

Safeguarding and CHild Protection policy

Prepared: Nov 2015, updated May 2016

Reviewed: January 2018

Ratified by Board: January 2018

Next Review: January 2019

During R. Rawlins’s Maternity Leave, S. Jones is the named DSL. (Starting from 26 02 18)

**Safeguarding and Child Protection Policy**

**Ysgol Gymraeg Llundain**

**London Welsh School**

|  |  |  |
| --- | --- | --- |
|  | **CONTENTS** | Page no. |
| 1.  | Aims / Legislation and Statutory duties | 3 |
| 2 | Responsibility for child protection issues Equality Statement | 4 |
| 3 | Types of abuse and neglect  | 5 |
| 4 |  Responding to the child  | 5 |
| 5 |  Reporting procedures & Private fostering | 6 |
| 6 | Notifying Parents./ Responding to parents  | 7 |
| 7 | Recording and monitoring concerns  | 7 |
| 8 | Role of the Designated Safeguarding Lead  | 8 |
| 9 | Support for staff  | 9 |
| 10 | Training needs  | 9 |
| 11 | Opportunities to teach safeguarding  | 9 |
| 12 | Specific guidance for safeguarding across the school– procedures related to the use of mobile technology.  | 9 |
| 13 | Children’s wishes  | 10 |
| 14.14b  | Looked After Children (LAC) SEND Pupils  | 10 |
| 15 | Children that go missing from education  | 10 |
| 16 | Role of Board of Directors  | 12 |
| 17 | Safer recruitment  | 14 |
| 18 | Allegations against staff (refer to Appendix 9) | 14 |
| 19 | Female Genital Mutilation (FGM)  | 14 |
| 20  | Extremism Concerns/Prevent Duty  | 15 |
| 21 | Online Safety  | 18 |
| 1-4 56 789 | Appendices:What signs may a child exhibit if they are a victim of abuse?Child disclosure/ concern Record formRecorded Injury Sheet- DiagramTwelve tips on talking to pupils who have been sexually abusedThe common inspection framework: education, skills and early yearsAllegations of abuse made against staff  |
| **LSCB ECIRS EHAP EWO LADO DBS** | [Local Safeguarding Children Board](https://www.richmond.gov.uk/local_safeguarding_children_board)  Ealing Children’s Integrated Response Service Early Help Assessment and Plan (EHAP) Form :EalingEducation Welfare Officer Local Authority Designated Officer  Disclosure and Barring Checking Service |

**INTRODUCTION**

The proprietorial body and staff of Ysgol Gymraeg LLundain/London Welsh School(YGLl/.LWS) fully recognise the contribution they make to the safeguarding of children. We recognise that all staff, teaching and non-teaching, including volunteers, have a full and active part to play in protecting our pupils from harm.

All Staff and Proprietorial body believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical, emotional and moral development of the individual child.

1. **Aims**

|  |  |  |
| --- | --- | --- |
| Protection | 1. Prevention
 | Provision |

* to provide a safe environment where children can learn.
* to safeguard and promote the welfare of all pupils regardless of race, gender, religion or disability.
* to take action to protect children from suffering significant harm and to promote the welfare of children in need of additional support.
* to identify concerns early, take appropriate action and provide help for children to prevent concerns from escalating.
* to develop a ‘listening’ culture in which pupils and adults develop an understanding and respect for each other.
* to develop pupils’ skills in keeping themselves and their friends safe.
* to develop in pupils the knowledge that their concerns will be fairly and seriously considered.
* to develop in all adults the skills, sensitivity and knowledge when caring for pupils who have, or may have, suffered abuse.
* to ensure that adults feel secure when dealing with child protection matters.
* To promote awareness of the policy: on the school website and as a paper copy in school.

**Legislation and Statutory Guidance:**

This policy is based on the DfE’s statutory guidance, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)( September 2016) and [Working Together to Safeguard Children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2) and the [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
* [The School Staffing (England) Regulations 2009](http://www.legislation.gov.uk/uksi/2009/2680/contents/made), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
* Part 3 of the schedule to the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/part/3/made), which places a duty on independent schools to safeguard and promote the welfare of pupils at the school
* [The Children Act 1989](http://www.legislation.gov.uk/ukpga/1989/41) (and [2004 amendment](http://www.legislation.gov.uk/ukpga/2004/31/contents)), which provides a framework for the care and protection of children
* Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](http://www.legislation.gov.uk/ukpga/2015/9/part/5/crossheading/female-genital-mutilation), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
* [Statutory guidance on FGM](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM__-_FINAL.pdf), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
* [The Rehabilitation of Offenders Act 1974](http://www.legislation.gov.uk/ukpga/1974/53), which outlines when people with criminal convictions can work with children
* Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](http://www.legislation.gov.uk/ukpga/2006/47/schedule/4), which defines what ‘regulated activity’ is in relation to children
* Statutory [guidance on the Prevent duty](https://www.gov.uk/government/publications/prevent-duty-guidance), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
* The [Childcare (Disqualification) Regulations 2009](http://www.legislation.gov.uk/uksi/2009/1547/pdfs/uksi_20091547_en.pdf) and [Childcare Act 2006](http://www.legislation.gov.uk/ukpga/2006/21/contents), which set out who is disqualified from working with children
* This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

Other related YGLL policies: ***Recruitment and Selection Policy, Anti bullying, Anti Racism Policy, Behaviour and Discipline Policy, Whistle-blowing Policy, Risk Assessment Policy, E-Safety, Allegations of Abuse Made Against Staff***

**2. Responsibility for Child Protection Issues**

Safeguarding and child protection is **everyone’s** responsibility.

