

Marlborough House School

Child Protection Policy

1. Introduction

1.1 Marlborough House School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school and applies to all parts of the school including the Early Years Foundation Stage.

1.2 Informing Principles:

- All children have an equal right to protection from abuse, neglect and exploitation.
- When children make allegations about abuse or neglect they should always be listened to, have their comments taken seriously and, where appropriate, thoroughly investigated. In any intervention, emphasis should be placed first and foremost on the interests of the child.
- All staff involved with children (teaching and non-teaching) have a responsibility to be mindful of issues related to children's safety and welfare and a duty to report or refer any concerns.
- Parents have a right to be informed about any concerns about a child's welfare or any action taken to safeguard and promote a child's welfare, *providing this does not compromise the child's safety.*

1.3 There are four main elements to our policy:

- a) Prevention through safe recruitment practices, teaching and pastoral support offered to pupils
- b) Procedures for identifying and reporting cases, or suspected cases of abuse or neglect.
- c) Support to pupils who may have been abused.
- d) Procedures for the handling of allegations against staff.

2. Prevention

2.1 Recruitment and Checking of Staff

Marlborough House School operates safe recruitment practices in checking the suitability of staff and volunteers to work with children, which include a policy of taking up references and undertaking CRB checks for all employees at the school. Please refer to the school's Recruitment and Personnel Policy for additional information.

2.2 Teaching and Pastoral Support

Marlborough House School takes seriously its duty of pastoral care and recognises that high self esteem, confidence, supportive friends and good lines of communication with trusted adults help prevention. The school will therefore:

- a) Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and where bullying and discrimination of any kind are discouraged.

- b) Ensure that children know that there are adults in the school whom they can approach if they are worried, have fears or concerns or are in difficulty (even if their concerns relate to a member of staff). The Pupils' Charter (Appendix D) gives children some specific examples of people at school they may wish to speak to.
 - c) Ensure that children know that there are people outside the school to whom they can talk (eg Childline, NSPCC) and display prominently contact details for these organisations. (See Appendix D)
 - d) Include in the curriculum activities and opportunities for PSHE which, at an age appropriate level, promote self-esteem and social inclusion, address the issue of child protection in the context of general child safety, and help children to develop the skills they need to recognise inappropriate behaviour, stay safe from abuse and know to whom to turn for help.
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3. Procedures

- 3.1 Marlborough House School will follow the procedures set out by the Kent Safeguarding Children Board in 'Kent & Medway Safeguarding Children Procedures Manual - September 2007' and take account of guidance issued by the Department for Children, Schools and Families.
- 3.2 The school recognises that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse.
- 3.3 The school will:
 - a) Ensure that it has a designated senior member(s) of staff (Des Phillips (Prep school); Kate Nash (Pre-Prep and EYFS)) who have overall responsibility for child protection matters and who have received appropriate training and support for this role, including training in multi-agency working.
 - b) Recognise the role of the Designated Child Protection Co-ordinator(s) ('DCPC') and arrange support and any additional training necessary to assist him /her in establishing and maintaining effective links with relevant child protection agencies and acting as a source of advice and support to other school staff.
 - c) Ensure that every member of staff and governor knows:
 - the name of the designated DCPC and his/her role
 - that they have an individual responsibility for referring child protection concerns using the proper channels
 - where the Kent Safeguarding Children Board in 'Kent & Medway Safeguarding Children Procedures Manual' is located (School office).
 - d) Ensure that members of staff are aware of the need to be alert to the signs of abuse and know how to respond to a pupil who talks to them about possible abuse.
 - e) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection. The school will undertake to share with parents any information or concerns about their children at the earliest opportunity (providing that such a communication does not compromise their safety) and will help and support them as necessary.
 - f) Provide appropriate induction and training for *all* staff who work with children (teaching and non-teaching) so that they are aware of (i) their personal responsibility, (ii) the need to be vigilant in identifying cases of abuse, (iii) how to respond to and support a child who tells of abuse and (iv) the procedures laid down by the school (Appendix A) for internal reporting of concerns as well as the Kent & Medway Safeguarding Children Procedures.

