



INDEPENDENT
REPORT BY LORD
CARLILE OF
BERRIEW Q.C.

REPORT BY LORD CARLILE OF BERRIEW Q.C. INTO MATTERS RELATING TO EALING ABBEY AND ST BENEDICT'S SCHOOL, EALING.

BACKGROUND

1. St. Benedict's is the only Benedictine day school in Britain. It has an excellent academic record, and over 1000 pupils from 3-18. Its mission is described as 'teaching a way of living', to be realised through commitment to the essential characteristics of the Benedictine way of life. The school's objective is to develop young men and women who will aspire to success at school and beyond, understand and live by gospel values, be happy in their personal and family lives, make a distinctive contribution to society and take with them, throughout their lives, a sense of belonging to the community of St Benedict's and that they have 'learned how to live'.
2. St Benedict's was founded as a boys' school in 1902 by monks from Downside Abbey. It is now a part of the Ealing Abbey Trust and is governed by the Abbot and monks of Ealing, supported by an advisory board of lay people. The school site is alongside the monastery, which became an independent community in 1947, achieving abbey status in 1955. The senior school currently has 770 on roll .The junior school, catering for some 300 pupils below the age of 11, occupies part of the same site. The site is in a very pleasant part of West London, and occupies a substantial and handsome estate.
3. The Headmaster is a lay person. He has a proven record in Catholic teaching, having previously been Headmaster of a very reputable school on the Wirral, Merseyside. He has been Head of St Benedict's since January 2002.
4. Until 2007 the school was for boys only from 3-16. Girls have been accepted into the Sixth Form since the early 1970's. The Junior School began to take girls in 2007 and the Senior School in 2008. The School has been progressing towards full coeducation since then: as a result it has increased in size. 60 percent of the students are Roman Catholic, some preference being given to Catholicity and family ties.

5. In August 2010 it was announced that I had been briefed by the Abbot of Ealing Abbey to carry out an independent inquiry. The inquiry follows and arises from disclosures of proved (and some alleged, but not proved) abuse in past years mainly by monks who were members of the monastic Community at the Abbey's Benedictine Monastery. The victims of abuse were pupils at St Benedict's School, to which the Abbey is linked as set out below.
6. At the time when I commenced my inquiry one monk, David Pearce, was (and still is) imprisoned in relation to sexual abuse involving St Benedict's. The production of this report was delayed by a further Crown Court trial of Mr Pearce for sexual abuse: publication had to await the result of the trial, partly because relevant matters arose during the trial and partly because the publication of a report before or during the trial might have risked prejudicing the outcome of the proceedings (which in the event resulted in acquittal).
7. At the time when I commenced the inquiry, another monk at the monastery, Father Hobbs, who had been acquitted of offences by a jury, was barred by the Secretary of State for Education (prior to the formation of the Independent Safeguarding Authority) under Rule 99 from any contact with children but still living there. During the course of my inquiry he moved to live permanently elsewhere. I deal with the underlying principle in paragraphs 57-58 below.
8. I agreed to conduct the inquiry on the understanding that this report would be published on the School and Abbey websites, and made available in printed form on request to the Abbot or school Headmaster. The process was funded by the Abbey and the report is 'owned' by the Abbot and the trustees resident at the Abbey. Any further requests for information, or comment, should therefore be directed to the Abbot.

THE EVIDENCE IN SUMMARY, AND MY APPROACH TO IT

9. After the inquiry was announced a call for evidence was issued and published, locally and nationally. As a consequence of that, and of more general publicity, I have been contacted, mostly in strict confidence, by around 100 individuals who felt they had a contribution to make to my process. Their contributions have been valuable and instructive.
10. The type of abuse alleged ranges across the spectrum of such behaviour. In several cases I received distressing accounts of personal experiences which have left a permanent psychological mark. I do not intend to particularise in detail the forms abuse took, for two reasons. First, and most important, in my judgment for the effect of what may seem at first sight to be less violent abuse may be just as damaging for the victim as more obviously violent or overt acts. Secondly, it would be wrong for a report on such matters to provide reading material for the prurient and worse. Suffice it to say that most of the complaints I have received, some against individuals who are now deceased, related to forms and methods of what purported or was represented at the time to be chastisement and physical punishment. It is clear to me that some of those 'punishments' were carried out in entirely inappropriate ways and circumstances, and on many occasions with sexual motive. Such a motive certainly was not always overt, and indeed often may have been sublimated, in the sense of the person responsible channelling impulses regarded as unacceptable, especially sexual desires, towards an activity that appeared to him to be more socially acceptable, the punishment of children. Of course, this in no way whatsoever excuses the sexual abuse of children; but it does place some of the activity in context.
11. I shall deliberately avoid describing one type of abuse as 'more serious' or 'worse' than another: this would be to fall into the trap set by abusers for themselves, in so far as some may have believed that a sexually motivated beating of a child was in some way less damaging to the child than a more explicitly sexual act. The reality, borne out

by some of my correspondents, is that the combination of fear, a sense of guilt, repetition, physical pain, revulsion and knowledge of impropriety may have an extremely damaging effect on future life chances whatever the detail of the abuse.

12. However, the purpose of this report is not to deal with or detail separate allegations/findings of abuse from the past or to attribute blame. The attribution of blame is straightforward. Primary fault lies with the abusers, in their abject failure of personal responsibility and self-control, in breach of their sacred vows if monks, and for all in breach of all professional standards and of the criminal law. Secondary fault can be shared by the monastic community, in its lengthy and culpable failure to deal with what at times must have been evident behaviour placing children at risk; and what at all times was a failure to recognise the sinful temptations that might attract some with monastic vocations. Fault lies too with the trustees and the School historically, for their failure to understand and prepare for the possibility of abuse with training and solid procedures for unpalatable eventualities.
13. The purpose of my Report, if I am really to assist, is to use the lessons and failures of the past to ensure that such problems are avoided in the future; and to provide structures to give confidence to pupils, parents and guardians, staff, and anybody else with a legitimate interest in the School in the future.
14. The contacts I have had with former pupils of the School have been divided in their approach to my Inquiry. Many reported no experience of abuse, and stated that their experiences at the school were somewhere between positive and inspiring. The other part, some of whom lauded the education they had received, reported abuse experienced either by themselves or known or believed to have occurred to others. Where a correspondent asked for a meeting, it has taken place. I have also met the administrative and teaching staff of the School as a group and a few individually; also some parents, and the Headmaster and Abbot as I required. I held an open meeting for current parents. I have met the Department for Education, the Independent Schools Inspectorate, the monastic community, and several of the lay advisers.

GOVERNANCE OF SCHOOL AND ABBEY

15. The structure of the Abbey and School connection is important. The foundation is a trust described in the following box.

THE TRUST OF ST BENEDICT'S ABBEY, EALING

Charity's aims:

The Charity's aim is to promote the charitable work supported by the Benedictine Community and in Particular:

- 1) To support the prayers and ministry of the Catholic Benedictine monks.
- 2) To benefit the public through educating pupils to make a positive contribution to society by 'Teaching a way of living'.
- 3) To support and promote the spiritual, social and charitable work of the Catholic community in Ealing and West London.
- 4) To provide a first rate medium to long term counselling service to fill the gaps in NHS provision.
- 5) To provide an opportunity to the public for continuing Christian education and formation.

Trustees:

Rt Revd Martin Shipperlee OSB – Chairman
(currently the Abbot)
Revd Alexander Bevan OSB
Revd Timothy Gorham OSB
Revd Thomas Stapleford OSB
Revd Dominic Taylor OSB
Dom Matthew Freeman OSB

Trustee Secretary:

Mrs C M de Cintra ACA

Trustees Address:

Ealing Abbey
Charlbury Grove
Ealing
London
W5 2DY

Trust Office:

54 Eaton Rise
Ealing
London
W5 2ES

Telephone: 020 8862 2190
Email: trustoffice@stbenedicts.org.uk

Charity registration number: 242715

16. The second and fifth aims are substantially fulfilled by the existence of St Benedict's School.

17. The School's Mission statement is set out fully on the school website:

Mission Statement

Our Mission is '**Teaching a way of living**' and is realised by our commitment to ten essentials of a Benedictine School:

- Discipline of daily practice
- Prayer
- Stability in relationships
- Stewardship of creation
- Thoughtful and responsive obedience
- Humility (St Benedict's word for wisdom)
- Mutual service
- Love and forgiveness
- Hospitality
- Transformation towards full humanity

Through this Mission we seek to:

- encourage and help each individual student in the pursuit of excellence
- promote values of respect for ourselves, for others and for the world around us
- provide opportunities for spiritual growth and renewal
- create a close partnership with parents in the education of their children

We do this in order to promote the development of young men and women who will:

- achieve success at School and beyond
- understand and live by Gospel values
- be happy in their personal and family lives
- make a distinctive contribution to society in their own professional careers
- take with them throughout their adult lives a sense that they belong to the community of St Benedict's

The whole community is included in the many opportunities for prayer, assembly and Mass both in School and in the magnificent Abbey Church. Monks are a living witness in the school; not only do they act as Chaplains throughout the age range, but are readily available for personal counsel. Pupils and their families relish this support and are often known to return long after their direct association with the School has ended.

