

Safeguarding and Child Protection Policy

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

**Designated Senior Person-Coordinator for Safeguarding and Child Protection:
Mrs. Jo Sheehy, Deputy Headteacher**

**Deputy Designated Senior Person:
Mrs Rosalynne Wallis, Assistant Headteacher**

**Designated Governor:
Miss Clare Murphy**

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Safeguarding and Child Protection Policy

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Introduction

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. This safeguarding duty was extended in February 2015 to 'have regard to the need to prevent people from being drawn into terrorism' – The Prevent Duty. This is allied to the need to actively promote British Values as specified in the School's British Values Statement.

Children includes everyone under the age of 18.

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

“All those who come into contact with children and families in their everyday work, including practitioners who do not have a specific role in relation to child protection, have a duty to safeguard and promote the welfare of children”

(HM Govt 2003)

Safeguarding is 'everybody's responsibility' (Lord Laming). All staff and volunteers must be alert to the signs of abuse (neglect, physical injury, emotional abuse, neglect and sexual abuse) as well as pupils who express radical views or in danger of being influenced by such views. All staff should report any concerns or suspicions to the Designated Senior Person for Safeguarding and Child Protection or her Deputy. All staff and volunteers are responsible for complying with the child protection procedures as detailed in this and other related policies.

Policy Statement

The Governors and Staff of St. Michael's Catholic Grammar School fully recognise the responsibility and duty placed upon them to have arrangements in place to safeguard and promote the welfare of all students at the school and that all staff and volunteers have a full and active part to play in protecting students from harm. We believe that our school provides a positive, caring, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual. All staff should promote a respect for the democratic process and its associated legal framework encompassed in the term 'British values'.

Aims

- ___ To ensure that the welfare and safety of pupils is paramount and there is a climate of trust, where disclosures are taken seriously and acted upon quickly
- ___ To establish and maintain an environment where pupils feel safe, secure, respected and valued and which fosters resilience
- ___ To ensure that pupils feel confident that there are adults in the school who they can talk to if they are worried or in difficulties
- ___ To ensure that pupils feel they will be listened to and will receive appropriate support
- ___ To ensure that all teaching and support staff are aware of their responsibilities in safeguarding pupils
- ___ To establish and maintain an environment where school staff are encouraged to talk and feel they are listened to when they have concerns about the safety and well-being of a student
- ___ To ensure that there are clear procedures, which are known to everyone, for reporting child protection concerns
- ___ To establish and maintain effective working relationships with other agencies involved in safeguarding children and young people

- ___ To ensure that all adults within our school, who have access to students, have been checked as to their suitability to work with children and young people and that they do not promote radical views
- ___ To include opportunities within the curriculum for students to develop the knowledge and skills they need to stay safe and to recognise abuse and possible radical non-democratic perspectives.
- ___ To provide a means of monitoring pupils known or thought to be at risk of harm and ensure that we contribute to assessments of need and support plans for those pupils.

Safeguarding and Child Protection Procedures

The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Safeguarding three Ps is the duty to:

- **Protect:** children from impairment
- **Prevent:** impairment of children
- **Promote:** wellbeing of children

by working together

If any member of staff is concerned about the safety or well-being of a student must discuss their concerns with the Designated Senior Person (Mrs J Sheehy - Deputy Headteacher)

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made

What to do if you are worried that a student is being abused

The 3 RRRs :

Recognise: Something gives you cause for concern

Respond: Talk it through with the Designated Senior Person as soon as possible

Refer: The Designated senior Person informs the appropriate safeguarding professional

It is Everyone's Responsibility to Protect Children and Young People

More than 70% of disclosures are made to non-teaching staff in schools.

School staff are often the people pupils will turn to when they want to disclose information about abuse so it is important that we **pass on information quickly** so that others can make the appropriate decision on actions.

Definitions of Child Abuse

All staff must be aware of the main categories of abuse. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Child abuse is repeated maltreatment or neglect resulting in significant harm. The categories of abuse under which a child can be registered are:

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse

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.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Specific Safeguarding Issues

- bullying including cyberbullying
- children missing education – and Annex A
- child missing from home or care
- child sexual exploitation (CSE) – and Annex A
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – and Annex A
- forced marriage- and Annex A
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse

- sexting
 - trafficking
- (More details on these concerns on websites, gov.uk and www.nspcc.org.uk)

Common signs of Child Abuse

- Repeated injuries
- Neglected appearance
- Disruptive behaviour
- Passive, withdrawn behaviour
- Super-critical parents
- Isolated families

All staff should be concerned about any student who presents indicators of possible harm – see Appendix 1 for details you need to be familiar with

How to respond to a student who is disclosing abuse

If you are the first point of contact for a student wishing to disclose *you are a very important person* for that particular student.