* The **Lead Teacher**, Miss Rachel Rawlins is the **Designated Safeguarding Lead (DSL )**and undertakes regular training
* Miss Sioned Wyn Jones acts in the absence of the DSL

The DSL will:

* Provide advice and support to other staff on child welfare and child protection matters
* Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
* Contribute to the assessment of children
* Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

# Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We would give special consideration to children who: have special educational needs or disabilities, are young carers, children experiencing discrimination due to their race, ethnicity, religion, gender identification or sexuality , have English as an additional language, are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence, risk of FGM, sexual exploitation, forced marriage, or radicalisation, asylum seekers

**3. Types of abuse and neglect** \*

* **Physical abuse:** actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child, including deliberate poisoning, suffocation and Munchausen’s syndrome by proxy, and female genital mutilation (FGM – see 4 section 17 below).
* **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. All abuse involves some emotional ill treatment.
* **Sexual abuse:** actual or likely sexual exploitation of a child or adolescent. This may involve physical contact or non-contact activities. The child may be dependent and/or developmentally immature.
* **Neglect:** the persistent failure to meet a child’s basic physical and/or psychological needs resulting in the significant impairment of the child’s health or development.
* If a child has been deemed to have suffered in any of these areas a Child Protection Conference may be called and the child may be placed on the Child Protection (CP)Register. If the CP concerns are not as immediate, the child may be placed on a Child in Need (CIN) plan. The register is known to all agencies involved in the child’s welfare. Placement on the register is regularly reviewed and the child’s welfare is closely monitored.
* **\***For further information about specific safeguarding and Child Protection issues such as FGM, bullying, please refer to the **NSPCC website www.nspcc.org.uk**
* ***All members of staff are familiar with the categories and definitions used when referring to Child Protection. (See Appendix 1 – 4***
1. **Responding to the Child:**

When a pupil first reveals abuse (makes a disclosure) the staff member should:

* listen carefully to what the child says;
* reassure the child that they are not to blame and were right to tell;
* acknowledge the child’s feelings;
* ask questions to help them give more details but do not lead: e.g. “Would anyone else understand how you feel?” rather than “Does he do this to your sister?”;
* the child may love the abuser, but hate the abuse, so agree the abuser “is wrong” and not “bad”;
* reassure the child that adults will ensure that they are protected;
* let the child know that you have to tell someone else so she or he will not be hurt anymore;
* make a written record as soon as possible after talking to the child (this must be completed on the **Record of Disclosure/ Concern Sheet Appendix 5;**
* draw a diagram (if necessary) to show the location and size of marks on the child’s body stating the date when it was seen;
* after referral and the parents have been informed, the child’s feelings must be acknowledged and they should be told: who else knows about the allegation; that confidentiality will be respected; that they can talk to a staff member whenever they need to; that it is right that abuse is made known.
* returning to school after a traumatic investigation will be easier for the pupil if an appropriate/known member of staff eg NSP teacher contacts the child/family, acknowledging the outcomes and rebuilding relationships.
* For further advice please see: Appendix 7 –Twelve tips on talking to pupils who have been sexually abused.

**5. Reporting Procedures:**

* Safeguarding and child protection is **everyone’s** responsibility.
* Teachers should be aware of all the children in their class on the Child Protection register and about whom there are general concerns.
* If any adult has concerns about abuse, or if a child makes a disclosure the following steps should be taken, within the same day while the child is still at school:
* 1. **Tell the DSL**  (or Deputy if unavailable).
* 2. **Record the concern** and the child’s explanation (or lack of it) on the Child Disclosure/ Concern Record Form (*See appendix 5). Stored in Staff Room.*
* 3. **Record any injury** on the ‘body sheet’ (dated and signed).*See appendix 6.*
* The DSL may decide that a telephone call to the parent is sufficient if there have been no previous concerns. This call is to verify the child’s story and to inform the parent – within half a day.
* If the explanation is unsatisfactory then the **DSL** must consult with all who may have knowledge of the child’s welfare, i.e. teacher and support staff to decide on what course of action should be taken – within half a day.
* If there is uncertainty about whether or not to refer then Ealing Children’s Integrated Response Service (ECIRS) should be consulted. If the pupil resides outside of Ealing Local Authority Borough, the DSL will contact the equivalent service within the pupil’s borough.
* If a child makes an allegation of abuse, a meeting with the designated teacher should be convened as soon as possible (same day). ECIRS must be contacted and the child kept in school before the parents are informed. If the disclosure occurs at the end of the school day the police should be called.
* A Referral made by phone to ECIRS should be followed up in writing by the designated by the NSP (by completion of the appropriate proforma). Cause for concern, the facts of the case, past concerns and any other relevant information should be given. When the teacher speaks to Social Services, they should decide which of them will phone the parents about the referral and when this will happen. These decisions will depend on the circumstances of individual cases.
* **In cases of sexual abuse the concerns must not be discussed with parents.** ECIRS will do this only after an inter-agency strategy meeting. Advance warning may allow an abuser to bribe or intimidate a child. The same may apply in cases of physical abuse. **Advising parents of the referral should happen after discussion with ECIRS**. [See Appendix 7]
* All information and decisions should be recorded, dated and signed. information is confidential and **must** be kept securely separate from the main pupil files. The key to the filing cabinet will always be stored separately and made known to those trained as designated teachers;
* Staff will allow access and supply information for children’s social care investigations;
* Staff will follow the inter-agency safeguarding procedures set up by the Local Safeguarding Children’s Board( LSCB).
* **Private Fostering: If a pupil has been in private fostering for a period of over 28 days, the school will notify the LSCB.**