- g) Notify the local Children's Social Services if:
 - it should have to exclude a pupil subject to a Child Protection Plan
 - there is an unexplained absence from school of a pupil subject to a Child Protection Plan of more than 2 days' duration
 - h) Consult the relevant authorities if:
 - there are general concerns about a child's welfare which persist over a period of time
 - it receives information that suggests that a child may have been abused or neglected or that abuse or neglect is likely
 - it receives information from any source about a child which suggests that he/she has *actually* been abused or neglected
 - i) Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters
 - j) Keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter immediately. Ensure that such records are held securely, separate from the main pupil file, and in locked locations.
 - k) Follow the procedures summarised in Section 5 (and in Appendix C) below when an allegation is made against a member of staff.
 - l) Designate a governor for child protection (at present Mrs Sheila Payne) who will oversee the school's child protection policy and practice.
 - m) Ensure that the governor with responsibility for child protection reports annually to the Governing Board on the school's effectiveness and compliance with child protection issues.
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4. Supporting the Pupil at Risk

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame.
- 4.2 The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 The school will endeavour to support the pupil through:
 - a) The content of the curriculum to encourage self-esteem and self-motivation (see Section 2).
 - b) The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued (see Section 2).
 - c) The school's Anti-Bullying and Behaviour and Discipline policies which aim to support vulnerable pupils in the school. With reference to 4.2 (above) all staff will agree on a consistent approach which focuses on the behaviour of the offence committed by a child but does not damage a pupil's sense of self worth. The school will endeavour to ensure that a pupil knows that some behaviour is unacceptable but that he/she is valued and not to be blamed for any abuse which has occurred.
 - d) Liaison with other agencies who support the pupil such as Social Services, Child and Adolescent Mental Health Services, the Education Welfare Service, Behaviour and Support Services and the Educational Psychology Service.
 - e) Keeping records and notifying Children's Social Services as soon as there is a recurrence of a concern.
- 4.4 When a child subject to a Child Protection Plan leaves, we will transfer information to the new school immediately and inform Children's Social Services.

4.5 Bullying

Our policy on bullying is set out in the 'Marlborough House School Anti-Bullying Policy' and is reviewed regularly by the governing body.

4.6 Physical Intervention and other guidance for staff

Our policy on physical intervention is set out in Appendix B 'Marlborough House School Code of Conduct for Staff, Volunteers and Governors who work with Children'.

4.7 Children with Special Educational Needs

We recognize that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal frequently with these children will be particularly sensitive to signs of abuse.

5 Allegations against staff

5.1 All staff who work in schools need to know that inappropriate behaviour with or towards children is unacceptable. Marlborough House seeks to achieve a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded accusations.

5.2 The document 'Marlborough House School Guidelines for the Handling of Allegations against Staff' is included within the school's Recruitment and Personnel Policy. (Appendix C)

5.3 The Guidelines can be summarised as follows:

- a) Where a member of staff receives an allegation concerning another member of staff, he should report this to the DCPC who will inform the headmaster.
- b) The headmaster will consult with the Local Authority Designated Office (LADO) (for Kent the Area Children's Officer (Child Protection) performs this role) and if an allegation meets certain criteria will also immediately refer the matter to Children's Social Services in accordance with the Kent & Medway Safeguarding Children Procedures.
- c) In certain circumstances the headmaster and Area Children's Officer (Child Protection) may agree that the matter would be most appropriately dealt with at school level.
- d) Staff against whom an allegation is made will not be automatically suspended. The decision to suspend rests with the headmaster and / or governing body including chair of governors.

Updated: June 2009

Date of Governors' Review: June 2009

Signed: _____ (Chair of Governors)

Date: _____

Appendix A

Marlborough House School

Staff Guidelines for Listening & Responding to Children and for Reporting Child Protection Concerns

1. If a member of staff suspects, or has received information via a child's disclosure or other source suggesting that a child has been abused or is at risk of being abused or appears to be suffering from neglect he / she is responsible for following the school's guidelines:

2. Listening and Responding

2.1 Any member of staff who is approached by a child wanting to talk should listen positively and reassure the child. Questions, should be open and have regard to 'TED' principles (ask the child to 'tell', 'explain', 'describe'). Do not interrogate the child or ask them to repeat the account. The child should not be interrupted when recalling significant events. Care should be taken not to make assumptions about what the child is saying or to make interpretations. On no account should suggestions be made to the child as to alternative explanations for their worries.

2.2 A member of staff must **not** promise confidentiality to a pupil. It should be made clear to a child who has requested confidentiality that the member of staff may need to pass on what has been said but that it will be disclosed only to people who need to know about it.