- Believe what the pupil is saying in the first instance
- Reassure the pupil but don't promise confidentiality
- Tell the pupil you take what they are saying very seriously.
- Let the pupil know that you understand how difficult it is to talk about such experiences and that s/he is brave to tell.
- Reassure the pupil that s/he is not to blame.
- Ensure the pupil feels safe - Be aware of your body language, eye contact
- React calmly – Keep responses short, simple, slow quiet and gentle
- Don't interrogate the pupil: observe and listen, don't put words in their mouth
- Don't stop a pupil who is freely recalling significant events
- Don't judge the abuser
- Listen carefully. Make accurate notes at the time or asap about what has been told, seen or heard. It is important to tell me what happened or how you feel. What you say will be taken seriously. 'I will need to talk to someone else about what I can do next'. 'You will be asked to share this with someone else'.

Essential Dos and Don'ts

Don't probe any further than what the pupil initially wishes to disclose. You need to find out just enough about the alleged abuse in order to pass the information on.

Don't put words or suggestions into the pupil's mind. Should a case go to court you may be called as a witness and the court will need to be convinced that you have not contaminated the evidence.

Do be supportive in your response at each stage, this will encourage the pupil to make further disclosures. Children often drip-feed information giving small clues over a period of time.

Do pass on your concerns immediately to the Designated Senior Persons. In their absence speak to any member of SLT.

Do not wait until the end of the day.

The Designated Senior Person will then speak to the pupil themselves.

Child protection issues are always treated as a priority.

Record Keeping

Any verbal information or referrals must be followed promptly by a written report.

Written reports should be marked with the date and time, persons involved and notes on the event and action taken.

Any original rough notes made during the interview must be kept and attached in case they are needed by a court

The following may be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:

- Written recording during the interview

It may be possible to write down phrases and words whilst the pupil is talking which can be used to trigger recall when a full report is made. This should only be done if the student is in agreement and if it feels comfortable.

- Recording your own responses

Your verbal and non-verbal responses should be recorded and it should be clear that a non-leading approach has been used.

- Written recording immediately after the interview

It is very important to try to record exactly what the pupil said and using the student's vocabulary even if the meaning is unclear.

- Recording the context of the disclosure

The context in which a pupil chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. the student had just finished reading a particular book or had been involved in a class discussion on.....

- Recording the emotional context of the disclosure

The emotional context can provide valuable clues to the investigating team. A pupil may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour

- Recording repetition

If a pupil repeats statements these should be recorded. Consistency in a pupil's repeated statements adds to the strength of the evidence.

- Draw a Diagram

If there is any obvious bruising or injury draw a diagram to indicate its position.

The Designated Senior Person will attach the report to a Social Services Safeguarding Children Referral Form filling in appropriate sections and recording any further action. This will be faxed and sent to Social Services.

All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records and proper standards of confidentiality must be observed. Colleagues will be informed on a 'need to know' basis.

- Accurate detailed accounts, rough notes and all other related paperwork should be placed in a sealed envelope in the locked CP files in DPs office
- Confidential Safeguarding and Child Protection Records must be transferred securely to a student's new school or setting within five working days of it being identified.

Suspicion of abuse but no disclosure

Inform the Designated Senior person when your suspicions are aroused and make brief records of everything said and done including times and dates of all talks with the student. The Designated Person will take advice as to whether to make a referral or to hold the matter as a 'school concern'. If a suspicion arises again about the same student a referral will be made.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

If a 3rd party e.g. another parent, neighbour or member of the public discloses information they should be encouraged to report their concerns directly to social services or the police (anonymously if necessary).