**6. Notifying Parents / Responding to Parents**

It is necessary to strike a balance between respecting the parents and ensuring children are protected. Childcare legislation stresses that the child’s welfare is paramount so parents may have to be distressed in order to protect children who may be abused.

Staff need to be aware that it is important:

 not to make assumptions or express opinions to parents;

 not to assume that parents are ‘not the sort of person’ who would abuse;

 to gather all related information;

 to keep in mind that the investigation is not a criminal inquiry but an attempt to find out what has happened;

 in cases of physical or sexual abuse to contact Social Services **before** parents are told of the concern

 to tell parents that Government guidelines **direct** schools to refer concerns to Social Services and that the school has no discretion in the matter.

**7. Recording and Monitoring Concerns**

Recording has special importance in child protection work and will be invaluable in helping agencies to assess a case. It ensures accurate transfer of information between classes and schools. It may also be needed if court action is necessary. It will also serve as a record that staff have acted appropriately and followed guidelines. All staff have a responsibility to record child protection concerns. The school is not required to disclose any child protection information to parents. The following must be recorded:

* any concerns as they arise;
* marks on the pupil’s body, using a body map and incident book;
* inappropriate behaviour from the pupil;
* poor attendance reported to team leaders/attendance officer;
* details of conversations with parent and pupils about the concern;
* each contact with or referral to another agency.

This should be kept as a running note on the pupil’s confidential school record.

Other records, i.e. letters or case conference notes, which contains third party information must be kept confidential and secure (as above).

**8. Role of the Designated Safeguarding Lead for Safeguarding**

This role is key to ensuring that proper procedures and policies are in place and are followed with regard to child protection issues and that there is a dedicated resource available for other staff, volunteers and governors to draw upon.

**Managing referrals**

* Refer all cases of suspected abuse to the local authority children’s social care (ECIRS) and:
* The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
* Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
* Police (cases where a crime may have been committed).
* Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

**Training**

The **DSLs** should receive appropriate training carried out every **two years in order to:**

* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments (EHAP);
* Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
* Ensure each member of staff has access to and understands the school’s child protection policy and procedures, especially new and part time staff
* Be alert to the specific needs of children in need and those with special educational needs and young carers
* Be able to keep detailed, accurate, secure written records of concerns and referrals
* Obtain access to resources and attend any relevant or refresher training courses
* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.

**Raising Awareness**

* Ensure the school child protection policy is reviewed **annually** and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
* Ensure the **child protection policy is available publicly** and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
* Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
* Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred

**9. Support for Staff**

The abuse of children can create strong emotions in professionals and can affect staff personally. Staff may also have the burden of continuing daily contact with the child, and the parents. Support in the form of opportunity for staff to discuss their feelings and the effect of this work on their personal life will be provided by the school.

**10. Training Needs**

All staff need to be familiar with and follow the policies and procedures and know how to respond to child abuse concerns.

All Staff to have access to *Keeping Children Safe in Education* 2016.

* all **new** staff including supply staff and volunteers will have an induction to the safeguarding policy, the school code of conduct policy and be informed of the **DSL’s** name.
* any member of staff can refer a case to social care but it is more effective if carried out by the **DSL**

**Policies and procedures** will be discussed in:

* staff meetings;
* formal training as part of a training day;
* CP courses provided by the borough.

**As a minimum**:

* **Aa a minimum** will attend training every **two years** (as above);
* all other staff will attend training **annually**

**11. Opportunities to teach**

Children will be taught about safeguarding to develop an awareness of safety, maintain self-discipline and self-esteem. Our PSHE curriculum includes components differentiated by age so they progressively learn the knowledge and skills needed to keep them safe.