2.3 Be prepared to respond calmly. Children are more likely to allow you to help them if you are prepared to listen and appear not to panic.

2.4 In responding to a child's disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm.

2.5 All staff should be aware of the importance of good record keeping. All information relating to a child's disclosure should be noted carefully, including details such as timing, setting, who was present and what was said, in the child's own words. The account should be obtained verbatim or as near as possible. The written record should be signed and dated by the person to whom the child has spoken as soon as possible.

3. Reporting Information or Concerns

3.1 All members of staff have a **duty** to inform the DCPC of any information they have received (either from a discussion with a child or any other source) or suspicion they may have of abuse or neglect. Staff should be aware that not to report or share information or suspicion in this context may in itself constitute a breach of contract.

3.2 Where a member of staff discovers a child who seems to require immediate treatment, they should inform the DCPC who must ensure that the child is sent to the local Accident and Emergency department without delay. If child abuse is suspected, the DCPC or headmaster will ensure that this suspicion is conveyed to the A&E staff and liaise with Area Children's Officer (Child Protection).

- 3.3 In cases where immediate treatment is not needed but where some form of abuse is suspected, staff should report concerns to the DCPC (via a Safeguarding Incident / Concern form) who will discuss the matter with the headmaster, unless the headmaster is the person against whom the allegation has been made. In this instance the DCPC will inform the Chair of Governors. Contact will be made with the Area Children's Officer (Child Protection) and, through them with Children's Social Services without delay. The principle of 'significant harm' (where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm) is an important one and represents the threshold for compulsory intervention.
- 3.4 Whilst in some cases it will be appropriate for the DCPC or headmaster to let parents know of an intention to refer to Children's Social Services, in more serious cases and in **all** cases of suspected sexual abuse, the decision on when to tell the parents should be made in consultation with Children's Social Services.
- 3.5 On no account should an individual member of staff attempt to carry out his or her own inquiries. Any such investigation may prejudice any subsequent investigation by Social Services or the Police.
- 3.6 Staff who have reported information, suspicions or concerns can expect to receive support from the DCPC. The headmaster and/or DCPC will be kept informed of the progress and eventual outcome of any external investigation and will decide whether such details should be shared with staff, and in particular with a member of staff who may have made an initial report.

Contact Details

Kent Police Child Abuse Investigation Unit – 01622 690 690

Kent Children's Social Services – 08458 247 100

Appendix B

Marlborough House School

Code of Conduct for Staff, Volunteers and Governors who work with Children

1. Introduction

- 1.1 This code of conduct is intended to help staff and volunteers minimise the risk of being accused of improper conduct towards the children with whom they come into contact through their work at Marlborough House. Staff should also read the school's full policies on Child Protection, Behaviour and Discipline, First Aid and Trips & Visits.
- 1.2 It is impossible to lay down hard and fast rules to cover the circumstances in which staff relate to pupils and where opportunities may occur for their conduct to be misconstrued. Staff must exercise professional judgement in their dealings with pupils. For the vast majority of staff this code of conduct will serve only to confirm what has always been their practice. If staff have any doubts they should consult the headmaster.
- 1.3 From time to time it is advisable for all staff to appraise their teaching styles, relationships with pupils and their manner and approach to individual pupils to ensure that they give no grounds for any doubts in the minds of colleagues, pupils or parents.
- 1.4 More detailed guidance is available in the Department for Children, Families and Schools' document 'Guidance for Safer Working Practice for Adults who Work with Children and Young People.' dated November 2007.

Guidelines for Staff

2. Private Meetings with Pupils

- 2.1 Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will, of course, be occasions when a confidential interview or one to one meeting (eg scholarship tuition, music lesson) is necessary, but staff should consider whether the meeting can be held in a room with visual access, or with the door open or in a room or area with other staff or pupils nearby. Where such conditions cannot apply, or where privacy may be important in reassuring a pupil (eg if a pupil wishes to speak confidentially about a sensitive or personal matter (see 6.1 below)) staff should try to ensure that another adult knows that the meeting is taking place.
- 2.2 Meetings with pupils away from the school premises should only be arranged with the specific approval of the headmaster.