Interagency Procedures

We ensure that effective working relationships are developed with all external services involved in Safeguarding and Child Protection

- The Designated Senior Person will contact Social Services or other relevant agency for advice where there are sufficient concerns regarding a pupil's safety and welfare
- It will be agreed with recipient what the pupil and parents will be told, by whom and when.
- Social Services will decide on the next course of action.
- If Social Services make an initial assessment which confirms concerns about student's safety, a Social Worker and Child Protection Police may interview the pupil
- If no emergency action necessary an initial assessment will be completed by Social Services
- The Designated Senior Person will keep relevant staff informed on a need to know basis; this is likely to include the Key Stage Head and Form Tutor.
- Pupils who have been identified as at risk are monitored by the Designated Senior Person through the Key Stage Head and further action is taken if needed
- The Designated Senior Person or an appropriately informed member of staff attends strategy meetings or case conferences or other multi agency planning meetings and written reports are produced for these meetings
- Accurate records relating to pupils subject to a Child Protection Plan are kept in a secure place
- If the pupil is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances
- An absence, without satisfactory explanation, of a student who is subject to a Child Protection Plan is referred to the Social Worker
- Confidential Safeguarding and Child Protection Records are transferred securely to a pupil's new school

Parental Involvement

Schools have a duty to safeguard and promote the welfare of students and may need to share information and work in partnership with other agencies where there are concerns about a child's welfare.

- The child's view may also be taken into account in deciding to inform the family in some circumstances particularly where the student is sufficiently mature to make informed judgements about the issues
- Where there are doubts or reservations about involving the pupil's family, the Designated Senior Person will clarify with the statutory agencies whether, and if so when and by whom, the parents should be told about the referral
- A referral will be made if it is in the interests of the student according to the Children Act (1989), or a police investigation.

Confidentiality

We recognise that all matters relating to Child Protection are confidential. The Designated Senior Person will disclose personal information to other staff on a need to know basis only. However, all members of staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard pupils. The school will always undertake to share our intention to refer a pupil with their parent's consent unless to do so would put the student at greater risk of harm, or impede criminal investigation. If in doubt we will consult with Education Welfare, Social Services or the police at this stage.

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or well-being or that of another child

Support for Staff

It is recognised that dealing with disclosure from a pupil and a child protection case in general, is likely to be a stressful experience. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person and/or to seek further support.

Training of Staff in Safeguarding and Child Protection

- **The Designated Senior Person and Deputy** and Designated Governor have received Local Safeguarding Children's Board approved training
- **The Designated Senior Person and Deputy** also have a duty to keep up to date with the latest guidance and will have access to appropriate workshops, courses or meetings as organised or promoted by the LA.
- **All newly appointed staff** receive prompt training delivered by the Designated Senior Person as part of their induction programme
- **All temporary staff and volunteers** will be given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a copy of procedures so that they may be able to recognise and refer any concerns.
- **The** Appropriate Governors and Senior Staff involved in appointing staff have received accredited with Safer Recruitment Training
- **All technical, practical and support staff** will have access to relevant Health, Safety and Welfare Training and retraining promoted by the LA
- **The Educational Visits Co-ordinator** has undertaken LA training
- **All Leaders of Educational Visits** will have a duty to be familiar with the Educational Visits Policy.
- **All staff on Educational Visits** will have a duty to be familiar with the Educational Visits Policy and be guided through these by the Visit Leader

Complaints and Allegations Against Staff (see Appendix 4 for flowchart and full statutory guidance)

Principles, responsibilities and procedures are laid out in the Allegations Against Staff Misconduct Flowchart.

- If the disclosure concerns allegations made about a member of staff these should be reported directly to the Headteacher
- If the disclosure concerns allegations made about the Headteacher this should be reported to the Deputy Head, who will inform the Chair of Governors
- The Chair of Governors is nominated to be responsible in the event of an allegation being made against the Headteacher.
- A referral to the Disclosure and Barring Service (DBS) needs to be made if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had

they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Allegations of abuse made against other children

Staff should recognise that children are capable of abusing their peers. Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. It should be clear as to how victims of peer on peer abuse will be supported.

Peer on peer abuse can manifest itself in many ways. Governors and proprietors should ensure sexting and the school or college’s approach to it is reflected in the child protection policy. The department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges.