They will follow the following programmes ( Ealing PHSE Scheme of Work)

 myself and family;

* safety in the home and road safety;
* sex and relationship education;
* education for citizenship.
* peer-on-peer abuse
* radicalisation
* mental health
* e-safety
* (FGM - if required)

**12. Specific guidance for safeguarding across the school – procedures related to the use of mobile technology.**

Early years settings within the school will follow the school child protection procedures related to the use of mobile technology. In addition, the school has the following child protection policies:

* Parents, carers and visitors are asked to switch off mobile phones in all classrooms and leave the setting if they need to use their mobile. -
* Parents and visitors are prohibited from taking any photographs of children in the early years setting. The only exception would be in the event of a class assembly or whole school events.
* Staff seek parental permission to take photographs of the children, which must be linked to teaching the curriculum and that they use school equipment only for this purpose.
* Staff must store personal mobile phones in a designated and secure non-teaching area. They must only use mobile phones during breaks in the designated area and not whilst children are present unless in a school emergency.
* School cameras should be used for all recording/photographing purposes both in and out of school. These images should only be printed out at school and staff should not under any circumstances take photos or images of children home.
* The use of personal mobile phones and cameras by staff to take photos of children both in and out of school is not permitted.

**13. Child’s wishes /Confidentiality**

* Adults act in the interest of the child and do not promise confidentiality to the child. Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child’s best interests
* Timely information sharing is essential to effective safeguarding
* Information must be shared on a ‘need-to-know’ basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm

**14. Looked after children (LAC)**

The most common reason for children to become LAC is abuse or neglect.

If a LAC attends the school, the designated lead will:

* promote their educational achievement
* ensure staff have the skills and knowledge to keep LAC children safe;
* ensure staff know: the exact legal status of each LAC child; the contact arrangements with birth parents or those with parental responsibility; the child’s care arrangements and levels of authority delegated to the carer by the authority looking after her/him; details of the child’s social worker and the name of the virtual head in the authority that looks after the child.
* Prepare an annual report to the governing body on LAC children.

14(b) **SEND children**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. This can include:

* assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
* children with SEND can be disproportionally impacted by things like bullying- without outwardly showing any signs; and
* communication barriers and difficulties in overcoming these barriers.

**15**. **Pupils that go missing from school**

If a child goes missing from education this is a potential indicator of neglect or abuse (including sexual abuse or exploitation) or concerns of pupils travelling to conflict zones, FGM and forced marriage

* The School monitors attendance and addresses poor attendance**.**
* A change of address is recorded on school’s admissions register.
* Frequent absence will be recorded and used to identify any risk and to help prevent the risks of their going missing in future;
* Refer to relevant authority for support and guidance should it be needed.
* See guidance provided on EGFL : Missing Children Policy) <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268987/cme_guidance.pdf>

If a **parent advises school that the pupil is moving** to another school or a different area then:

* Ask parent for name and address of new school and planned start date. Get pupil’s new address if school details not available.
* Ring and ask new school if they can confirm the transfer. If they can, follow normal procedures for transferring education records. (DfEE circular 0015/2000 details the regulations now in force).
* The school will notify the local authority when a child leaves the school and provide any known information about the new school.

**16. Role of the Board of** **Directors**  The BoD and proprietors must ensure that they comply with their duties under legislation. They must also have regard to the guidance: *Keeping children* *safe in education, 2016 Part two: The management of safeguarding* to ensure that the policies, procedures and training in their school are effective and comply with the law at all times.

* The B of D will ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2013*. This includes a coordinated offer of early help when additional needs of children are identified and contribution to inter-agency plans to provide additional support to children subject to child protection plans.
* The B of D will ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
* a member of the B of D, usually the chair, will be nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Lead Teacher.
* The B of D will ensure there is **an effective child protection policy in place** together with a **staff behaviour policy** **(code of conduct).** Both will be provided to all staff –child protection policy will describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school website or by other means.
* The Lead Teacher will ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
* The Board will appoint a member of staff of the school’s leadership team to the role of. **Designated Safeguarding Lead ( DSL)**  At YGLl this will be the Lead Teacher, Miss Rawlins. This should be explicit in the role-holder’s job description (This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
* The **Designated Safeguarding Lead ( DSL) /s** will liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2015.* There should always be cover for this role.
* **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children’s social care immediately. Anybody can make a referral.**
* The **Designated Safeguarding Lead / Deputy S**afeguarding Leads will undergo updated child protection training **every two years.** The Lead Teacher and all staff members will undergo child protection training which is updated regularly, in line with advice from the LSCB (**minimum of every year**).
* the B of D will ensure procedures are in place to handle allegations against members of staff and volunteers.
* The B of D will ensure that staff members always act in the interests of the child (and don’t promise confidentiality).
* a regular safeguarding report will be prepared by the **Designated Safeguarding Lead (**Lead Teacher) and nominated governor to an annual meeting of the B of D.
* the B of D will consider how children may be taught about safeguarding.
* the B of D will ensure procedures are in place for children to express their views and to enable them to give feedback.
* The B of D will appoint a **Designated Safeguarding Lead** to promote the educational achievement of children who are looked after (LAC).
* The B of D will put in place appropriate safeguarding responses to children who go missing from education (see appendix iii)
* The B of G will ensure that recruitment of staff including volunteers is in line with agreed and accepted Safer Recruitment Best Practice, including DBS checks and Barred List at the appropriate level; and that the school continues to hold and maintain a Single Central Record.
* Ensure Staff are aware about the legislation relating to disqualification by association and advised of their responsibility to disclose if it applies to them.

see guidance <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

* Inspection**:** the assessment of the quality of leadership and management made during an Ofsted inspection includes an assessment of the effectiveness of the safeguarding arrangements in place in the school to ensure that there is safe recruitment and that all children are safe. The Ofsted handbook provides further information on what inspectors must do and what school and colleges can expect, and provides guidance for inspectors on making their judgements.
* The Board will prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children*,* taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school has written recruitment and selection policies and procedures in place.
* The school staffing regulations require governing bodies of schools to ensure that at least one person on any appointment panel has undertaken safer recruitment training.
* **The Board will ensure there are procedures in place to handle allegations against members of staff and volunteers**. Such allegations will be referred to the Local Authority Designated Officer (LADO). Procedures are in place to make a referral to the DBS if a person in regulated activity has been dismissed or remove 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**.
* The Board will also ensure that there are procedures in place to handle allegations against other children.