3. Physical Contact with Pupils

- 3.1 It is not realistic to suggest that teachers should never touch pupils. However, staff should be aware that physical contact may be misconstrued by a pupil, parent or observer. Touching pupils, including well intentioned gestures (eg putting a hand on the shoulder or arm) can, if repeated regularly, lead to serious questions being asked.
- 3.2 As a general principle, staff must not make gratuitous physical contact with pupils. It is particularly unwise to attribute touching to 'teaching style' or as 'a way of relating to pupils'.

- 3.4 Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehavior, except when reasonable physical intervention is required to prevent a child injuring him or herself, another pupil or seriously damaging property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause. The minimum necessary force should be used.
- 3.5 Physical contact **may** be acceptable in the following circumstances:
- a) Where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give (eg an arm around the shoulder) at an appropriate time and place. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others, normal and natural does not become unnecessary or unjustified contact.
 - b) Some staff are likely to come into physical contact with pupils in the course of their duties. Examples include: showing pupils how to use a piece of apparatus or equipment; demonstrating a move or exercise during games or PE (eg showing a pupil how to hold a tennis racquet or how to form a scrimmage). Staff should be aware of the limits within which such contact should properly take place.

4. Caring for Pupils with particular problems

- 4.1 Staff who administer first aid will follow guidelines laid out in the Marlborough House School First Aid Policy. If they are in any doubt as to whether necessary physical contact could be misconstrued, they should ensure that other children or another adult are present.
- 4.2 Wherever possible staff who help children with toileting difficulties should be accompanied by another adult, and pupils should be encouraged to change themselves. Where this is not possible, staff should use their professional judgement to decide what is reasonable in the circumstances.

5. Relationships and attitudes

- 5.1 All staff should understand the need to maintain appropriate boundaries in their dealings with pupils. Intimate relationships between staff and pupils will be regarded as a grave breach of trust.
- 5.2 All staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils and take care that their language and conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought particularly when members of staff of either sex are dealing with adolescent boys and girls.
- 5.3 From time to time staff may encounter pupils who display attention-seeking behaviour or profess an attraction to them. Staff should aim to deal with those situations sensitively and appropriately but must ensure that their behaviour cannot be misinterpreted. The member of staff should ensure that the headmaster or a senior colleague is aware of the situation.

6. Conversations of a Sensitive Nature

- 6.1 Many staff have a pastoral responsibility for pupils and in order to fulfil that role there will be occasions when conversations may cover sensitive matters or need to be held in private. Staff must use their discretion to ensure that, for example, any questions asked cannot be construed as unjustified intrusion.

- 6.2 Staff with no specific pastoral responsibility may also be approached from time to time by pupils wishing to talk to them or asking them for advice. Staff must judge whether it is appropriate for them to listen and offer advice or whether to refer the pupil to another member of staff with acknowledged pastoral responsibility.
- 6.3 Staff should be familiar with the school's 'Staff Guidelines for Listening and Responding to Children and for Reporting Child Protection Concerns' (Appendix A of the Child Protection Policy) and the Pupils' Charter (Appendix D of the Child Protection Policy) in connection with conversations of a sensitive nature.

7. Inappropriate comments and discussions with pupils

- 7.1 Staff should be aware that verbal comments to pupils, either individually or in groups, can be misconstrued. As a general principle staff must not make unnecessary comments to and/or about pupils which could be construed as inappropriate or of a sexual connotation.
- 7.2 Systematic use of insensitive, disparaging or sarcastic comments is also unacceptable.

8. Extra-curricular activities

- 8.1 Staff should be particularly careful when supervising children in extra curricular activities, or in a residential setting such as ski trip, outdoor camp or other extended visit away from home. Typically a less formal approach than usual is appropriate in these settings but staff should be aware that this may be open to misinterpretation. The standard of behaviour expected of staff will be no different to the standard expected within school.
- 8.2 Staff should take care in giving gifts to pupils which could be misunderstood. Gifts to individual pupils from staff will be exceptional and should be assessed by a senior member of staff.

9. Reporting Incidents

- 9.1 Following any incident where a member of staff feels that his/her actions may have been misconstrued, he/she should discuss the matter with the headmaster. It may be agreed that the member of staff should provide a written report of the incident. A full written report should always be made if a complaint has been made by a pupil, parent or other adult.