Governors and proprietors should ensure the child protection policy reflects the different gender issues that can be prevalent when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

Children in Care

The Deputy Headteacher, Mrs J Sheehy, is the Designated Senior Person for Children in Care. It is their responsibility to ensure that:

- They attend appropriate training or meetings as organised by the LA and keep up to date with the latest legislation and guidance.
- Progress of Children in Care is reported on annually to their Local Authority
- Relevant information and documentation is prepared for Personal Education Plan (PEP) Meetings co-ordinated every six months by the pupil’s Social Worker
- The assigned Social Worker is informed of any concerns, exclusions or changes in the pupil or their circumstances
- The school is represented at Looked After Children (LAC) Reviews or relevant paperwork is contributed
- Excluded Children in Care are offered alternative arrangements for their education from the first day of their exclusion and the Social Worker and LA are informed
- The LA Children’s Service are notified if they believe a child to be living with someone in a private arrangement.

Students with Special Needs

We recognise that children with special needs may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse.

- We will provide a school environment in which all students including those with Special Educational Needs, Disabilities or Medical Needs can feel confident and able to discuss their concerns

All staff who work with children and young people are constantly carrying out informal risk assessments as part of their everyday practice e.g. stopping a child from swinging back on a chair. However, there are times when more Formal Risk Assessments are necessary. The most common of these used in school are:

Risk Assessment	Staff responsible and other consultants
Admitting or re-admitting pupils whose behaviour may place other pupils or staff at risk	Headteacher
Assessing students who self harm or in doing so may place others at risk	Head of Key Stage, Deputy Head
Healthcare Plans	School Welfare Officers, Assistant Head

Educational Visits and Journeys	School Welfare Officers, Trip Organisers, Education Visits Coordinator
Practical Subjects	Heads of Department
Annual Health and Safety Checks	Head and Site Supervisor
Site Security	Head and Site Supervisor
Building work or contractors on site	Head and Site Supervisor

- Outcomes of completed risk assessments will need to be communicated with those who need to know as defined in the risk assessment.
- Ongoing Risk Assessments will be reviewed regularly.

Awareness Raising for Students

We recognise that it is important to make students aware of behaviour towards them that is not acceptable and how they can help keep themselves safe. Opportunities for students to learn about safekeeping, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle will be provided through:

- Education for Living
- Assemblies
- Outside speakers
- Health and Safety Training in practical subjects like Science and ICT
- Daily contact with their form tutor

Roles and Responsibilities

The Governing Body

The Designated Governor for Safeguarding and Child Protection is: Miss Clare Murphy

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard pupils.

In particular the Governing Body must ensure that the following are in place and adhered to:

- The Safeguarding and Child Protection Policy and procedures
- Health and Safety Policies and procedures
- The policies and procedures are made available to parents on request
- A member of the school's Senior Leadership Team is appointed as Designated Senior Person.
- There is an appointed Deputy Designated Senior Person
- Appropriate training is undertaken by the Designated Senior Person and their Deputy and refreshed regularly
- Appropriate Child Protection Training is undertaken by staff, volunteers and governors and refreshed regularly

Temporary staff and volunteers are made aware of the school's arrangements and responsibilities

- The school site is secure and safe

- Safer Recruitment Procedures including CRB checks and accredited Safer Recruitment Training for the Headteacher, appropriate Governors, and other relevant senior staff involved in appointing staff
- Safe management of allegations
- The ethos of the school promotes positive practice in relation to Safeguarding
- Prompt and effective steps are taken to address complaints, concerns or deficiencies in Safeguarding and Child Protection arrangements
- The Chair of Governors is nominated to be responsible in the event of an allegation of abuse being made against the Headteacher
- There is a Safeguarding and Child Protection Governor who will evaluate the effectiveness of child protection work carried out by the school annually and report back to the full Governing Body.
- Safeguarding and Child Protection Policies and Procedures are reviewed annually in consultation with the full Governing Body.

The Headteacher

Is responsible for:

- Ensuring the appropriate Designated Senior Staff are in place and trained
- Ensuring that the Safeguarding and Child Protection Policy together with the Health and Safety policy are in place
- Being the point of referral for allegations against staff.

