and write up your notes as soon as possible.
- **DO NOT** destroy your original notes (no matter how scrappy or sketchy they are) in case they are required by a Court.
- Record the date; time and place; any noticeable, non-verbal behaviour and the words that are used by the child. If the child uses slang, record exactly what is said rather than interpreting meaning.

- Draw a diagram or use a body map to indicate the position of any marks on the child's body.
- Record statements and observable things, not your interpretations or assumptions.
- **DO NOT** assume anything, nor speculate or jump to conclusions.
- **REPORT THE MATTER IMMEDIATELY TO THE APPROPRIATE DESIGNATED SENIOR PERSON.**
- The Headmaster should be contacted on his mobile telephone (07760 285776) and a message can be left on its voicemail if he is away from school.
- It might be necessary to gather other evidence immediately so there must not be any delay in referring the matter to the appropriate Designated Senior Person
- Information about the allegations must **NOT** be shared with anyone else.

Of course, it is hoped that you will never have to deal with anything of this nature but, if you do, it is very important that the above procedures are rigorously followed.

- No child has the right to absolute confidentiality where child abuse is alleged. There is a statutory responsibility on all staff to report any allegations immediately.
- Alleged victims or perpetrators should not be interviewed by school staff to elicit further information. A written record must be made of any allegation, however unpalatable, and presented to the relevant Designated Senior Person immediately.
- It is important that all staff are aware of the importance of Safeguarding. They should seek to create a climate in which children can feel able to talk about the subject, about their feelings and concerns, their worries and feel confident to come forward to disclose abuse, if it arises, and know it will be taken seriously, treated with sensitivity and respect and have their wishes and feelings fully taken into account.

#### **4) Listening to Children**

All staff should be aware that if they are selected by a pupil to hear a disclosure of abuse or alleged abuse.

The School has a designated Independent Listener, Tracey Knott, who is also a trained Counsellor.

It is important that all staff are engaged in "Active Monitoring" and are clear about the need for written records in Safeguarding.

All Staff have an important role to play in listening to what children say. They have professional relationships with pupils, which are based on trust and respect. The School can often provide a neutral place where a child feels it is safe to talk and to disclose sometimes very serious problems.

Staff must act with sensitivity when responding to the child's needs. The first principle is to listen carefully to what the child is saying and to treat it seriously.

Everything a child says is important to him/her and staff should be particularly careful when making a response, even if what the child says is ultimately to be dismissed. It is important to value children as individuals and therefore value what they say. Children should not fear that they will not be believed or that they will be punished for what they say. Above all, the teacher's role is to enable the child to speak and if a pupil feels that a member of staff will believe what he/she has to say without blaming him/her and will give support, a major contribution can be made towards protecting the pupil.

### **5) Making a Referral**

The relevant Designated Senior Person will contact the Switchboard on **08450 349410**, and ask for the Social Care Team. Following the Safeguarding guidelines issued by the LA, the parents will not necessarily be contacted before this step is taken. If the allegation concerns abuse by one or more pupils against another pupil then the same referral procedures will be followed.

If a child is interviewed by the Police or Social Care Team, on the School premises, the relevant Designated Senior Person, the Headmaster or a member of staff designated by the Headmaster, will be present, as well as the parents, if at all possible.

### **6) Record Keeping/Reviewing and Monitoring**

If a child discloses concerns to a member of staff, that staff member will be asked to write a report, detailing times, dates, witnesses and any action taken.

The School is committed to working together with other agencies to protect the children in its care and as such will attend and provide reports for case conferences, and, where appropriate, contribute to the protection plan.

The School draws attention to the availability of all School Policies, including all Safeguarding Policies. These are available, on request, from the School Office and on the School's website.

If a child is removed from the roll or "disappears" without providing information of school to attend, the School will inform the LA who will investigate, and, if appropriate, inform the SSD. If a child, who has been the subject of a Safeguarding concern, transfers to a different school, in addition to sending on the academic file, Terra Nova School will send on, separately packaged, the child's confidential file for the attention of the receiving Headmaster or Designated Senior Person only.