Appendix C

Marlborough House School

Procedures for the Handling of Allegations against staff

1. Introduction

- 1.1 All staff who work in schools need to know that inappropriate behaviour with or towards children is unacceptable. Marlborough House seeks to achieve a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded accusations.
- 1.2 Marlborough House has a Code of Conduct for Staff, Volunteers and Governors who Work with Children (Appendix B of the Child Protection Policy) which is designed to help minimize the risk of them being accused of improper conduct towards children with whom they work. It is important that all staff are mindful of their teaching styles, relationships with pupils and their manner and approach to individual pupils in this respect and that they give no grounds for any doubts in the minds of colleagues, pupils or parents.

2. Reporting

- 2.1 A member of staff receiving an allegation against another member of staff should report this immediately to the DCPC who will inform the headmaster, unless the headmaster is the person against whom the allegation is made. An allegation against the headmaster should be reported to the Chair of Governors.
- 2.2 Immediately an allegation is made the headmaster (or other designated officer) should consult the Area Children's Officer (Child Protection) within one working day and provide basic details of the allegation. Details should include what action may have been taken already, whether the parent of the child has been informed, names, dates of birth and addresses of staff and child/ren involved and whether there were any potential witnesses. The head should **not** investigate the allegation further at this stage.
- 2.3 If the allegation meets any of the following criteria the headmaster should also refer it immediately to Children's Social Services in accordance with the child protection procedures established by the Kent Safeguarding Children Board:
 - A member of staff has behaved in a way that has or may have harmed a child
 - A member of staff has possibly committed a criminal offence against or related to a child
 - A member of staff has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.
- 2.4 If there is doubt as to whether an allegation does or does not require referral under Kent & Medway Safeguarding Children Procedures, the headmaster should consult the Area Children's Officer (Child Protection). Early action to establish the nature of the allegation and consideration of whether it should be investigated further should not prejudice any subsequent action. (eg there must be no interference with evidence; neither teaching staff nor governors should attempt to interview the child.)

3. Informing Parents and the Member of Staff

- 3.1 Parents will be informed as soon as possible and assured that the school is taking the matter seriously. Parents will also be informed that they have the right to go to the police if there is

indication that the child may have been assaulted, and that even if they decide not to report to the police, the child protection agencies may still need to consult the police.

- 3.2 The person who is the subject of the allegation will be informed as soon as possible after consultation with the Area Children's Officer (Child Protection) who will advise the school as to what information can be disclosed to the member of staff.

4. Non-Referral to Children's Social Services

- 4.1 There may be instances where allegations made do not require further referral under Kent & Medway Safeguarding Children Procedures. Such instances are as follows:

- Where the allegation relates to reasonable use of force to restrain a pupil (an allegation of assault beyond the use of reasonable force would, however, need to be referred).
- Where following initial consideration it is absolutely clear to the Area Children's Officer (Child Protection) and headmaster that the allegation is demonstrably false.
- Where the allegation may represent inappropriate behaviour or poor practice by a member of staff which needs to be considered under local disciplinary procedures (please refer to Recruitment and Personnel Policy)

If the Area Children's Officer (Child Protection) and headmaster (or DCPC) are wholly satisfied that one of the above instances applies and that the child or children is/are not at risk of significant harm and that a potential crime has not been committed, it may be considered appropriate for the headmaster to deal with the matter at school level.

- 4.2 If the nature of the allegation does **not** require formal disciplinary action the headmaster should consider other appropriate action to be carried out within 3 working days (eg informal warning, professional advice or training).

4.3 Disciplinary

- 4.3.1 If a disciplinary hearing **is** required and can be held without further investigation the hearing should be within 15 working days.

- 4.3.2 Where further investigation is required to inform consideration of disciplinary action, the headmaster should discuss who should undertake this with the Area Children's Officer (Child Protection). Disciplinary proceedings carry a lower burden of proof than criminal proceedings, based on 'in all probabilities this did happen' as opposed to 'beyond reasonable doubt'. The headmaster and Chair of Governors should discuss investigation findings with the Area Children's Officer (Child Protection) to decide whether a disciplinary hearing is needed. If required, such a hearing should take place within 15 working days.

- 4.3.3 If the investigation brings further information to light then a referral to the child protection agencies may again need to be considered.

5. Referral to Children's Social Services

- 5.1 Where allegations are referred to one or more of the agencies with statutory responsibilities to make enquiries:

- Subsequent action will be in accordance with the Kent & Medway Safeguarding Children Procedures. A multi-agency Strategy meeting may be held to gain fuller information and discuss immediate next steps (ie whether or not the member of staff should be suspended).