The Designated Senior Person

The Designated Senior Person, Co-ordinator for Safeguarding and Child Protection is: Mrs J Sheehy, Deputy Headteacher

To ensure that:

- The school has a Safeguarding and Child Protection Policy which is communicated to all staff, volunteers and governors and is available for parents
- The policy is reviewed annually
- The school works within the legislative framework and recommended guidance
- The Designated Senior Person receives formal training attends appropriate inter-agency training and workshops, courses or meetings as organised by the LA and keeps up to date with the latest legislation and guidance
- All newly appointed, temporary staff and volunteers receive induction in Safeguarding and Child Protection

The designated Governor is regularly updated

- All staff and volunteers are aware of and follow the Safeguarding and Child Protection Policy and procedures and know how to recognise and refer any concerns
- Appropriate concerns are discussed with and/or formally referred to Social Services and/or the Police and/or other appropriate agencies eg GP, CAMHS etc

- A detailed and accurate written record is made (dated, timed and signed) of any disclosure or observation of a Safeguarding or Child Protection nature
- All reported concerns, whether eventually considered to be Safeguarding Child Protection issue or not, must have written records which are kept in a secure central record in Senior Designated Person's office.
- Confidential Safeguarding and Child Protection Records are transferred securely to a pupil's new school.
- Pupils who have been identified as at risk are monitored effectively and further action taken if needed
- Effective working relationships are developed with all external services involved in Safeguarding and Child Protection
- The Designated Senior Person or an appropriately informed member of staff person attends strategy meetings or case conferences or other multi agency planning meetings and that written reports are produced for these meetings
- Accurate records relating to pupils subject to a Child Protection Plan are kept in a secure place
- An absence, without satisfactory explanation, of a pupil who is subject to a Child Protection Plan is referred to the Social Worker
- If the pupil is the subject of a Child Protection Plan, the assigned Social Worker is informed of any concerns, exclusions or changes in the child or their circumstances

Responsibilities of Senior Staff

Heads of Key Stage and of Departments are responsible for ensuring that:

- They are fully conversant with the Safeguarding and Child Protection Policy and all other school policies which relate to the safety and welfare of students
- All staff in their teams have received relevant Child Protection Training
- All temporary staff and volunteers in their teams are given guidance about their responsibilities by their Line Manager, be directed to familiarise themselves with the relevant policies and where to access them and be given a summary copy of procedures so that they may be able to recognise and refer any concerns
- Their area of the curriculum delivers and reports on, the relevant aspects of the Every Child Matters five outcomes
- That Health and Safety Policies and procedures are in place and adhered to
- The Health, Safety and Welfare of students on all educational visits and journeys is paramount and that Trip Organisers are fully aware of their roles and responsibilities contained within this policy together with The Educational Visits Policy.

Responsibilities of All Staff and other relevant adults

Safeguarding is 'everybody's responsibility' was emphasised in Lord Laming's report to the Government.

All staff should:

- be familiar with the School Safeguarding and Child Protection Policy and procedures
- ensure that they are aware of their responsibilities in safeguarding students

- know who to contact if they are concerned about a student – The Designated Senior Person or her Deputy
- know who to contact about allegations made against staff – The Headteacher, or if against the Headteacher – the Chair of Governors
- be sensitive to signs which may indicate possible safeguarding concerns; including, for example, poor or irregular attendance – See appendix 1 for details you need to be familiar with

Monitoring and Evaluating the Safeguarding and Child Protection Policy and procedures

- The policy and procedures will be reviewed annually by the Designated Senior Person and updated where necessary
- The delivered curriculum, provides opportunities for pupils to learn about keeping safe, who to ask for help if their safety is threatened and how to develop a healthy safer lifestyle
- Parents are surveyed annually on whether they feel their child feels safe and well cared for at school

Related School Policies, Procedures and Guidance Documents

We acknowledge that safeguarding is not just about protecting children from deliberate harm but includes issues addressed in the following school policies

Absence from school and Missing Children – see Pastoral Policy

Bullying - see Pastoral Policy and Behaviour Policy and Anti Bullying Policy

Allegations made Against Staff - see Staff Misconduct flowchart

Complaints from parents and students – see Complaints Policy

Drug and Substance Misuse - see Drugs Policy

ECM Five Outcomes

First Aid – see Pastoral Policy

Harassment, Racist Abuse and Discrimination – see Equal Opportunities Policy, Pastoral/Behaviour Policy including Anti-Bullying Policy.

E- Safety - see Acceptable Use of Internet

Medical Conditions – see Disability Equality Scheme, SEND Policy, Pastoral Policy.