**17. Safer Recruitment \*\***

A member of the BoD will receive training in Safer Recruitment techniques. All adverts clearly state that children are safeguarded and all successful applicants are required to be **DBS** checked. All newly appointed staff are required to bring in qualifications, appropriate ID and evidence for DBS checks to take place and before taking up a placement at the school. The school has a Single Record Database in compliance with DCSF guidance. Regular volunteers in school will be subject to DBS checks; occasional volunteers must be supervised by staff who meet the above criteria. Ensure ‘Disqualification by association’ has been checked. \*\* refer to *Recruitment and Selection Policy*

**18. Allegations against staff \*\*\***

* allegations will be passed to the Lead Teacher
* in the event of an allegation being against the Lead Teacher, the Chair of Board of Directors is the key contact;
* such allegations will be referred to the Local Authority Designated Officer (LADO) within one day;
* there is a duty of confidentiality where a member of staff has had an allegation of abuse made against them; this applies equally to parents
* if a person in regulated activity has been dismissed or removed because of safeguarding concerns a **referral will be made to the Disclosure and Barring Service (DBS). This is a legal duty.**

\*\*\* Refer to *Allegations of abuse against staff Procedures Policy*

**19. Female Genital Mutilation (FGM** is mutilation of the labia majora, labia minora or clitoris**)**

* It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas.
* If there is an indication that the child or young person is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, the information must be shared with both the police and children’s social care.

**Risk factors**

* The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.
* It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
* A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’.
* A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.

**Signs**

* Girls who are threatened with or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally.
* Staff may become aware of a student because they appear anxious, depressed and emotionally withdrawn

**Summary**

* FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.
* FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

**Procedures to follow if suspecting Female Genital Mutilation (FGM) abuse:**

**It is a mandatory requirement for staff who discover or suspect that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 it must be reported to the police.**

* Anyone can make a report to the police, however it is best to do so via the DSL or LADO.
* If a teacher is concerned that an act of FGM may happen in the future, it must be reported to the DSL for further investigation.
* See **Appendix 5** - ‘Honour based’ violence (HBV) and Female Genital Mutilation (FGM) for further information on the risk factors and signs of FGM.

**What to do if a child is in immediate danger:**

**If a child is in immediate danger or is at risk of harm a referral should be made to Ealing Children’s Social Care Team( ECIRS) or the pupil’s home authority and/or the police immediately.** Anyone can make a referral to ECIRS, however it is best to do so via the DSL or DDSL.

**20. Extremism concerns**

In line with the ‘Prevent Duty’, introduced as part of the [Counter-Terrorism and Security Act 2015](http://www.legislation.gov.uk/ukpga/2015/6/contents/enacted), the school has a responsibility to keep children safe from harm, including from the risks of extremism and radicalisation, and to educate and promoting the welfare of children in their care of the risks.

**Action to be taken if concerns over extremism arise:**

* If a child is not at immediate risk of harm, speak to the DSL first to agree a course of action.
* Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](https://www.gov.uk/government/publications/channel-guidance), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children’s social care team.

DFE helpline for Governors and Staff: 020 7340 7264,

email counter.extremism@education.gov.uk

* The DSL or Deputy DSL can also discuss the concerns with **ECIRS** , with the prevent Safeguarding enquiries team (General Prevent enquiries: preventschoolsinfo@ealing.gov.uk).

**If a child is believed to be at immediate risk, it is also possible to contact the local police force or dial 101 (the non-emergency number) for support and advice.**

**Training and Roles of Responsibility**

Staff receive WRAP Prevent training and are continually updated as needed by the NSP or Deputy NSP.

* Prevent Safeguarding Lead – Miss Rachel Rawlins
* Deputy Prevent Safeguarding Lead – Miss Sioned Jones
* Prevent Governor Lead – Mrs Margaret Jones

**Role of Teaching and Learning in the Prevent Duty**

We believe it is vital that our curriculum promotes the spiritual, moral, social and cultural development of our pupils (please see separate policy for SMCD). We provide an opportunity for key values and moral qualities to be developed across the curriculum and throughout school life such as through after-school clubs, school council, discussing local and global news events, developing our role in the local community, promoting an awareness of e-safety and demonstrating and upholding moral values throughout the school day. We believe these core Values will ensure learners become responsible citizens in a democratic and civilised society and hold an important role in preventing pupils from radicalisation and extremism.