Opportunities for Christian service are encouraged with a wide range of activities including a student-led St Vincent de Paul Society, an annual pilgrimage to Lourdes to work with HCPT - The Children's Pilgrimage Trust, and a variety of fundraising efforts for many charities, chosen by the pupils.

18. There is a Committee of School Advisors but no Board of Governors or similar body for St Benedict's School. I held meetings with Mr Dilger and Mr Taylor, who saw me on behalf of advisors.

SCHOOL ADVISORS

Christopher Field taught at Dulwich College for 32 years. He was, variously, Headmaster of the Lower School, Deputy Master and, for 18 months, Acting Master (Headmaster). He has been a St Benedict's advisor since 1993 and is chairman of the Education sub-committee. He and his wife, Eileen, are both musicians. They have two sons and two grandchildren.

Geoff McMullen is the parent of a St. Benedict's old boy and a parishioner. His areas of expertise are ICT and general management, and he has extensive experience of higher and further education.

Tony Reid is a parent of two current St Benedict's pupils. Areas of expertise include marketing (British Airways, ICL, Levi's), general management and strategic direction of small and medium size businesses. Currently runs leading charity for severely physically disabled children.

Lord Patten of Barnes is an Old Priorian. He is currently Chancellor of Oxford University, and was previously an MP and Chair of Conservative Party. He was also the last Governor of Hong Kong and a European Commissioner.

Sue Vale is an independent education consultant. She is a very experienced inspector working with both Ofsted and the independent schools inspectorate. Sue has been the head teacher of an inner city Primary School, an external consultant for a number of local authorities and is an Early Year's expert. She regularly trains and supports Ofsted inspectors, local authorities and schools.

John Dilger – a retired solicitor, who practised in the Trust and Charity field. He is a trustee of a number of charities mostly related to the Catholic Church or the education of children in the UK and abroad.

Brian Taylor was educated at St Benedict's and thoroughly enjoyed his time there. For many years after leaving he played Old Priorian rugby and cricket. From St Benedict's he went to Corpus Christi College, Oxford. Thereafter he had a career in the Civil Service working in the Ministry of Defence, Treasury and Cabinet Office. His final posting was as Director General of Civilian Personnel in the MOD. He was also for 8 years a Non Executive Director in a private sector company. He is currently involved in appointment and selection activities in the Civil Service and NHS. Brian is married with four children and five grandchildren. His interests are sport, music, reading and his family. He was awarded the CB in New Year Honours 2002.

Philly Codrington obtained a BSc in Biological Sciences and a PhD in Genetics from the University of Birmingham. It was there that she met and married Eddie, who was an Old Priorian, and has been associated with the school ever since. Their sons, Sam and Joe both went to the School and are active Old Priorians. Having worked for the Civil Service as a Statistician, she has been involved in various teaching activities, mainly dealing with post 16 year olds. She currently tutors at Feltham YO1.

Charles Jonscher was educated at St Benedict's from age 5 to 17 and then at Trinity College, Cambridge. He went on to study Economics at Harvard, where he lectured for a few years before setting up a small investment banking business which he still runs. He is married to a musician and has four children. He is keen on tennis and skiing.

Marian Doyle is the deputy head of a large 11-16 Catholic School for girls in the Westminster Diocese. She has had two sons educated at St Benedict's from 4-18. Her younger son was Head Boy from 2009/10.

19. In addition there is a Society of Parents and Friends:

SOCIETY OF PARENTS AND FRIENDS

The Society of Parents and Friends (SPF) does exactly what it says on the tin! It is a community made up of the parents of Junior and Senior School pupils, whose aim is to create a series of events and activities that encourage all areas of the School to get together and have some fun.

Throughout the School year a variety of social events are organised. These have included hotly contested quiz nights, race nights where many a shirt has been lost, and a summer BBQ that bravely takes on the vagaries of the English weather. With the highlight of the social calendar being the wonderful Christmas Ball, we aim to cater for all tastes and are welcoming of any new ideas or initiatives.

These social gatherings not only offer the opportunity to let your hair down and have some fun, but also generate some extra funds for the School. Money raised has been put to various uses across the Senior and Junior Schools. Recent contributions have included the clock at the School sports pavilion, a donation towards the new multi-purpose playing surface (also at the playing fields) and new playground equipment for the Pre-Preps.

To function the SPF requires willing parents to volunteer some time, energy and enthusiasm.

20. Thus it can be seen that the structure leaves all ultimate control and governance in the hands of the trustees, all of who are members of the Benedictine Community of Ealing Abbey. The Trust owns the substantial property on which St Benedict's School is situated, and retains the power to control all aspects of the School's activities within the overall charitable objects. The distinguished body of Advisors doubtless exerts considerable influence when they wish to, but they possess no governance powers: the trustees plainly are able to make all final decisions, and lawfully could ignore the views of the advisers. Neither Abbey nor School is a public body in the sense of Judicial Review being available of their actions and decisions.
21. As one would expect, the School has a large academic and administrative staff. The Headmaster, Mr C Cleugh, has a distinguished teaching record and was previously the

Head of a large and successful Roman Catholic school in the Merseyside area. He has in the senior school three deputy head Teachers, one of whom is both a member of the monastic community and a trustee. Another of the monastic community is Head of Theology and Religious Education, and also a trustee. The Head of the Junior School Mr Simmons has responsibility for the day to day running but is responsible to Headmaster. The Abbot is the former Headmaster of the Junior School. He is chairman of Board of School Advisors and, of course, chairman of the trustees. One would reasonably expect the Head, managing day to day such a large and complex educational organisation with a substantial budget and expectant customers, to be at least in the position of the chief executive officer of a company of comparable size, that is to say, with clear governance and management responsibilities: this is not the case at all at St Benedict's.

22. The English Benedictine Congregation in the UK includes within its mission four fee-paying schools (the Junior School at St Benedict's is not treated as a separate school). Although these schools share a sense of purpose, and have strong links, all are very much independent of each other and self-governing. Doubtless the Congregation exerts considerable influence, and shares much wisdom, but it does not have any legal governance over the individual schools. Further, the schools themselves are subject to various forms of governance. This means that, for example, Worth School, one of the four Benedictine schools referred to above, has a totally different governance structure from St Benedict's (and one fitter for purpose to some extent).
23. It is worth dwelling on Worth, just to demonstrate how different the governance has been (since 2002). Compared with the single charity at Ealing, at Worth there are two charitable companies, respectively Worth Abbey and Worth School, and a non-charitable trading company Worth Abbey Projects. As at Ealing, the Worth Abbey Charity has trustees who are all members of the monastic Community. It leases the school premises to the school and to the trading company. The Worth School Charity

has at least 10 governors, all appointed by the Abbot and with him as President. The other trustees are 3 monks (not employees of the school), at least 5 lay members, and the Chair of the Worth Abbey Finance and General Purposes Committee. The role of this charity is to run the school in the leased premises.

24. Under the Worth model, the Abbey trustees retain the power to appoint and dismiss all school governors. Probably this is more theoretical than real, given the potential for pressure by parents, the statutory agencies and others. In my view it is not an appropriate model for St Benedict's, given what has happened there. Nevertheless, the Worth model is preferable to the single charity system at Ealing.
25. I have come to the firm conclusion, especially given the issues leading to this Inquiry, that the form of governance of St Benedict's School is wholly outdated and demonstrably unacceptable. The Abbot himself has accepted that it is 'opaque to outsiders'. It does not have the appearance of allowing for independent scrutiny of the ongoing relationship between Abbey and School. He accepts that in the case of Father Pearce (see table in paragraph 33 below) the commitment to trust within the community and to St Benedict's rule of love and forgiveness appears to have overshadowed responsibility for children's welfare.
26. In a school where there has been abuse, mostly (but not exclusively) as a result of the activities of members of the monastic community, any semblance of a conflict of interest or lack of independent scrutiny must be removed. It is not part of my role to devise new governance trusts in detail. It is necessary that I should give clear signposts to the drafting of any new governance Deeds. In principle, it is clear to me that a revised governance model must reflect that the current structure allows for a conflict of interest at the very least between two vital groups of beneficiaries, the pupils of St Benedict's School and the Monastic Community. To avoid this, future governance of St Benedict's School must be independent of the governance of the Trust of St

Benedict's Abbey, Ealing. This change does not in any way preclude their working closely together in amity.

27. I agree with the Abbot, who has urged upon me that the purpose of reform should be to implement some clear principles:

- To create a governing body with clear independence and autonomous decision-making power
- To establish clear accountability between school management, governors and trustees
- To create a system of governance that is transparent and understandable to outsiders
- To develop a governing body capable of addressing any concerns over safeguarding, and of monitoring the effective implementation of policies and procedures in this area
- To ensure that the Benedictine nature of the school is preserved, this being a particular principle of St Benedict's, and part of the choice made by parents.

28. I concur with those principles. It has been suggested to me that these purposes could be met by changes to the existing governance structure under a single trust, with delegation of functions to committees with some guarantees of independence. I do not agree. I have no doubt that circumstances have given rise to an overwhelming imperative for the creation of two charitable trusts, as summarised below.