Physical Intervention – see Use of Force Policy

Safety Procedures and Security – see Health and Safety Policy

Safer Recruitment – see Recruitment Policy

Safety on Trips – see Educational Visits Policy

Sex and Relationships – see Sex and Relationships Policy

Complaints from parents and students – see Complaints Policy

Appendix 1: Indicators of possible significant harm and details of specific safeguarding concerns

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Probably the most difficult type of abuse to recognise. An emotionally abused student is often withdrawn, introverted and depressed.
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

POSSIBLE SIGNS OF SEXUAL ABUSE

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Unexplained pregnancy
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away
- Scavenging for food or clothes

Child Missing from Education

The school must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The school must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

CSE

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

'Honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same

definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage

Appendix 2

Prevent Duty

From 1 July 2015, specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard⁸³ to the need to prevent people from being drawn into terrorism”

The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child’s parents in line with the individual school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

- A referral to Channel can be made or if more serious a call to 101 (Police).

Appendix 3 – Regulated Activity

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012. HM Government has produced a Factual note on regulated activity in relation to children: scope

Regulated activity includes:

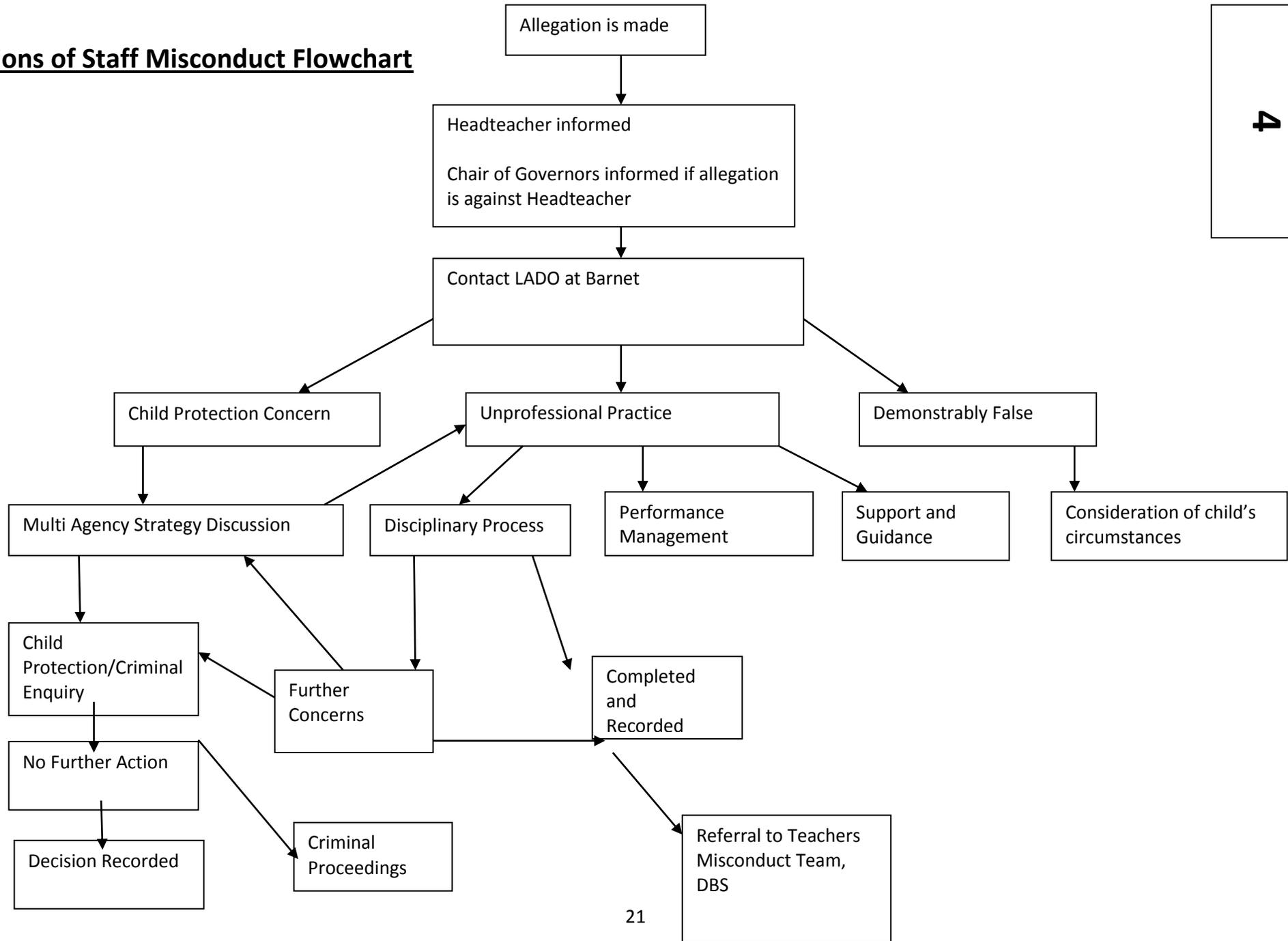
a) teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,