**Indicators of vulnerability include:**

**(Taken from the** Birmingham Local Safeguarding Children Board - Appendix 4 ‘Indicators of vulnerability to radicalistion’ and Appendix 5 ‘Preventing Violent Extremism’)

Identity

* the student/pupil is distanced from their cultural /religious heritage and experiences;
* discomfort about their place in society;
* personal Crisis – the student/pupil may be experiencing family tensions;
* a sense of isolation;
* low self-esteem;
* they may have dissociated from their existing friendship group and become involved with a new and different group of friends;
* they may be searching for answers to questions about identity, faith and belonging.

Personal Circumstances

* migration;
* local community tensions; and
* events affecting the student/pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy

Unmet Aspirations

* the student/pupil may have perceptions of injustice;
* a feeling of failure;
* rejection of civic life;

Experiences of Criminality

* involvement with criminal groups
* imprisonment; and
* poor resettlement/reintegration on release

Special Educational Needs

* social interaction
* empathy with others
* understanding the consequences of their actions; and
awareness of the motivations of others

More critical risk factors could include:

* being in contact with extremist recruiters;
* accessing violent extremist websites, especially those with a social networking element;
* possessing or accessing violent extremist literature;
* using extremist narratives and a global ideology to explain personal disadvantage;
* justifying the use of violence to solve societal issues;
* joining or seeking to join extremist organisations; and
* significant changes to appearance and/or behaviour;
* experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis

**Potential Indicators of extremism:**

* A change in behaviour or character (e.g. from withdrawal to physical outbursts).
* A change in peer group, dress or cultural beliefs which may lead to family/social/political conflicts
* A demonstration of identity crisis and confusion
* Extremist views or propaganda material accessed or shared online
* Articulating support for extremist causes or leaders by promoting in person
* Lack of affinity or understanding of others, inability to listen with respect and tolerance to differing views or opinion and understand others’ beliefs
* Using extremist narratives and a global ideology to explain personal disadvantage
* Pattern of regular or extended travel with evidence to suggest for the purpose of extremist training or activity
* Being in contact with suspected extremist recruiters

**Risk Assessment and What to do if you have a concern?**

* The usual safeguarding procedures and risk assessments should be followed if a concern is raised
* Where deemed necessary the DSL or Deputy DSL will discuss the concerns with **ECIRS** (Ealing Children's Integrated Response Service) – 020 8825 8000 or with the prevent Safeguarding enquiries team:

**Ealing Prevent Safeguarding enquiries:**

Paul Smith – smithpa@ealing.gov.uk

Nazia Matin – matinn@ealing.gov.uk

**General Prevent enquiries:** preventschoolsinfo@ealing.gov.uk

* If a child is believed to be at immediate risk, it is also possible to contact the local police force or dial 101 (the non-emergency number) for support and advice.
* Concerns relating to extremism can be raised directly using the Department for Education dedicated helpline: Tel: **020 7340 7264**

Email: **counter.extremism@education.gsi.gov.uk.**

Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk.

21. **Online Safety**

YGLl recognises that it is essential that pupils are safeguarded from potentially harmful and inappropriate online material and interactions. Refer to E-Safety policy, which comprehensively outline’s the School’s position and procedures relating to online safety.

* External providers employed to ensure appropriate filtering and monitoring systems are in place.
* Across the curriculum pupils learn how to stay safe on line.
* School offers information to pupils and parents on how to stay safe on line.

**APPENDIX 1**

**WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**

|  |
| --- |
| **PHYSICAL ABUSE** |
| DEFINITION: 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 feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as factitious illness by proxy or Uncaused syndrome by proxy. |
| SIGNS:* Marks and Bruises
* Suspicious stories about how marks made
* Frequent bumps etc
* Broken Bones
* Frightened / nervous at simple movements / jumpy
* Jumping when adult raises voice
* Introverted, shy or withdrawn
* Tearful
* Poor behaviour / Bullying others
* Repeating inappropriate behaviour/ bullying
* Violent outbursts
* Hair missing
* Scratches / burns
* Stories include violent descriptions / pictures depict regularly violent scenarios
* Hitting or aggressive to other children
* Sleeping in class
* Self conscious when changing for PE
* Restless and fidgety
* Wetting / soiling them self
* Mood swings
* Little contact with other children
* Poor attendance
* Use of bad language
* Physically threatening behaviour
* Shouting

Additional signs:CONSTANT INJURIES THAT CAN ALWAYS BE EXPLAINED / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / SELF COMFORT / VERBAL ABUSE / NON-COOPERATION / POOR HEALTH / UNKEPT / FEAR OF ADULTS / ABSENCES / STRANGE BEHAVIOUR AFTER WEEKENDS OR HOLIDAYS / FORGOTTEN PE KIT / FLINCHING IN RESPONSE TO SUDDEN MOVEMENTS / FREQUENT MEDICAL APPOINTMENTS / DO NOT WANT TO GO HOME AT THE END OF THE DAY / UNABLE TO FORM RELATIONSHIPS WITH ADULTS / SELF PROTECTION / GUARDING / LACK OF EYE CONTACT / CONSTANTLY ILL WITH NO REAL SYMPTOMS / FEARFUL OF ADULTS |