29. For accountability of a realistic and acceptable kind, the Trustees/Governors of St Benedict's School must include representatives from constituent parts of the school community and Diaspora, and from outside. Further, St Benedict's School must be protected from being shut down by the Trustees of the Trust of St Benedict's Abbey

were the Trustees to wish to change the focus of their activities and no longer run St Benedict's School: this does not necessarily mean securing the future of the school on the same or an unchanging site (several leading schools have moved from historic sites without detriment to the school in question).

30. I have concluded that:

- (i) There should continue to be a Trust based on the Monastery, including the current objects. Consideration should be given to including specific objects relating to the provision of St Benedict's School or at least an educational establishment consistent with St Benedict's even were the trustees to dispose of the estate and/or cease to be involved in the School.
- (ii) There should be a separate educational charity established for St Benedict's school. It should reflect the current mission statement, importantly the provision of education founded on Benedictine principles.

31. The composition of the new educational charity, the trustees of which should also act as the governing body of the school, should be broad, wise and representative. I suggest that it should consist of not less than 13 and not more than 24 members. This governing body should include the Abbot for the time being, the Headmaster/Headmistress of the Senior School, the Deputy Head and (if a different person) the designated senior member of staff responsible for safeguarding. There

should be at least two parent representatives (I would suggest one elected and the other appointed by the Chair of the Governors with approval of the body), at least one elected staff representative, a senior student representative over the age of 16, at least two alumni, and up to fourteen independent governors. There should always be a lay (non-Monastic) majority. The student representative should serve for one year only. Teacher and non-teacher governors (apart from those serving ex-officio) should serve for four year terms, renewable no more than twice. The Chair should be elected by the governing body, but should be neither the Abbot nor any other member of the monastic Community. The detailed constitution should reflect contemporary forms of governance of independent schools. There is much developing material on such governance: The Association of Governing Bodies of Independent Schools [AGBIS] has issued a new (2011) edition of its Guidelines for Governors, which should be taken into account.

32. The above conclusions on governance should not be seen as any personal reflection on the current trustees. The existing trust structure is simply anachronistic, as I think they recognise. It lacks elements of independence, transparency, accountability and diversity, and is drawn from too narrow a group of people.

A SUMMARY OF HISTORICAL ABUSE ISSUES

33. Particular complaints and issues known to the school and Abbey before my Inquiry are tabulated below so far as is possible from my inquiry. However, it is clear that it is impossible to be absolutely accurate about the recording and actions in the Abbey in relation to complaints. Record-keeping and the reporting of incidents in the Abbey have been at best inconsistent and complete, and a rigorous paper trail in accordance with the recently agreed Safeguarding Policy for the School is essential. The Abbey must follow the same standards of record keeping as the School. The Abbot has sought advice from various expert sources in the past. I have seen some previous recommendations made by other expert consultants in this regard and on connected issues, with which I agree entirely and have appended as Annex 2: those recommendations are largely being followed already and must be adopted permanently, whatever else the school does. In the Table I have anonymised the name of one individual because Court proceedings are pending, and naming could cause prejudice in such a trial; and of another because disciplinary processes were resolved in his favour recently and he remains in the School. The dates in the third column are a span during which the allegations arose, rather than a continuous period of abuse. Any absence of awareness on the part of the Department for Education [DfE] involves no breach of duty – notification was not required in the circumstances.

Accusation against	Victim	Date	Allegation received date	Social Services	Charity Commission	DfE aware	Outcome
Father Gregory Chillman Taught for many years to early 1990s: was Deputy Head and Acting Head	Male pupil	Early 1970s	April 2010	They provided the information	Kept informed	No	Complaint found unsubstantiated: no further action
Father Gregory Chillman	2 female pupils at another school where he assisted	2004	July 2010	They provided the information	Kept informed	Informed	Deemed inappropriate behaviour: restrictions imposed
Father Anthony Gee School Head. Left the Order in 1995.	Male pupil	1973-9	October 2010 via civil claim	Informed	Informed	No	Police decided nfa
Father Anthony Gee	Male pupil	1978-9	March 2010 via civil claim	Informed	Informed	Informed	Not known
Father Stanislaus Hobbs In Monastery over 60 years till moved elsewhere in early 2011.	Male pupil	1984	April 2005	Informed	Informed	Informed	Acquitted by Crown Court. Placed on List 99.
Mr John Maestri Lay teacher. Left in 1984.	Male pupil name unknown	1982	2008 allegation came from a newspaper report [no information provided by police at any stage]	Informed	Informed	No	Convicted
Mr Maestri	Male pupil	1974-81	2010 Civil claim	Informed	Informed	No	Convicted

Accusation against	Victim	Date	Allegation received date	Social Services	Charity Commission	DfE aware	Outcome
Mr Maestri	Male pupil	1973-9	2010 Civil Claim	Informed	Informed	Informed	Convicted
Mr Maestri	Male pupil	1978-9	2010	Informed	Informed	Informed	Acquitted
Fr. Pearce	Male pupil	1992	1992	Informed	No	No	CPS decided not to proceed
Fr. Pearce Lived in Monastery for over 25 years till 2009.	5 male pupils	1976→ One offence in 2007, others much earlier	2001, 2004 and 2008	Informed	Informed	Informed	Convicted
Fr. Pearce	Male pupil	1974-81	2010 Civil claim	Informed	Informed	No	Unknown
Fr. Pearce	Male pupil	1978-9	Learned indirectly in 2010	Informed	Informed	Informed	Acquitted
Fr. Pearce	Male pupil	1978-84	December 2010	Informed	Informed	Informed	Unknown
Fr. Pearce	Male pupil	1982-89	April 2010	No	No	No	None
Mr X (prosecution pending)	Male pupil	1983	October 2010	Informed	Informed	Informed	Unresolved
Mr Y (teacher)	Female pupils	2009-10	June 2010	Informed	Informed	No	Disciplinary resolution within school. Teacher remains.
Father Laurence Soper Former Head, Bursar and Abbot. Went to Rome in 2001. Returned voluntarily for police interview in 2010(not charged).	Male pupil	1980	November 2009	Informed	Informed	Informed	Has failed to answer to police bail; believed to be abroad.

Accusation against	Victim	Date	Allegation received date	Social Services	Charity Commission	DfE aware	Outcome
Fr. Soper	Male pupil	1974-81	September 2010 Civil claim	Informed	Informed	Informed	Has failed to answer to police bail; believed to be abroad.
Fr. Soper	2 male pupils	1979-81	September 2010	Informed	Informed	Informed	Has failed to answer to police bail; believed to be abroad.
Fr. Soper	Male pupil	Unknown	January 2011	Informed	Informed	Informed	Has failed to answer to police bail; believed to be abroad.

34. A particular distinction is to be drawn between those who lived in the monastery and others. It is clear that over many years, certainly from the mid-1970s into the early or mid-1980s, before the current model of safeguarding became the norm, there were repeated acts of abuse committed by monks. It is difficult to conceptualise a situation in which other monks were not suspicious of or at least alerted to the possibility of abusive or inappropriate behaviour by colleagues. Father Pearce (see the above table) was known to the boys by a nickname which has been repeated to me by many of my correspondents, and must have been known to colleagues: it did not imply abusive behaviour as such, but should have registered an alert. Whether that is a fair comment or not, I have concluded that a more modern form of governance, in which the senior teaching management of the school were not effectively under the total control of the Abbey, and with effective procedures for dealing with possible abuse, would have rendered it more likely that abuse would have been suspected, detected, rejected, and the future secured.

CREATING NECESSARY SAFEGUARDS

35. To illustrate the risks posed by outdated and unsuitable governance, I reproduce the allegations made in a letter before action from solicitors in a civil claim against the Abbey:

- (a) Our client was subjected to abuse.
- (b) Failure to conduct the establishment in a proper manner.
- (c) Failure to ensure a proper relationship between children and staff.
- (d) Failure to protect children and prevent them from coming to harm whilst in the care of the Abbey and schools.
- (e) Failure to make proper enquiries upon induction as to the background of employees so as to ensure they were proper persons to have care of children.
- (f) Failure to supervise staff properly or at all.
- (g) Failure to intervene in situations where things went wrong or were not being done properly.
- (h) Causing or permitting excessive corporal punishment; and
- (i) Failure to intervene when it became excessive.
- (j) Failure to prevent sexual abuse and/or allowing an environment to exist where it took place.
- (k) Failure to devise a proper complaints system and/or failure for confidential information to pass between a child and an appropriate person.
- (l) Failure to employ and/or train members of staff to detect and/or investigate physical abuse and sexual abuse.
- (m) Failure to respond to complaints where appropriate and/or at all.

(n) The abusers were under a duty to self-report to their employers their own abuse and failed to do so.

(o) Any persons employed by the Abbey and schools who discovered any inappropriate practices or conduct, which might cause injury to children in their care, failed to report to their employers such matters and/or failed to report to their employer such matters and/or failed to intervene and/or prevent the conduct taking place.

36. Allowing for the customary tautology in the content of legal pleadings, the allegations set out in the previous paragraph are a formidable menu of complaints. All have been repeated by correspondents to my Inquiry. Many would be avoided or at least made far less likely by a form of governance that removed conflicts of interest, and separated sometimes irreconcilable functions.