b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers; Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Allegations of Staff Misconduct Flowchart



Appendix 4; Allegations against a member of staff **Keeping Children Safe in Education (2016)- Statutory Guidance**

Duties as an employer and an employee. This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age 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 he or she would pose a risk of harm to children. This part of the guidance relates to members of staff who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school or college's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

In the first instance, the headteacher or principal, or where the headteacher or principal is the subject of an allegation, the chair of governors, chair of the management committee or proprietor of an independent school (the 'case manager') should immediately discuss the allegation with the designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation. The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that

until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person Schools may wish to use the additional definition of 'unfounded' to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances.

being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see further information on suspension which follows). If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working together to safeguard children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative. In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school or college's staff. However, in other circumstances, such as lack of appropriate resource within the school or college, or the nature or complexity of the allegation, the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained schools and colleges can buy in from the authority. It is important that local authorities ensure that schools and colleges have access to an affordable facility for independent investigation where that is appropriate.

Supporting those involved. Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. For staff in maintained schools and colleges, that may include support via the local authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 . If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

It is extremely important that when an allegation is made, the school or college makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation.

The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012. The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public). In accordance with the Association of Chief Police Officers’ (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted.) The case manager should take advice from the designated officer(s), police and children’s social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any, information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if, and when, it should arise.

Resignations and ‘settlement agreements’ If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met. If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school or college from making a DBS referral when the Carried out by the National College for Teaching and Leadership.

criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make the referral. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

‘Settlement agreements’ (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

Record keeping. Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. The Information Commissioner has published

guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

References. Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months. For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

Oversight and monitoring. The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The designated officer(s) will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case. Police forces should also identify officers who will be responsible for:

- liaising with the designated officer(s);
- taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

Suspension. The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported: all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s) or police. But suspension is highly unlikely to be justified on the basis of such concerns alone. Suspension should be considered only in a case where there is cause to suspect a child or other children at the school or college is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the designated officer(s). In cases where the school or college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college, it will be necessary to immediately suspend that person from teaching pending the findings of the National College for Teaching and Leadership's (NCTL) investigation. The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the designated officer(s), police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school or college so that the individual does not have direct contact with the child or children concerned;

- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details. Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the proprietor of the school, or governing bodies of the school or college who are the employers of staff at the school or college. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the designated officer(s) should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school or college consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

Information sharing. In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case. Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

Specific actions

Following a criminal investigation or a prosecution. The police should inform the employer and designated officer(s) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances, the designated officer(s) should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

On conclusion of a case. If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the designated officer(s) should discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and, in the case of a member of teaching staff, whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that.

Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and

support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school or college.

If an allegation is determined to be unsubstantiated or malicious, the designated officers(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Learning lessons. At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officers(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Procedure following a disclosure, or on reporting a concern

It is Everyone’s Responsibility to Protect Children and Young People

More than 70% of disclosures are made to non-teaching staff in schools.

School staff are often the people students will turn to when they want to disclose information about abuse so it is important that we **pass on information quickly** so that others can make the decision on actions.

How to respond to a student who is disclosing abuse

- Reassure the student but don’t promise confidentiality
- Ensure the student feels safe – Be aware of your body language, eye contact
- React calmly – keep responses short, simple, slow and gentle
- Don’t interrogate the student: observe and listen, Don’t put words in their mouth
- Don’t stop a student who is freely recalling significant events
- Don’t judge the abuser
- Make accurate notes at the time or asap about what has been told, seen or heard

Prevent Duty

“due regard to the need to prevent people from being drawn into terrorism”

- School needs to:
 - Make Risk Assessments
 - Work in Partnership
 - Train Staff
 - Ensure IT policies are in place

If concerned about a child a referral to Channel needs to be made to support the child, or more advice from the Prevent coordinator or a call to 101(Police).