The School will inform the Secretary of State, via the Independent Safeguarding Authority, within one month of leaving the School, any person whose services are no longer used because he or she is considered unsuitable to work with children.

### **7) Confidentiality**

A promise of confidentiality should not be made to a child as this is not realistic. A child needs to hear the truth about what will happen and he/she needs a sincere offer of support through what may result.

What can be promised is that if someone else has to be involved, the child, depending on his/her maturity and level of understanding will be told with whom the

teacher intends to speak or what action has to be taken. Again, depending upon the maturity and understanding of the child, this will first be discussed with him/her.

However, in cases where children may be at risk of significant harm, it is important for all staff to remember that the child's welfare is paramount.

All staff, both teaching and non-teaching, working in the School, must be aware of the confidential nature of personal information about a child or his/her family and must ensure that confidentiality is maintained. However, any matter which may have implications for the welfare of a pupil must be brought to the attention of the relevant Designated Senior Person.

It is necessary, in order to protect the child, that particularly confidential information is available to the minimum number of people. Confidential information is recorded in the child's file, which is separate from the academic profile, and is always given on a "need to know" basis. If a child leaves school, this file is forwarded in confidence to the appropriate person at the receiving school.

The relevant Designated Senior Person or the Headmaster may attend Case Conferences and hear detailed information about family circumstances and incidents of abuse and they receive minutes, which record these. Such information is highly confidential, but will, where necessary, be made available to the relevant member of staff where deemed appropriate by the Headmaster. Under no circumstances should information be passed on to anyone else.

#### **8) Attendance/Providing Reports for Case Conference**

Terra Nova School is committed to the welfare of its pupils. Attendance at case conferences, by the relevant Designated Senior Person or the Headmaster is viewed as most important. On the occasions where attendance is not possible, then reports are sent.

#### **9) Liaison with other Agencies**

Terra Nova School is committed to positive working relationships with other agencies in line with the inter-agency guide to arrangements for protecting children, "Working Together".

#### **10) Support for Children and Families**

The School recognises the necessity and nature of good relationships with parents of children in its care and attempting to preserve these wherever possible. The School, however, recognises that the child's protection is paramount.

In the interests of the child, every effort is made to retain a working relationship with the family, especially where the family may have been involved in the abuse of the child.

Following a referral it is important that parents understand that the School has acted:

- a) following consultation,
- b) in what the School considers to be the best interests of the child,
- c) in keeping with the Cheshire East guidelines.

## **Safeguarding in the Curriculum**

Safeguarding issues are incorporated into the curriculum through talk/discussion and through PSCE.

## **Handling Allegations made against Staff or Volunteers**

### **1) Introduction**

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Headmaster; but if another member of staff is told first, they will ensure that the Headmaster is informed immediately.

If the Headmaster is unavailable – or is involved - the Designated Senior Person and Chairman of Governors should be told at once.

### **2) The First Response**

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion
- Contact the Local Safeguarding Children Board (LSCB), within 24 hours of a disclosure or suspicion of abuse
- In the event of an emergency, call the Police and/or the Ambulance Service immediately
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support
- Inform the child's parents, in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

### **3) The Next Step**

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Consider suspending the member of staff (or volunteer) concerned.

### **4) Support for the Pupil(s)**

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster, together with the appropriate Designated Senior Person, will consider how best to support

and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that may be appropriate.

## **5) Suspension**

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a work colleague or Trade Union representative.

Staff who are accommodated on-site, who are suspended will be required to remain off-site for the duration of their suspension and will be provided with alternative accommodation away from children.