BEST PRACTICE: THE NOLAN AND CUMBERLEGE REVIEWS

37. In 2001 a distinguished Commission for the Roman Catholic Church in England and Wales, chaired by a Lord of Appeal in Ordinary Lord Nolan, made wide-ranging recommendations. Included were:

Recommendation 1. The Catholic Church in England and Wales should become an example of best practice in the prevention of child abuse and in responding to it.

3.1.8 The 1994 Guidelines concentrated on the response to allegations of child abuse. In the present climate, much more emphasis is placed on child protection and it is worthy of note that almost all dioceses have in fact adopted policies and practices that are designed to prevent abuse occurring in the first place. Whilst the proper handling of allegations is important, it is much more important that the opportunity for abuse does not occur because awareness is high and an effective regime of good practice is in place, and is known to be so.

Recommendation 2. The top priority is to have preventative policies and practices operating effectively in parishes, dioceses and religious orders that will minimise the opportunity for abuse.

3.1.9 It is necessary, however, to face the reality that no organisation which has dealings with children can eliminate the risk of child abuse completely. It is therefore important to complement prevention policies with a clear understanding by those in positions of responsibility that abuse of their position in any way will inevitably have the most serious consequences for them.

38. The Nolan Report gave the Church in England and Wales a framework for safeguarding. It challenged the Church to adopt '*a culture of vigilance*'. It insisted on a national policy, pointing out that the safeguarding system is only as strong as the weakest link in the chain.
39. As recommended by Lord Nolan's Committee, the situation was reviewed after the passage of five years. This review, published in 2007, was by another Commission chaired by Baroness Cumberlege, a distinguished former Health Minister. Its detailed report was entirely consistent with and developed upon Nolan, particularly in providing for structures designed to minimise the risk of abuse occurring, and also to ensure that complaints were dealt with according to best practice. One of the members of the

Cumberlege Commission was the Abbot President then and now of the English Benedictine Congregation. To objective observers it will be a disappointment that the governance of Ealing Abbey, St Benedict's School and other related schools were not subjected to a governance review within a short time.

40. Cumberlege found that much had been achieved, but there remained weaknesses, especially in training.

41. There are many lessons to be learned from past mistakes. One of the most serious was the decision to allow Father Pearce to return to the Abbey after a successful civil action in which he featured in 2004. The explanations for this error have been examined in detail, but its consequences have been serious. An ISI report suggested:

“The commitment to trust within the Community and to St Benedict’s rule of love and forgiveness appears on occasion to have overshadowed responsibility for children’s welfare”.

42. The Cumberlege Report focused on the issue of forgiveness, and was clear in its conclusions. Pressures to forgive must bear in mind that the victim may not be able or ready to forgive; that forgiveness under pressure may perpetuate the harm suffered by the victim; and that the perpetrator may not be ready to accept the consequences of forgiveness, which must necessarily include acceptance of the wrong that has been done and will often include a readiness to accept both treatment and criminal and canonical penalties.

43. The above comments should not be seen in any way as implying that the Abbey Community should now, in 2011, be seen as a failure. My meetings with them suggest that is not the case. The vitality, academic success, community reach and diversity of the school are evidence of the positive aspects of the Abbey and St Benedict's School. As one of my interlocutors put it:

“Any community of Christian men and women who take their Christian vocation seriously is going to be grappling all the time with the consequences of human sinfulness and our natural backsliding tendency.”

This very realistic person recognised that there are ‘backsliding tendencies’ so unacceptable that there can be almost no limit to the level of vigilance required. The outcome of the events under consideration, and of this Report, should be to provide assurance that the lessons have been learned.

POST-NOLAN AND CUMBERLEGE PROCEDURES

44. Of course, the governance of a school or any other institution is no guarantor of good practice. To state the obvious, effective practice depends upon a strong set of written procedures, the management to enforce them, and the commitment to effective enforcement. That may include taking an imaginative look at personnel and their role in aspects of the school. Conventional hierarchy does not necessarily provide the best route to discovery of flaws that may affect students' lives in unacceptable and even dramatic ways.
45. I give the example of school nurses, or matrons as sometimes they are called. A good and trusted school nurse may well become the repository of confidences by students: this will often include responsible students reporting matters of concern about their friends. As has occurred at St Benedict's, the school nurse may be the recipient of allegations of inappropriate behaviour made against a teacher. The school nurse (female at St Benedict's, but not inevitably a woman) must in such circumstances be in a position to step outside her pay grade and position in the management structure (which for school nurses is rarely defined in any school) to take a proportionate role in the reporting and remedial process. For example, it is not sufficient for the nurse to be expected to report allegations to the student's form teacher or even Head of Year: it is possible that, from time to time, allegations will be made against teaching colleagues regarded as of the highest quality and probity, and the danger of the allegations being brushed aside by understandably incredulous colleagues is significant.
46. At the very least, it should be a given that any person who is or is analogous to a school nurse should be required to report all concerns and allegations about abuse to the Head, Deputy Head and/or designated safeguarding officers. It is also self-evident from these comments that the skills, training and approach of any such employee should be equal to the challenge of abuse allegations, whether such allegations be

true or false. The above is intended to highlight rather than separate the role of the school nurse: everybody working in the school is under the obligation to report allegations to the designated officer, including for example dinner supervisors, and training should be given to all.

EVENTS LEADING TO THE NEW CHILD PROTECTION AND SAFEGUARDING POLICY

47. The comments in the previous paragraph must be set alongside the school's Child Protection and Safeguarding Policy. This has been through several changes, and four recent drafts. The result is the version, which is now applicable and is reproduced in Annex 1 to this Report. I am informed that this is a version now acceptable to the Department for Education and the Independent Schools Inspectorate [ISI].
48. There has been repeated contact with the Department for Education, the Charity Commission, and the ISI. The ISI and OFSTED have been taking a close interest in Benedictine schools, and in particular have looked at governance and reporting issues at St Benedict's sister school Downside. I have held meetings with the ISI and the Department for Education concerning this Report. The ISI inspected St Benedict's in November 2009, with follow-up visits in April and May 2010, and further reports. Separate reports were prepared for the senior school and the junior school respectively. The November 2009 inspection was by a team of 10 inspectors with 2 reporting inspectors. They judged the School to be fully compliant with statutory requirements.
49. The context of the follow-up visits was as follows. As a result of information provided by a member of the public, further work was conducted after the inspection of the school in November 2009 and after the publication of the senior and junior school reports. The information referred the inspectorate to public records of a total of six prosecutions or civil actions raised in connection with the Abbey and the school. At the time of the inspection, a number of these cases had not been brought to the attention of the inspectorate either by safeguarding agencies or by the school (at this the time of 2009 Inspection school had failed to make one referral, concerning Father Pearce in 2004). The follow-up report was prepared to update the findings in relation to those and

related matters. At the time of the follow-up inspection, there were no allegations against current staff or governors at the school.

50. The first follow-up inspection was unannounced, and occurred at the end of April 2010. At that time the School was informed that its Child Protection Policy was deficient, though the issue was a narrow one about wording rather than substance. By the time of the follow-up reports in 2010 no extant allegations against current trustees or teachers existed. The known cases related to past events, concerning six previous teachers or trustees. Two involved monks were still living in the monastery under restrictions established by the Diocese of Westminster.
51. In May 2010 the Chief Inspector of the ISI informed the School that the Child Protection Policy was fully compliant. The follow-up report was published on the ISI website on the 30 July 2010. Despite the approval by the ISI in 2010 of the School's safeguarding procedures, they have been updated since in order to achieve a model of excellence.
52. The ISI described the following points relating to each of the six individuals. These coincide with the cases referred to in the table contained in paragraph 33 above.
 - (i) Legal action had been initiated in connection with a previous member of the religious community.
 - (ii) A monk who had taught in the school a long time ago had recently come under investigation by social services. At the time of the follow-up visits he was living in the monastery under a restrictive covenant barring him from contact with children.
 - (iii) A similar covenant applied to another monk, also currently residing in the monastery. He had been acquitted of child abuse in 2007.
 - (iv) A monk was in custody following his conviction in October 2009 on charges spanning many years. Following a defeat in an earlier civil case, he was subject

to a restrictive covenant, but subsequent to this he engaged in improper conduct with a pupil of the school who was doing work in the monastery. A review of his case was conducted by the safeguarding officer of the Diocese of Arundel and Brighton and an independent social work consultant.

(v) A previous lay teacher, for many years no longer associated with the school, the Abbey and the monastery, was most recently tried and convicted in 2008.

(vi) The case of a monk, now for a long time living abroad, had not been pursued.

53. The reporting of allegations was subject to criticism by the ISI. Some of the allegations had been referred to social services by the school following disclosure by a pupil. The school's safeguarding records since 2003 did not mention any other report to social services in connection with concerns related to staff, volunteers, trustees or monks. All had been family or other matters. Safeguarding contacts had also been maintained with the Westminster Diocesan Safeguarding Commission. The Abbot had made statements regarding the monks in 2004 and 2006, and each headmaster wrote accordingly to parents on both occasions.