Suggestions of what to say

You’re very brave. I believe you. It’s not your fault. Well done. I am worried about you. I will need to talk to someone else about what I can do next. You will be asked to share this with someone else.

Don’t probe any further than what the student initially wishes to disclose.

Pass on your concerns immediately to the Designated Senior Person or Deputy. In their absence speak to any member of SLT. Do not wait until the end of the day. They will then speak to the student themselves.
Write up your account immediately.

ANY CONCERN MUST GO TO DP IN WRITING IMMEDIATELY. ABUSE OR PREVENT.

Appendix 6: Legislative Framework and Guidance

In order to protect children from harm the School will act in accordance with the following legislation and guidance:

- The Children Act 1989 Significant Harm
- Human Rights Act (1998)
- Data Protection Act (1998)
- DoH 'Framework for the Assessment of children in Need and their Families' (2000)
- Education Act (2002), section 175
- The Children Act (2004) Every Child Matters
- HM Govt/DfES The Advisory Committee on Misuse of Drugs ' Hidden Harm' (2005)
- HM Govt/DfES 'What to do if you're Worried a Child is Being Abused'(2006)
- HM Govt/DfES 'Information sharing: Practitioners Guide' (2006)
- DfES guidance 'Safeguarding Children and Safer Recruitment in Education' (2007)
- London Child protection Procedures (2007)
- HM Govt/DCSF 'The Protection of Children in England: Action Plan' (2009)
- DCSF 'Handling Allegations of Abuse made against Adults who work with Children and Young People' (2009)
- DfES 'Guidance for Education Staff facing Allegations of Abuse' (2005)
- AMA 'Guidance for Safer Working Practices for Adults who work with Children and Young People' (2007)
- Barnet LA 'Briefing note for School Staff – Current Safeguarding Issues and Concerns' (2009)
- Working Together to Safeguard Children- A guide to inter-agency working to safeguard and promote the welfare of children DfE(2013), (replaced by March 2015)
- Keeping children safe in education DfE(September 2016)

NSPCC Safe Networks is a joint NSPCC, Children England and the Child Accident Prevention Trust initiative and produces a wide range of resources.

Website: www.safenetwork.org.uk

help@safinternet.org.uk

If you have any concerns about a child

MASH
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP
Phone number 020 8359 4066
Fax Number 0871 594 8766
Email mash@barnet.gov.uk

To report allegations against staff

(Local Authority) Designated Officer (LADO) Shrimatie Bissessar 0208 359 4528
shrimatie.bissessar@barnet.gcsx.gov.uk

The Barnet CSE Lead is Paula Stacey 020 8359 7207 paula.stacey@barnet.gov.uk

Prevent Duty concerns:

1. With an immediate concern that a pupil was at high risk of coming to harm through extremism then that would be a 999 call. The normal response would be for the Designated Senior person for safeguarding to report the concern to the Local Authority using a CAF. However two detective constables from Counter Terrorism, who are responsible for our schools in Barnet and dealing with radicalisation and extremism can be contacted for advice on:
[DC Chris Smith 020 8358 1613](tel:02083581613) & [DC Freer 07767274307](tel:07767274307)

The Barnet
Prevent Co-ordinator is
Ben Taylor
020 8359 2995
ben.taylor@barnet.gcsx.gov.uk

2. DfE Counter Extremism unit – general advice: [counter.extremism'education.gsi.gov.uk](http://counter.extremism.education.gsi.gov.uk)
020 7340 7264
3. A new Government website has launched which gives [parents](#), [teachers](#) and [school leaders](#) practical advice on protecting children from extremism and radicalisation. www.educateagainsthate.com/
4. **Channel** is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people by:
 - a. identifying individuals at risk;
 - b. assessing the nature and extent of that risk; and
 - c. developing the most appropriate support plan for the individuals concerned.

Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

Safeguarding Policy 2017

I have read and understand the policy with regard to my professional responsibility and duties on Safeguarding.

Signed.....

Name printed.....

Role in School.....

Date.....

Please return this page to Mrs Jo Sheehy, Deputy Headteacher by 30th October 2017