**APPENDIX 2**

**WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**

|  |
| --- |
| **EMOTIONAL ABUSE** |
| DEFINITION: Emotional abuse is the persistent emotional ill-treatment 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. It may involve 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 ill-treatment of a child, though it may occur alone. |
| SIGNS:* Low self esteem
* Withdrawn / frightened / shy
* Secretive
* Makes little eye contact
* Emotionally finds it difficult to maintain relationships with peers and adults
* Jumpy or stuttering during conversations with adults
* Cries a lot / very sensitive
* A Loner
* Pictures use mainly dark colours
* Stealing
* Mood swings
* Lack of concentration
* Very quiet, speaks little
* Poor social skills
* Bullies others
* Very unsettled
* Anti-social behaviour
* Lack of confidence

Additional signs:WETTING / SOILING / SELF HARM / SELF COMFORT / ROCKING / CHANGE IN APPETITIE / UNDEACHIEVEMENT / TIMID / TEARFUL / ANOREXIC / BULIMIC / DO NOT WANT TO GO HOME AT THE END OF THE DAY / ATTENTION SEEKING / CHANGES IN STANDARD OF WORK / DEPRESSION / INTROVERTED / WITHDRAWN / CHANGES IN RELATIONSHIPS / NO FRIENDS / HARD TO MAKE FRIENDS / NEEDY / CLINGY / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / WITHDRAWN AGGRESSIVE / CHANGES IN ATTITUDE, PERSONALITY OR BEHAVIOUR / CHANGES IN INTERACTION WITH OTHERS / PEER GROUP PROBLEMS / EXTREEMS OF EMOTION / ALIEN TO PRAISE |

**APPENDIX 3**

**WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**

|  |
| --- |
| **SEXUAL ABUSE** |
| DEFINITION: Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. This also includes exposing the children to sexual language either intentionally or not and/or forcing them to use such language in any circumstance. |
| SIGNS:* Hides under clothes / baggy clothes
* Inappropriate physical contact with other children
* Withdrawn / shy
* Aggressive to children of the opposite sex
* Scared of others
* Don’t like being touched
* Touch themselves or others
* Won’t change for PE
* Very quiet or loud
* Use of sexual language
* Stories or drawings include sexual connotations
* Exposing self
* Hesitate when wanting to talk to teacher
* Soiling/ wetting / stains on underwear
* Repeated Urine problems
* Re-enacting sexualised behaviour as part of play
* Bruising
* Sexually specific behaviour or / and language
* Abusive to other children
* Little physical contact, finds hugs touches difficult will move away.

Additional signs:SEXUAL PLAY – HOME CORNER / PLAYGROUND / INAPPROPRIATE / PROVOCATIVE SEXUAL LANGAUGE / MEDICAL DIFFICULTIES / CHANGE OF MOOD / WITHDRAWN OR AGGRESSIVE / CHANGE OF CHARACTER OR BEHAVIOUR / MASTERBATION / ANOREXIC / BULIMIC / SELF HARMING / DO NOT WANT TO GO HOME AT THE END OF THE DAY / SECRETIVE / WITHDRAWN / CHANGE IN PHYSICAL APPEARANCE/DRESS & BODY LANGUAGE / UNABLE TO FORM RELATIONSHIPS WITH ADULTS |

**APPENDIX 4**

**WHAT SIGNS MAY A CHILD EXHIBIT IF THEY ARE A VICTIM OF ABUSE?**

|  |
| --- |
| **NEGLECT** |
| DEFINITION: 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. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. |
| SIGNS:* Child smells, clothes are dirty, hair unbrushed
* Appears unhealthy but is always in school when unwell
* Low attendance – EWO involvement
* No Breakfast
* Is unfamiliar with basic routines of feeding self and toileting etc
* Always hungry
* Late before and after school
* Attention seeking / needs praise to feel confident
* Poor hygiene, does not know how to use toilet properly
* Angry
* Parents have little contact with school. Do not attend parents evening
* Homework not completed / PE kit repeatedly forgotten
* Correct clothes not worn to school ie not warm enough in winter, not cool enough in summer
* Steal things
* Come to school on their own when they are too young
* Lying
* Older siblings care for younger chn and take on the parent role.
* Cries a lot
* Makes slow progress
* Packed lunch does not provide child with a balanced diet
* Over eats at lunchtime
* Untidy / unkempt
* Parents do not follow up medical requests form school ie. need for eyes to be tested.
* Instability in family, different carers/ boyfriends
* Sleeps in class / Goes to sleep late little routine at home

Additional signs:INADEQUATE PACKED LUNCH / UNKEMPT / CRUFFY / SLEEPING DURING LESSONS / OVERLY TIRED / REPEATED HEALTH PROBLEMS THAT GO UNCHEACKED OR ARE NOT DEALT WITH / HEADLICS / RINGWORM NOT DEALT WITH AND CONSTANTLY REOCCUR /DISORGANISED / ATTENDANCE / PUNCTUALITY (END & BEGINNING OF DAY) / DO NOT WANT TO GO HOME AT THE END OF THE DAY / OVERWEIGHT / UNABLE TO FORM RELATIONSHIPS WITH ADULT / CONTENT OF WRITING OR DRAWING / UNDERACHIEVING |