54. At the time of the follow-up inspections, the school did not have a fully established policy for reporting directly to the Department for Education (as it is now called) or to the Independent Safeguarding Authority, responsible for such referrals since 20 January 2009. Since the follow-up inspections this situation has changed, in that the advisability of making such referrals is now clearly understood even when there may not be a strict legal obligation to do so; and an historical referral was made in May 2010.

55. The ISI has also considered the nature of the relationship between the school and the monastic community. In addition to the use of restrictive covenants, the trustees had taken other steps to balance their responsibilities for monks and pupils. A lay person on the Board of School Advisors was appointed as the child protection 'governor' for

2009 to 2010, and her responsibility for safeguarding has been assumed subsequently by an advisor who has previously carried out work as a schools inspector. Since June 2009 the Board of Advisors and the trustees have undergone child protection training.

56. The ISI added:

On the other hand, the school had not made a necessary referral (re. Father Pearce) directly to the appropriate authorities and the use of restrictive conditions is not altogether convincing, since the restrictions were not adequate in the case of [Father Pearce] and the failure to implement them occasioned serious criticism in the Charity Commission report of 15 December 2009. Shortcomings were also apparent in the school's safeguarding policy and in the single central register of appointments. An obvious safeguarding emphasis is not included in the school improvement action plan 2009 to 2010 or in the programme for personal, social, health and citizenship education (PSHCE).

CONVICTED AND LISTED MONKS

57. There remained continuing concerns about what should happen to monks who had been convicted, banned (named in List 99) so that they should not work with children, or otherwise should not have any access to children in the school. This was a concern of mine from the earliest stages of my Inquiry. I have discussed the issue with the Abbot, who was alert to the inevitability of a change from previous practice. I recognise that the sense of responsibility felt by the Community for its Brothers, even those who have strayed and sinned heinously, is considerable.
58. I am pleased to say that the Abbot has accepted that another dwelling has to be found for any member of the monastic community falling within the categories described, and that none is at the Abbey now. This must continue as a permanent policy.
59. At the time of the inspection visit on 30 April 2010, the school's safeguarding policy was found to cover most of the requirements which are the duties of governors of independent schools. However, the school's written policy for dealing with allegations and suspicions of abuse was focused on investigation by the school rather than speedy referral to outside agencies. As a result, under Regulation 3.(2)(b) of the Independent School Standards Regulations, the school was required to word the policy so that it is clear that in the case of a disclosure or suspicion of abuse:
- (i) the investigations are to be carried out by the local safeguarding children board or in case of doubt the advice of such an agency is to be sought;
 - (ii) the child's interests are paramount;
 - (iii) referrals are made not only where a case is considered by the school to be serious and criminal;
 - (iv) no case of substance is investigated and dealt with under the school's internal procedures.

The school was also advised that it must include in the policy the statutory guidance to be found in *Safeguarding Children and Safer Recruitment in Education*; and the recently issued guidance on reporting to be found at www.education.gov.uk/aboutdfe/statutory/g0076914/dealing-with-allegations-of-abuse-against-teachers-and-other-staff (7 September 2011) and any successor guidance.

60. Soon after the inspection visits, the school posted on its website a fully compliant version of its safeguarding policy, and it undertook that from September 2010 it would include examples of ways in which staff, volunteers and members of the religious community are guided to help avoid the possibility of allegations in the future.
61. Under Standard 4C of the Independent School Standards Regulations, the school was required to ensure that the dates of checks are included in the single central register of appointments. This action too has been taken.

62. The ISI recommended that enhanced emphasis be placed on safeguarding, and that the following precautionary action be taken where possible:

1. Ensure that any staff or members of the religious community live away from the school, if they are subject to allegations of misconduct related to safeguarding or convicted of wrongdoing.
2. Follow the advice given to render the safeguarding policy a model of excellence in its wording, implementation and review.
3. Ensure that referrals are always made to the Independent Safeguarding Authority when appropriate. For historical cases, ensure that all relevant information is passed to the Independent Safeguarding Authority.
4. Give greater emphasis to safeguarding in the school personal, social, health and citizenship (PSHCE) programme and reflect this in the school improvement plan.
5. Emphasise awareness raising and training in safeguarding across the whole community of school, Abbey and parish, with formal contact between the child protection officers.

63. The revised Child Protection and Safeguarding Policy determined in November 2011 is contained in Appendix 1 below. It is the result of extensive advice and consideration. It will require amendment to take into account any future changes in the governance of the school in accordance with the recommendations set out above. It should be kept continuously under review by the governing body of the school, and should be a specific agenda item, with adequate time for discussion at least annually at meetings of the governing body, and of the trustees of the Abbey. Every effort, including through external consultation, should be made to ensure that it remains an example of best practice at all times.

64. It will be noted that the headline items in the new Safeguarding Policy are:

- 1) Commitment to an up to date and effective policy.

- 2) Ensuring that only appropriate and checked individuals work in the school.
- 3) A proper referral arrangement with the Independent Safeguarding Authority [ISA].
- 4) Effective inter-agency procedures under the Ealing Safeguarding Children's Board processes.
- 5) Understanding the indicators of abuse
- 6) Acting effectively upon suspicion of abuse.
- 7) Following relevant guidelines and policies whether statutory or apparent best practice.
- 8) Dealing correctly with complaints.
- 9) Training at all levels including governance.
- 10) Designation of staff in the school to deal with abuse issues.
- 11) Procedures for the obtaining, retention and use of evidence.
- 12) Monitoring.
- 13) Adherence to the matter described in paragraph 59 above.

65. The new Safeguarding Policy of course is that of the school, not of the Abbey. The governors of the school will have to exercise the Policy as much in relation to any input to the school from the Abbey as with any external body. In other words, for safeguarding purposes the Abbey community will have no special status. Certainly this can be seen as further evidence of a distinct change of relationship between School and Abbey. This is an inevitable consequence of the wrongs of the past, and of procedures that were less than effective. The three separate bodies the School, the Parish and the monastic community should all have safeguarding policies and procedures that are fit for purpose. This would ensure that any child, not necessary students or parishioners, would be protected if they engaged in any way with those three bodies.

DIOCESAN AND OTHER ACTIVITY

66. There are arrangements in place for child protection arrangements to be scrutinised and monitored, on a voluntary basis on both sides, by the Archdiocese of Westminster. The Archdiocese has its own system in place, and I had the advantage of meeting the experienced person currently fulfilling this function.
67. Whilst I favour this additional strand of child protection, and the interest of the Church given past events, in my view this should be considered as a desirable addition to the protection strategy rather than in any way substituting for the scrutiny of the statutory and local authority bodies. The same applies to any formal Visitation ordered by the Church, in which it is essential that there should be no conflicts of interest arising from past contact with St Benedict's by any Visitor.
68. The Department for Education, to Ministerial level, has been following carefully the progress of the ISI inspections. I have reviewed the correspondence. The Minister of State for Schools in July 2010 sought reassurance that all the recommendations the ISI had made would be implemented promptly. This has been done. The Minister was particularly concerned about the arrangements whereby monks, after conviction or being placed on List 99, had continued to live at the Abbey, even under restrictions imposed by the Abbey in consultation with the Archdiocese of Westminster. These arrangements were described as 'ineffective' (and the practice no longer continues).

THE CHARITY COMMISSION

69. The existing Trust of St Benedict's Abbey is a charity, registration number 242715. The Charity Commission carried out two Inquiries into the Trust as a result of issues raised with the Commission. The Commission's Report into both Inquiries was published on the 15 December 2009.
70. The principal (and, for present purposes, relevant) issue of the first Inquiry was as to whether the trustees were taking appropriate and sufficient steps to safeguard vulnerable beneficiaries at the school. The findings were favourable, particularly to the

effect that the charity was able to demonstrate that its child protection policies had been reviewed by the appropriate authorities and were accurate.

71. The second Charity Commission Inquiry looked at assurances given to the Commission in the first Inquiry and whether the Charity had acted in accordance with its child protection policies and procedures. The second Inquiry also looked at the actions taken by the trustees in respect of the reputational risks for the Charity following the arrest in 2008 of one of the individuals featured in the table in paragraph 33 above.
72. The conclusions of the second Inquiry were critical. The Commission found that, despite assurances, the Charity had failed to implement restrictions placed on the individual whilst on its premises. The Commission was 'extremely critical' in this regard. One of the terms of the individual's continued role in the Charity was that he was to have no access to children and young people on the Charity's premises: the trustees had failed to ensure this was the case. However, they concluded that the trustees had taken positive steps to protect the reputation of the Charity; and had confirmed publicly that an independent review would be carried out to ensure that the situation could not reoccur.
73. On the 7 February 2011 the Charity Commission completed a further regulatory compliance case into the activities of the Trust. This arose from the complaint concerning Mr Y, which had come to light subsequent to the second Inquiry.
74. The Commission found that the trustees had acted promptly following the allegation, and that they had taken the appropriate steps to minimise future risks. The trustees were held to have complied fully with their obligations under the Commission's serious Incident Reporting guidance, and had also complied with the recommendations made by the ISI with regard to safeguarding policy. They were satisfied that the trustees fully understood the requirements to have or put in place all the necessary controls to mitigate the risks the Charity's beneficiaries, assets and reputation.