## **6) Alternatives to Suspension**

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

## **7) If the Member of Staff Resigns**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

## **8) Compromise Agreements**

It is School Policy to follow the DCSF guidance set out in “Safeguarding Children and Safer Recruitment in Education” on the use of compromise agreements in cases of child abuse which is:

*“Compromise agreements, by which a person agrees to resign, and a school... .. agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to List 99 [now the ISA] where circumstances require it”*

## **9) Length of Investigatory Process**

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possible. The School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

## **10) Anonymity**

Any member of staff facing an allegation is entitled to anonymity under the Education Act 2011.

## **11) Referral to the Independent Safeguarding Authority**

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Independent Safeguarding Authority (ISA) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the appropriate Designated Senior Person. If the appropriate Designated Senior Person is involved, the report is made by the Headmaster. If the Headmaster is involved, the report is made by the Chairman of Governors.

The referral form can be downloaded from the ISA website on ([www.isa.gov.org.uk](http://www.isa.gov.org.uk)). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the ISA at any time.

## **12) Recording Allegations of Abuse**

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer. If the allegation is found to be malicious and untrue, then they must be removed from the member of staff's Personal File and will not be mentioned in any future references.

## **13) Anonymous Allegations**

If we receive an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. We will report the matter to the Local Safeguarding Children Board (LSCB) and be guided by them in our handling of the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events, unless the LSCB has advised a different course of action. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would normally be kept.

## **14) Handling of Unfounded or Unsubstantiated Allegations**

### **a) The Child**

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely

with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

#### **b) The Member of Staff**

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate. If the allegation is found to be unfounded or unsubstantiated, then they must be removed from the member of staff's Personal File and will not be mentioned in any future references.

#### **14) Allegation of Abuse of a Child who was not a Pupil at the School**

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at the school, we would immediately pass such information to the Local Safeguarding Children Board (LSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

#### **15) Allegations involving the Headmaster or a Senior Designated Person**

The Chairman of Governors should be told at once by the Deputy Head or appropriate Designated Senior Person of any allegation involving the Headmaster. They will obtain legal advice before proceeding to the steps outlined above. The Headmaster will normally be suspended for the duration of the investigatory process and asked to vacate his/her school residence, if appropriate, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue.

The Headmaster should similarly be told at once of any allegation involving a Designated Senior Person. The Chairman of Governors should normally be informed on the same day, and legal advice obtained. The Designated Senior Person will normally be suspended for the duration of the investigatory process [and asked to vacate his/her school house, if appropriate]. The Headmaster should be made acting Designated Senior Person until the conclusion of the investigation and resolution of the issue.

### **Abuse by One or More Pupils against another Pupil**

Abuse can also take place between children. Members of staff should be vigilant in recognising potential incidents and should treat them in exactly the same way as any allegation against an adult.

## **Terra Nova Safeguarding Contacts**

### **List of Contact with Responsibility for Safeguarding**

<b>Designated Governor</b>	<b>Jacqui Wheeler</b>	<b>07977 460096</b>
<b>Headmaster</b>	<b>Andrew Lewin</b>	<b>07760 285776</b>
<b>Designated Senior Person</b>	<b>Mark Mitchell</b>	<b>07748 116665</b>
<b>Assistant Designated Senior Person</b>	<b>Andy Livermore</b>	<b>07734 889696</b>
<b>Designated Senior Person (EYFS)</b>	<b>Rachel Cookson</b>	<b>07980 565069</b>
<b>Assistant Designated Senior Person (EYFS)</b>	<b>Suzi Ward</b>	<b>07929 014857</b>
<b>School Counsellor</b>	<b>Tracy Knott</b>	<b>07703 128122</b>
<b>Independent Listener</b>	<b>Sue Phillips</b>	<b>07805 732625</b>
<b>Cheshire East Social Care (Switchboard)</b>		<b>08450 349410</b>
<b>Cheshire East Designated Safeguarding Lead</b>	<b>Chris Greenwood</b>	<b>01477 977963 07711231336</b>
<b>Child Line</b>		<b>0800 1111</b>
<b>Ofsted</b>		<b>08456 404040</b>