- Any investigation by the police or child protection agencies will take priority over an internal disciplinary investigation by the school. It is not good practice to hold an internal investigation alongside a criminal investigation. Internal child protection enquiries and proceedings should be held in abeyance pending the completion of any criminal enquiries and investigation.
- If the police / CPS decide not to charge the individual with an offence or decide to administer a caution, or the member of staff is acquitted by a court, the headmaster and Area Children's Officer (Child Protection) should decide how to proceed. A disciplinary hearing will always be considered. (Please refer to procedure in 4.3 above.)

6. Suspension

- 6.1 Suspension should always be considered where there is cause to suspect a child is at risk of significant harm or the allegation warrants investigation by the police or is so serious that it might be grounds for dismissal. The following factors may also be considered: the seriousness and plausibility of an allegation, the risk of harm to other pupils, the possibility of tampering with evidence and the interests of the member of staff concerned and the school.
- 6.2 Staff against whom an allegation is made will not be automatically suspended. Alternatives to suspension may be discussed at multi-agency strategy meetings (which would include a representative of the school). Alternatives might include paid leave of absence, mutual agreement to refrain from work, alternative duties or removal from contact with the pupil.
- 6.3 The headmaster and Chair of Governors alone have the authority to suspend a member of staff. Suspension is a neutral act, not a disciplinary sanction and will be on full pay. Suspension may be considered at any stage of an investigation.

7. Resignations

- 7.1 If a member of staff against whom an allegation has been made tenders their resignation during an investigation or before one is started, the investigation will continue to its conclusion.
- 7.2 The school will report to the ISA (Independent Safeguarding Authority) if they dismiss for misconduct a person who has harmed a child or put a child at risk of harm, or if a person resigns in circumstance where he or she might have been dismissed for that reason.

8. Action following investigations

- 8.1 If an allegation is substantiated and the person is dismissed or the school ceases to use the person's services, the school and Area Children's Officer (Child Protection) will agree whether a referral to the Protection of Children Act List or List 99 is required or advisable. If the member of staff is subject to registration to a professional body or regulator, it should also be decided whether or not that body should be informed.
- 8.2 If an allegation is determined to be unfounded the school should refer the matter to Children's Social Services to decide whether the child concerned is in need of services.
- 8.3 The school will ensure that a member of staff who has been the subject of a false allegation is properly supported.

Appendix D

Marlborough House School

Pupils' Charter

1. Our aim is to make your life at Marlborough House as enjoyable as possible. **We are here for you.** Help us to make your time at Marlborough House an experience which you will remember with enjoyment for the rest of your life.
2. At Marlborough House we all try to respect other people and to act with courtesy towards everyone.
3. Talking to Someone at School

Problems can usually be solved if you talk about them. Sometimes you may feel that you have been unfairly treated, you may wish to complain about something, you may have a suggestion for an improvement, or think that something could be done in a different way. You may feel that you have something very important, private or difficult that you would like to talk to someone about.

We all need to talk to someone at times, sometimes to get help, sometimes for guidance and sometimes just for comfort. Your Form Teacher and all other members of staff are here to listen to you and to help you. Don't be afraid to ask. Maybe a friend or an older pupil could help you. If you find it difficult to see someone on your own, remember that you can always bring a friend along with you.

People who may be able to help:

Your Form Teacher	Mr or Mrs Hopkins	
Mr Tooze	Any of the matrons	A friend
Mrs Walker	Any other member of staff	An older pupil

4. Talking to Someone outside School

What if you feel that there is no-one in the school to whom you can turn? Any of the following may be able to help:

Your parents		
Our Independent Listener, Rev Michell*	07760 245318	Pastor@idengreen.org.uk
Childline*	0800 1111	www.childline.org.uk
NSPCC*	0808 800 5000	www.worriedneed2talk.org.uk

**These telephone numbers are also on display near the payphone.*

5. If you don't want to talk to someone

If you have a problem, worry or a complaint but don't feel you can talk to anyone about it face to face, you may want to write a note to any of the people listed above, (including Rev Michell), who will see that your problem is investigated. Notes for Rev Michell should be left in the Prayer Requests box by the photocopier in the front hall which Rev Michell checks every week. Rev Michell also has an e-mail address: Pastor@idengreen.org.uk