REPRESENTATIONS BY INDIVIDUALS, AND INTERNET ACTIVITY

75. As stated above, I received from individuals many comments and accounts of experiences. I have taken fully into account the themes revealed. They fell into two broad strands.
76. The first contained descriptions of abuse to my correspondents themselves, and/or their observations or beliefs about what happened to others. The names of some of the individuals described in the table in paragraph 33 above recurred frequently, especially that of Father Pearce, whose notoriety was ubiquitous in the school over years. In one instance I passed a complaint to the police: other experiences had been covered either specifically or generally in previous inquiries.
77. The second strand of material I received came from people who were supportive of the School and the Abbey, most without any material describing abuse. Many emphasised the Benedictine ethos as a very positive aspect of the education, some regarding it as the essence of St Benedict's.
78. I received some criticism of the current management of the school. One specific issue was drawn to my attention arising from an instance of disorder in an extra-curricular activity: however, that was well outside the parameters of my role. In general terms, I think it right to emphasise the importance of it being clear that the management of this school must be conducted as independently and robustly as in any other school, and that 'distance' between Abbey and St Benedict's School is appropriate. I am sure that this will be secured by the revised governance arrangements.
79. An additional and significant part of the material I have studied has been the energetic online blog organised and studiously run by Mr Jonathan West. I met Mr West and colleagues during my Inquiry. I have not been immune from criticism in the blog. That notwithstanding, I have found its volume and content broadly helpful. A good deal of the information on it is anonymous, much is not to an evidence standard, and some of the language used fairly extravagant. Nevertheless the blog has been most helpful in directing individuals towards me, and enabling me to understand the behaviour

complained of, and the cynicism and anger understandably felt by many about the events of the past.


80. At times the blog has been severely critical of the current governance structure – a view with which I concur in the sense that, as stated above, it is well overdue for change. As to the blog’s extensive criticism of the current trustees and also senior management of the School, I know that such criticism has been noted. I am reasonably confident a new era has been reached, and that the legitimate concerns will be met.

DOCUMENT KEEPING

81. As stated above, I am aware that an audit has been performed of the documents kept by the Abbey in relation to past complaints and related issues. All concerned must accept the absolute necessity that record keeping should be methodical and consistent.
82. Whenever any issue arises that might involve abuse, whether generated by a complaint or by observation within the school, a separate paper and electronic file should be opened and maintained in a secure store/computer file with limited, appropriate access. Every step should be recorded in both paper and electronic form, so that there is no possibility of loss. Any meetings should be minuted contemporaneously by a person not otherwise involved in the meeting. The school’s Bursar should audit the files at least annually, to ensure that good record-keeping is followed. It should be borne in mind that such files might be required for the purposes of criminal and civil litigation, so their accuracy and integrity as solid paper trails is paramount. Only by this disciplined approach to records will the School comply with the requirements reasonably made by the ISI.

CONCLUSION

83. I am grateful for the information and co-operation I have been given for the purposes of my Inquiry. Nobody has obstructed me, and most of my interlocutors have striven to provide assistance.
84. I believe that St Benedict's School, Ealing, is an excellent place for boys and girls to be educated in safety today and for the future. No school is perfect, and 'never' is a dangerous word and a hostage to fortune. However, if those responsible for the School adopt the advice offered in this Report, and advice from the agencies referred to above, I consider that St Benedict students will be as well safeguarded as anywhere else in the country, without in any way losing the Benedictine connection and ethos.
85. I believe that all recommendations in this report, especially the crucial advice about governance, can be implemented by the 1st September 2012 at the latest.



Lord Carlile of Berriew Q.C.

November 9th 2011

ANNEX 1

Child Protection and Safeguarding Policy

St Benedict's School

1. This policy has been authorised by the Trustees, is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.
2. The welfare of our pupils and students will always be our central concern informed by the Schools' Mission Statement and by legal requirements. Pupils are actively encouraged to raise personal and general concerns with members of staff.
3. In both Schools the Headmaster, the Designated Teachers and the Deputy Designated Teachers have very important roles in being available to all members of the community to offer advice on matters relating to safeguarding. In the Senior School, the School Nurse and Director of Sixth Form and in the Junior School the Welfare Officer and Head of Early Years have responsibility for general aspects of pupils' welfare.
4. The Trustees, who are the Governors of St Benedict's School, are fully and properly informed of details of alleged abuse. They have full access to all the facts surrounding abuse that takes place and the School's response. They have overall responsibility for the response made and to those in their care when events took place.

Commitment

5. St Benedict's School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share that commitment. The School will take measures to:
 - a) ensure that we practise safer recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with the guidance given in *Safeguarding Children and Safer Recruitment in Education* and the Education (Independent School Standards) (England) Regulations 2010.
 - b) ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body and the Board of School Advisors in accordance with the above regulations and guidance given in *Safeguarding Children and Safer Recruitment in Education*.
 - c) ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person has engaged in

conduct that harmed (or is likely to harm) a child or if they otherwise pose a risk of harm to a child, a detailed report is made to the Independent Safeguarding Authority (ISA) as soon as possible and in any event within one month; ceasing to use a person's services includes dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

- d) ensure that referrals are always made to the Independent Safeguarding Authority (ISA) as provided for in this Policy and, in historical cases, all relevant information is passed to the ISA.
- e) ensure that whenever staff from another organisation are working with our pupils on another site, we have received assurances from competent authorities within that organisation, that appropriate child protection checks and procedures apply to those staff.
- f) follow the local inter-agency procedures of the Ealing Safeguarding Children Board.
- g) protect each pupil from any form of abuse, whether from an adult or another pupil.
- h) be alert to signs of abuse both in the School and from outside.
- i) deal appropriately with each suspicion or allegation of abuse in accordance with *"Dealing with Allegations of Abuse against Teachers and Other Staff"*, and by consulting with the Local Authority Designated Office (LADO).
- j) operate procedures which promote this policy.
- k) operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations.
- l) in accordance with an agreed child protection plan, support children who have been abused.
- m) be alert to the medical needs of children with medical conditions.
- n) operate robust health & safety procedures.
- o) ensure that School premises are as secure as circumstances permit.
- p) ensure that School premises are designed to reduce the opportunity for inappropriate behaviour e.g. through the use of glass partitions, so that relations with pupils are conducted openly.
- q) operate clear and supportive policies on drugs, alcohol and substance misuse.
- r) deal with any other safeguarding issues which may be specific to individual children in our School.
- s) have regard to guidance issued by the Secretary of State for Education (DfE) in accordance with section 157 of the Education Act 2002 and associated regulations, the main sources of guidance currently being: *Safeguarding Children and Safer Recruitment in Education (2006)*, *What to Do If You're Worried a Child Is Being Abused (2006)*, *Working Together to Safeguard Children (2010)* and *Dealing with Allegations of Abuse against Teachers and Other Staff*.

6. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and followed up and, as set out in this policy, will be referred to an external authority such as the Local Authority Designated Officer (LADO), the social services department of the local authority (SSD), the child protection unit of the police (CPU) or the NSPCC. In each case, the matter will be referred to Ealing Child Protection Advisors (020 8825 6134). This includes allegations of historic abuse. In the case of those working in a school, the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff* is specific, namely that the employer (school) should report to the Local Authority Designated Officer (LADO) all cases where it is alleged that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

7. The Trustees ensure the provision of awareness raising and training in safeguarding across the whole community of School, Abbey and Parish, with formal contact between the safeguarding officers.

Roles and Responsibilities

8. The Designated Teacher for Child Protection

The School has appointed a senior member of staff with the necessary status and authority (Designated Teacher) to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Teacher are:

- a) To be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection.
- b) To be fully conversant with the Local Authority and School Child Protection and Safeguarding Policy and procedures.
- c) To be available to all staff of the School community for consultation on child protection issues.
- d) To co-ordinate the child protection procedures in the School.
- e) To maintain an ongoing training programme for all School employees.
- f) To monitor the keeping, confidentiality and storage of records in relation to child protection.
- g) To liaise with the child protection officer appointed by the SSD – the Local Authority Designated Officer (LADO).
- h) To ensure that appropriate action is taken in the School and that procedures are followed in actual or suspected cases of child abuse.
- i) To contact the duty social worker or the duty education welfare/social worker/LADO within twenty-four hours to seek advice on concerns brought by

staff, volunteers or pupils. To also check whether or not the pupil or pupil's family involved is known to the SSD.

- j) To monitor records of pupils in the School on the Child Protection Register (CPR) to ensure that their records are maintained and updated as notification is received.
- k) To liaise with other professionals to ensure that children on the CPR are monitored.
- l) Where appropriate, to take part in the child protection conferences or reviews. When the Designated Teacher cannot attend, he or she will ensure that a key member of staff attends. Where this is not possible, to provide a written report to the conference from the School. (It is acknowledged that this should occur rarely as the involvement of School staff is vital given the close involvement with the child.)
- m) To inform the SSD Child Protection Co-ordinator in writing when a child on the CPR moves to another School and to inform the new School of the child's status on the CPR.
- n) In consultation with the Headmaster, to monitor staff development and training needs with regard to child protection issues and to ensure that training provided is current and relevant.
- o) To ensure that the curriculum offers opportunities for raising student awareness of child protection issues and developing strategies for ensuring their own protection, for example through the personal, social, health and citizenship education (PSHCE) programme, and reflect this in the school improvement plan.
- p) Together with the Headmaster and School Leadership, annually to review the School's Policy on Child Protection and Safeguarding and look at how the duties have been discharged, and to report on this to the Board of School Advisors. The report will generally be in the Summer Term. See also section 36(b) following.