**Appendix 5**

 **Ysgol Gymraeg Llundain/ London Welsh School**

 **Child disclosure/ concern Record**

Pupil Name / class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Name who raised concern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Nature of concern |

|  |  |
| --- | --- |
| Actions agreed  | Contact eg telephone calls made plus date. |

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
|  CONFIDENTIAL  |

**Appendix 6 Recorded Injury Sheet**

|  |
| --- |
| Record whether it’s front of back of body |



**Appendix 7 Twelve tips on talking to pupils who have been sexually abused**

1. Believe them and tell them that you believe them. The abuser will have told them that no-one will believe them.

2. If you feel shock and disbelief don’t let the child think that means that you can’t hear what they are telling you.

3. Say “you were right to tell me”. The abuser will have frightened them into keeping silent.

4. Tell the child that the abuse was not her/his fault. The abuser will have made them feel responsible.

5. The child may love the abuser but hate the abuse. Tell the child that the abuser was “wrong” rather than “bad”.

6. Tell the child you will try to help them stop the abuse.

7. Don’t agree to keep the sexual abuse a secret. Don’t promise things you can’t do. Do reassure the child that you will do all that you can.

8. Tell them who you will be telling and why.

9. Don’t say things like “are you sure?”, “why didn’t you tell me before?”, “I don’t believe it”.

10. If the child tells you and you are surprised, don’t rush away to inform other people. Control your panic and spend time with the child until you have reassured her/him and informed the child of your actions. You will need support, but at this stage this is not as important as the support that the child needs.

11. Make sure that the child knows that your anger is with the abuser and not with them.

12. Don’t necessarily believe the child if she/he later retracts the allegation. This is because of the hurt, confusion and panic that they are now feeling.

Appendix 8 OFSTED:

The common inspection framework: education, skills and early years

**Inspecting safeguarding in early years, education and skills from September 2015**

**\*‘Safeguarding children and young people and young vulnerable adults policy’.[[1]](#footnote-1)**

# Definition of safeguarding

1. In relation to children and young people, safeguarding and promoting their welfare is defined in ‘Working together to safeguard children’ as:
* protecting children from maltreatment
* preventing impairment of children’s health or development
* ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
* taking action to enable all children to have the best outcomes.

**Safeguarding action may be needed to protect children and learners from**:

* neglect
* physical abuse
* sexual abuse
* emotional abuse
* bullying, including online bullying and prejudice-based bullying
* racist, disability and homophobic or transphobic abuse
* gender-based violence/violence against women and girls
* radicalisation and/or extremist behaviour
* child sexual exploitation and trafficking
* the impact of new technologies on sexual behaviour, for example sexting
* teenage relationship abuse
* substance misuse
* issues that may be specific to a local area or population, for example gang activity and youth violence
* domestic violence
* female genital mutilation
* forced marriage
* fabricated or induced illness
* poor parenting, particularly in relation to babies and young children
* other issues not listed here but that pose a risk to children, young people and vulnerable adults.
1. Safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:
* children’s and learners’ health and safety and well-being
* the use of reasonable force
* meeting the needs of children and learners with medical conditions
* providing first aid
* educational visits
* intimate care and emotional well-being
* online safety[[2]](#footnote-2) and associated issues
* appropriate arrangements to ensure children’s and learners’ security, taking into account the local context..

# Appendix 9: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

* Behaved in a way that has harmed a child, or may have harmed a child, or
* 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

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

**Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

* Redeployment within the school 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 the individual to alternative work in the school so that they do not have unsupervised access to children
* Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been
* **Definitions for outcomes 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 (this does not imply guilt or innocence)

**Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Lead Teacher (or Chair of Governors where the Lead Tteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

* Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
* Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
* Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
* **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
* **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
* **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
* Provide effective support for the individual facing the allegation or concern, including **appointing a named representative** to keep them informed of the progress of the case and consider what other support is appropriate.
* Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
* Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
* Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
* **Early years provision**

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, the Chair or Vice Chair of the Board of Directors will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

**Timescales**

* Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
* If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
* If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

**Specific actions**

**Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services.

**Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school’s personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

**Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual’s contact with the child or children who made the allegation, if they are still attending the school.

**Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the headteacher, or other appropriate person in the case of an allegation against the headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

**Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority’s designated officer, police and children’s social care services, as appropriate, to agree:

* Who needs to know about the allegation and what information can be shared
* How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
* What, if any, information can be reasonably given to the wider community to reduce speculation
* How to manage press interest if, and when, it arises

**Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual’s confidential personnel file for the duration of the case. Such records will include:

* A clear and comprehensive summary of the allegation
* Details of how the allegation was followed up and resolved
* Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual’s confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual’s personnel file.

**References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

**Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority’s designated officer to determine whether there are any improvements that we can make to the school’s procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

* Issues arising from the decision to suspend the member of staff
* The duration of the suspension
* Whether or not the suspension was justified
* The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual
1. *Safeguarding children and young people and young vulnerable adults policy*, Ofsted, 2015;

[www.gov.uk/government/publications/ofsted-safeguarding-policy](https://www.gov.uk/government/publications/ofsted-safeguarding-policy). [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)