In the absence of the Designated Teacher a Deputy Designated Teacher, who must be nominated in advance, must take responsibility for child protection issues within the School.

- 9. The Designated Teacher for the Junior School and Early Years Foundation Stage is Mrs Monica McCarthy (Deputy Head of the Junior School) who may be contacted on 020 8862 2056. The Deputy Designated Teacher for the Junior School and Early Years Foundation Stage is Mr Robert Simmons (Headmaster of the Junior School) who may be contacted on 020 8862 2054. The Designated Teacher for the Senior School is Mr Stephen Oliver (Deputy Head of the Senior School) who may be contacted on 020 8862 2012. The Deputy Designated Teacher for the Senior School is Miss Fiona MacTaggart (Director of Upper and Middle Schools) who may be contacted on 020 8862 2021. They will (for each respective school/department):
 - a) advise and act upon all suspicion, belief and evidence of abuse reported to him or her.

- b) keep the Headmaster informed of all actions unless the Headmaster is the subject of a complaint. In this situation, the Designated Teacher should consult with the Abbot as Chair of Governors or in his absence, the Prior.
 - c) liaise with the SSD and other agencies on behalf of the School.
10. If the Designated Teacher is unavailable or is him / herself the subject of a complaint, his / her duties will be carried out by the other Designated Teacher or a Deputy Designated Teacher who has received appropriate training in safeguarding and inter-agency working.
11. Employees, Trustees, School Advisors and Volunteers

The Headmasters, all other employees and Trustees of the School, as well as every Volunteer and School Advisor who works with pupils, is under a general legal duty:

- a) to protect children from abuse and promote their welfare.
- b) to be aware of the School's practice and policies on Safeguarding and Child Protection and to follow them.
- c) to know how to access and implement the procedures, independently if necessary.
- d) in dealing with a child protection issue to remain as objective as possible. Never assume that you know which categories of children are at risk.
- e) to keep an appropriate record of any significant complaint, conversation or event. Information should be recorded verbatim, if possible. Do not prompt, lead or suggest information to the child.
- f) to refer to the Designated Teacher (or in his/her absence, the Deputy Designated Teacher) immediately.
- g) in the case of allegations brought against a colleague, to refer the incident to the Designated Teacher who will then refer this to the Headmaster immediately (please see the section below on Staff Allegations).
- h) to undertake appropriate training including induction training and refresher training at three-yearly intervals.

12. Whistleblowing

All staff are required to report to the Designated Teacher any concern or allegations about school practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. Such reports are made to the Headmaster, the Designated Teacher and the Local Authority Designated Officer (LADO). There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Training

13. The Designated Teachers have undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals. The Deputy Designated Teachers with responsibilities for child protection issues, as detailed in this policy, also undertake this same training.
14. The Headmasters, staff and volunteers undertake training in child protection and safeguarding and this is updated at least every three years.
15. Every year in the Michaelmas Term all staff and volunteers who work in the school are reminded of the provisions in this Child Protection and Safeguarding Policy.
16. Every recruitment panel includes at least one member of staff who has undergone safer recruitment training under the scheme currently operated by The Children's Workforce Development Council with refresher training every four years. The staff who are trained generally include the Headmasters, Deputy Heads, Bursar, Director of Music, Director of Science, Director of Sport, Finance Manager, Properties Manager and Assistant Properties Manager.
17. The Trustees and the Board of School Advisors will receive appropriate and up-to-date child protection and safer recruitment training to ensure they have the knowledge and information needed to perform their functions and understand their responsibilities. Refresher training will occur every four years.
18. If they have not attended the training for staff generally, temporary and voluntary staff who work with children are made aware of the School's arrangements for safeguarding and their responsibilities as above.
19. The Bursar's office will keep a central record of all safeguarding training undertaken by members of staff and others.

Child Abuse: Categories and Definitions

20. Possible signs of abuse include (but are not limited to):
 - a) the pupil says s/he has been abused or asks a question which gives rise to that inference.
 - b) there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.

- c) the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour.
- d) the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- e) the pupil's development is delayed.
- f) the pupil loses or gains weight.
- g) the pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- h) the pupil is reluctant to go home, or has been openly rejected by his / her parents or carers.
- i) The pupil is reluctant to go to school.

21. 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.

Possible signs of Physical Abuse:

Hitting, squeezing, biting or twisting a child's arms or legs can cause injuries like bruises, grazes, cuts or broken bones. Sometimes, someone burns a child, perhaps by holding a part of the body against something very hot or by scalding. Poisoning a child, perhaps by giving them alcohol or drugs, is also physical abuse. Older children may seek to conceal such injuries by keeping their arms and legs covered or being reluctant to change for sport. Responsible staff need to be especially concerned about:

- a) Injuries which do not match the explanation given for them
- b) Bruises in places where you would not normally expect to find them, in soft tissue, for example, rather than on the bony prominence
- c) Bruises which have a distinctive shape or pattern, like hand prints, grasp or finger marks or belt marks
- d) Burns or scalds with clear outlines
- e) Bite marks and bruises like love-bites.
- f) Bruising in or around the mouth.

22. 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 insofar as they meet 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, though it may occur alone.

Possible signs of Emotional Abuse:

This form of abuse may result in a child becoming withdrawn, nervous, unhappy or lacking in confidence. It may result in a child being unable to make friends, perhaps because they behave aggressively or inappropriately towards other children. Emotional abuse may happen when a carer behaves in a persistently indifferent or hostile way towards a child, perhaps through bullying, rejecting, frightening, criticising or scapegoating the child. It may happen when a carer's behaviour is inconsistent so that the child never knows what reaction to expect. It may happen when carers are very possessive or over-protective. In severe cases, children may be subjected to cruel treatment and punishment, like being locked in cold, dark surroundings or being made to do endless, inappropriate household tasks. A child living with domestic violence is also suffering emotional harm. Responsible staff should be especially concerned about a child who:

- a) Is continually depressed and withdrawn.
- b) Runs away or who is frightened to go home.
- c) Is reluctant to attend school.
- d) Is persistently blamed for things that go wrong.
- e) Is made to carry out tasks inappropriate to their age.
- f) Is not allowed to do normal childhood activities.

- g) Displays excessive fear of their parents or carers.
- h) Is excessively clingy and tearful.

23. Sexual Abuse

The definition given in *Working Together to Safeguard Children* is as follows.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of sexual abuse are:

- a) The betrayal of trust and responsibility.
- b) Abuse of power for the purpose of the sexual gratification of the abuser.

Possible signs of sexual abuse:

The abuser may use different ways to persuade the child to cooperate such as bribery, threats or physical force. Sexual abuse can take different forms, from touching to intercourse, and often does not cause any outward signs of physical injury. It can happen to boys as well as girls and to children of any age, from birth to 18 years old. Sexual abuse can have long lasting effects. Some children who have been abused go on to abuse other children. Some find as they grow up that they are unable to have close relationships with other people. Others deliberately injure themselves because they feel so awful about themselves.

Be especially concerned about a child who:

- a) Exhibits sexually explicit behaviour.

- b) Has inappropriate sexual knowledge for his or her age.
- c) Attempts suicide or self-inflicts injuries.
- d) Repeatedly runs away from home.

24. 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 affect a foetus during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- b) protect a child from physical and emotional harm or danger.
- c) ensure adequate supervision (including the use of inadequate care-givers).
- d) ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Possible signs of neglect:

Responsible staff should be especially concerned about a child who:

- a) Is constantly hungry, greedy or stealing food.
- b) Has lingering illnesses which have not been treated.
- c) Is continually smelly, scruffy and dirty.
- d) Is often dressed in inadequate or unsuitable clothing for the weather conditions.
- e) Suffers repeated accidents, suggesting a lack of proper supervision.
- f) Is constantly tired.
- g) Does not respond when given attention or, on the other hand, one who craves attention and affection from any adult.

25. Staff and Volunteer Responsibility

Staff and volunteers should understand that they are not making a diagnosis, only receiving concerns. None of the signs listed above may actually prove that a child is

being abused and these indications should not be taken as proof. They may be indicators, which when put into context, provide justification for action.

Emotional abuse is more than just the occasional criticism of a child. Abuse is a symptom of continued negative treatment, which ostracises or belittles a child. This is usually the result of extremes of inappropriate care by the parents and so very difficult to confront.

ALL abuse is emotional abuse irrespective of whether or not it is accompanied by physical injury, sexual abuse or neglect.

Procedures

26. Initial complaint

A member of staff suspecting or hearing a complaint of abuse:

- a) must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- b) must not ask leading questions, that is, a question which suggests its own answer (“was it your father?” or “did this take place on Tuesday when you were away?”).
- c) must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Teacher, who will ensure that the correct action is taken.
- d) must keep a written record of the conversation (see instructions below - paragraph 20). The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Teacher.

27. Preserving Evidence

All evidence (for example scribbled notes, mobile phones containing text messages, clothing, computers) must be safeguarded and preserved.

28. Record

- a) Make brief notes as soon as possible after the meeting. This may be possible in the meeting itself.
- b) Write up your notes in full and include time, date, place and signature.
- c) Describe observable behaviour e.g. was shaking, continued to cry, constantly moved around the room (Do not interpret these features).
- d) Record the actual words spoken by the child wherever possible.

29. Reporting

All suspicion or complaints of abuse must be reported to the Designated Teacher, or if the complaint involves the Designated Teacher, to the Headmaster.

30. Action by the Designated Teacher

The action to be taken will:

- a) conform to the local inter-agency procedures of the Ealing Safeguarding Children Board and *Dealing with Allegations of Abuse against Teachers and Other Staff*.
- b) ensure that the school will not investigate concerns but refer them to the Local Authority Designated Officer (LADO), SSD or police.
- c) satisfy the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Teacher is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- d) respect duties of confidentiality, so far as applicable.
- e) ensure that a child's interests are paramount.
- f) ensure that, if there is room for doubt as to whether a referral to SSD should be made, the Designated Teacher will consult with the Local Authority Designated Officer (LADO) or other appropriate professionals on a no names basis without identifying the pupil. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made within 24 hours. If the initial referral is made by telephone, the Designated Teacher will confirm the referral in writing to SSD within 24 hours. If no response or acknowledgment is received within three working days, the Designated Teacher will contact Social Services again. The Designated Teacher will agree with the recipient of the referral what the child and parents will be told, by whom and when.

31. Referral guidelines

Our policy is to refer all matters of concern to the Local Authority Designated Officer (LADO)/Social Services Department (SSD).

Low Level Monitoring

32. Low Level Child Protection Monitoring in School

Any indication of a potential child protection issue must be discussed with the Designated Teacher. If the Designated Teacher has concerns he or she will contact either the duty social worker or the duty education welfare/social worker/LADO to seek clarification on what action should be taken.

Allegations against staff members, volunteers, Trustees or School Advisors

33. Allegations Against Staff Members

- a) The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from malicious or unfounded allegations. These procedures follow the guidance in *Dealing with Allegations of Abuse against Teachers and Other Staff*. See also 11(g) above.
- b) Full consideration will be given to all the options, subject to the need to ensure the safety and welfare of the pupils or pupil concerned.
- c) Where an allegation or complaint is made against the Designated Teacher, the matter will be reported immediately to the Headmaster.
- d) Where an allegation or complaint is made against a member of the Monastic Community who has any connection whatsoever with the School, the same procedures will be followed as for allegations against other staff members. In addition where a member of the Monastic Community is suspended, he will also be required to live away from the monastery during the period of his suspension. Where such an allegation leads to the monk being convicted or barred from working with children by the Independent Safeguarding Authority, then he will no longer find accommodation in the monastery. The Trustees will ensure that any staff or members of the religious community live away from the school, if they are subject to allegations of misconduct related to safeguarding or convicted of wrongdoing.
- e) Where an allegation or complaint is made against the Headmaster, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Prior, without first notifying the Headmaster.

- f) Appendix 1 of this policy gives guidance to staff on how 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.
- g) If the School ceases to use the services of a member of staff (or a governor or volunteer) because that person has engaged in conduct that harmed (or is likely to harm) a child, or if they otherwise pose a risk of harm to a child, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.
- h) If an allegation against a member of staff is found to have been malicious it will be removed from personnel records. If an allegation is not substantiated, is unfounded or malicious, it will not be referred to in any employment reference.

Allegations against pupils

34. Allegations against pupils

A pupil against whom an allegation of abuse has been made may be suspended from the School and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from the Local Authority Designated Officer (LADO) on such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her.

Harm from outside the School

35. Suspected harm from outside the School

A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and he or she should refer the matter to the Designated Teacher.

Monitoring

36. Monitoring

- a) The Designated Teacher will monitor the operation of this policy and its procedures and make an annual report to the Board of School Advisors and Trustees.
- b) The Board of School Advisors and Trustees will undertake an annual review of this policy and how the related duties under it have been discharged.
- c) The Trustees will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.

37. Single Record

A single record will be implemented giving a full history of child protection matters at the School which will be given to successive Headmasters and Chairs of Trustees. This record will help the School in upholding the highest standards of safeguarding.

38. Former Pupils

The Trustees will ensure that the desire to exonerate the School will not be allowed to take precedence over concerns for the current physical and emotional health of former pupils.

Essential Information

39. Essential Information

Senior School:

Designated Teacher for Child Protection:	Mr Stephen Oliver (Deputy Head)
Deputy Designated Teacher for Child Protection:	Miss Fiona MacTaggart (Head of Upper and Middle School)
Other staff with general welfare responsibilities: (Form)	Mr Joe Foley (Director of 6 th Form) Ms Susan Newing (School Nurse)

Junior School/Early Years Foundation Stage:

Designated Teacher for Child Protection: (Head)	Mrs Monica McCarthy (Deputy Head)
Deputy Designated Teacher for Child Protection:	Mr Rob Simmons (Headmaster)
Other staff with general welfare responsibilities:	Ms Shona MacPherson (Head of Early Years) Mrs M Lawry (School Welfare Officer)

40. Agencies

Local Authority Designated Officer (LADO):

Tom Galvin

Tel: 020 8825 5501

Ealing Social Services Child Protection Advisors:

Alec Parsons, Pat Sayers and Helen Leaper

Tel: 020 8825 6134 (ask for Duty CPO)

Metropolitan Police Child Abuse Investigation Team (CAIT):

Northwood Police Station

2 Murray Road

Northwood

Middlesex

Contact: Duty Officer – Sharon Brookes

Open Mon-Fri: 8am-6pm

Tel: 020 8246 1901

OFSTED:

Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA

Tel. 08456 404040
(Children's Services)

enquiries@ofsted.gov.uk

NSPCC:

42, Curtain Road,

London, EC2A 2NH

Tel: 0808 800 5000

Childline:

Tel: 0800 1111

Independent Safeguarding Authority (ISA):

PO Box 181

Darlington

DL1 9FA

Tel: 0300 123 1111

Parentline (Opus):

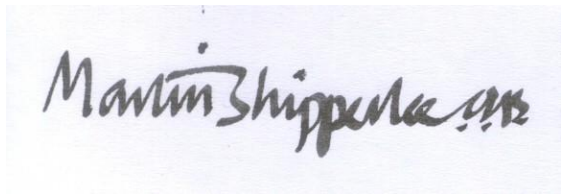
Tel: 0808 800 2222

Ealing Hospital:

Uxbridge Road, Southall,

Middlesex UB1 3HW

Tel: 020 8967 5000

Authorised by	Resolution of the Trustees of the Trust of St Benedict's Abbey, Ealing
Date	7 th November 2011
Signature	

Effective date of the policy	8 th November 2011
Review date of policy	Summer 2012
Circulation	Trustees/School Advisors / all staff / volunteers automatically Parents on request/ School website
Status	Complies with paragraph 7(a) and (b) of the Statutory Instrument for the Education (Independent School Standards) (England) Regulations 2010 and DCFS guidance <i>Safeguarding Children and Safer Recruitment in Education</i> (DFES-04217-2006)

Appendix 1

Guidance for Safer Working Practice for Adults who work with Children and Young People.

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment which secures the well-being and very best outcomes for children and young people in their care. However, it is recognised that in this area of work tensions and misunderstandings can occur. It is here that the behaviour of adults can give rise to allegations of abuse being made against them. Allegations may be malicious or misplaced. They may arise from differing perceptions of the same event, but when they occur, they are inevitably distressing and difficult for all concerned. Equally, it must be recognised that some allegations will be genuine and there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that all possible steps are taken to safeguard children and young people and ensure that the adults working with them are safe to do so.

Guidance is provided for 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 (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on).

ANNEX 2

1. The Abbey and Parish should adopt and comply with the National Safeguarding Procedures of the Catholic Church in England & Wales (www.csasprocedures.uk.net). Use of the Safeguarding Resource Pack should replace current reliance on the outdated Abbey Child Protection Policy.
2. Consideration should be given to sharing opportunities for awareness-raising and training in Safeguarding across the Abbey, Parish and school communities. This would serve to drive consistency and model an active, engaged approach to safeguarding as core activity in all settings.
3. Particular emphasis should be given to not only the policies and procedures relating to Safer Recruitment practices but also Creating a Safe Environment and Responding to Allegations procedures.
4. Consideration should be given to provision of advice and consultation to the Abbot and community when concerns have been identified. This should be separate from established pastoral and discipline arrangements. Such advice would encourage development of opportunities to explore the associated feelings and distress, with a view to supporting a focus on future practice and behaviour to promote and support safeguarding in its broadest sense.
5. The Abbey should not employ young people under 18 within the community , to reduce opportunities for inappropriate behaviour and allegations.