

St. Joseph's In The Park		
Policy Title Child Protection & Safeguarding	Date Autumn 2020	
Owner Head and Senior Designated Safeguarding Person and Deputies	Date for Review Autumn 2021 (Resources Committee)	

This policy is for whole school including EYFS

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in October 2020

It is due for review in October 2021.

Signature Date

Head Teacher

Signature Date

Chair of Governors

Child Protection and Safeguarding Policy

Scope of the policy

1 Safeguarding

1.1 St Joseph's In The Park (The School) recognises its responsibility to safeguard and promote the welfare of the children and young people in its care. In formulating these policies and procedures, the School has taken due regard of Keeping Children Safe in Education (2020) (KCSIE) and Working Together to Safeguard Children (2018). All pupils have the right to protection, regardless of age, gender, ethnicity, disability, sexuality, or beliefs. The School recognises its legal duty to work with and in accordance with locally agreed inter-agency procedures. Children include anyone under the age of 18. This responsibility is underpinned by the following aims:

1.1.1 To protect children from harm (maltreatment);

1.1.2 To prevent impairment of children's mental and physical health or development.

1.1.3 To ensure children grow up in circumstances consistent with the provision of safe and effective care;

1.1.4 To take action to enable all children to have the best outcomes.

1.2 The School addresses their commitment to these aims through:

2 Prevention

2.1 By ensuring all reasonable measures are taken to minimise the risk of harm to children's welfare, including:

2.1.1 Appointing a Designated Safeguarding Person (DSP),

2.1.2 Ensuring safer recruitment practice.

2.1.3 Ensuring through training that all staff and supply staff are aware of and committed to the Policy and Procedures for Safeguarding and Child Protection.

2.1.4 Adopting a supportive, open, and accepting attitude towards children so that they feel valued, listened to and respected.

2.1.5 Establishing a positive and secure environment, in which children can learn and develop.

2.1.6 Including in the curriculum, activities, and opportunities for PSHE which equip pupils with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life. These activities and opportunities will include coverage of Online Safety and Cyber Bullying and the risks of radicalisation.

2.1.7 Providing pastoral support that is accessible and available to all pupils and ensuring that pupils know to whom they can talk about their concerns both within and beyond school.

3 Protection

3.1 By ensuring all appropriate actions are taken to address concerns about the welfare of a child or children, working with agreed local policies and procedures in full partnership with other local agencies, especially the Police and Children's Social Care. This may include:

3.1.1 Sharing information about concerns with agencies that need to know and involving children and their parents/carers appropriately.

3.1.2 Monitoring children known or thought to be at risk from harm and contributing to assessments of need and support packages for those children.

3.1.3 Safeguarding children from potentially harmful and inappropriate online material, (see Online Safety and IT Policies).

4 Reporting

4.1 All concerns should be recorded. Details of referrals and other paperwork are also held by the DSP and will be shared with colleagues and external agencies as deemed appropriate by the DSP.

4.2 The School, under inter-agency procedures, will report complaints that raise Child Protection issues. If the parents are unhappy with the School's response, they should contact the nominated officer for Child Protection within the Local Education Authority and ask for the Duty Social Worker (See Appendix 1).

4.3 The School will report to the Disclosure and Barring Service (DBS) as soon as possible, and ordinarily on conclusion of an investigation, any person (whether employed, contracted, volunteer or student) whose services are no longer used because he/she is considered unsuitable to work with children. The School will also report to the Teaching Regulation Agency (TRA) when appropriate to do so.

4.4 Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

4.5 Please see Appendix 5 for a summary of what any individual should do if they have concerns about a child.

5 Remote Learning due to COVID-19

5.1 At this time, the School recognises the additional safeguarding risks relating to pupils learning remotely having been subject to self-isolation/quarantine/shielding.

5.2 If the School has to close or restrict its on-site provision due to COVID-19, an annex to this policy will be added outlining the additional safeguarding measures that the School would take.

Child Protection Policy and Procedures

6 Introduction

6.1 Child protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. The term 'significant harm' was defined by The Children Act of 1989 as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

6.2 Whilst there are no absolute criteria on which to rely when judging what constitutes significant harm, the following factors are used by the DSP and, where appropriate, the Local Authorities, in assessing any case:

6.2.1 The degree and extent of physical harm.

6.2.2 The duration and frequency of abuse and neglect.

6.2.3 The extent of premeditation.

6.2.4 The presence and degree of threat, coercion, sadism.

6.3 Sometimes, a single traumatic event may constitute significant harm (e.g. a violent assault, suffocation or poisoning), but more often, it is the consequence of a compilation of significant events (both acute and long-standing) which interrupt, change or damage the child's physical and psychological development. (Taken from Working together to Safeguard Children (2018))

6.4 Staff should be clear that they must not make judgements or carry out investigations. The information in these procedures must be read in the context of the specific advice offered herein, in terms of how to act in cases where safeguarding and/or child protection issues are suspected.

7 Role of the Designated Senior Lead/Person

7.1 The DSP for Child Protection in the School is Vanessa Sharp; and take lead responsibility for Safeguarding and Child Protection in the School, see Appendix 7 for DSP Job Description.

7.2 The DSPs (and any Deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

7.3 The DSPs and any Deputies should liaise with the safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC guidance When to call the Police should help DSPs understand when they should consider calling the police and what to expect when they do.

7.4 The DSPs will contact Designated Officer(s) at the Local Authority in the event of safeguarding concerns and allegations being made against staff and supply staff and in consultation with the Headteacher, and informing the safeguarding governor, a referral must be made to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.

7.5 Ensure all staff implement the Child Protection and Safeguarding policy effectively.

7.6 Ensure all staff receive termly training, in safeguarding practice and procedures. Our safeguarding training includes training relating to the Prevent Duty.

7.7 Receive appropriate higher-level training in Safeguarding Child Protection procedures

7.8 Work with the Safeguarding Governor to undertake a full review of all aspects of safeguarding annually and provide information to the Governors.

7.9 A detailed job description for the DSP can be found in Appendix 7

8 Names of the DSPs

Vanessa Sharp – Designated Safeguarding Person (DSP)

Douglas Brown – Deputy Designated Safeguarding Person (DDSP)

Ruth O’Brien - Deputy Designated Safeguarding Person (DDSP)

8.1 Together, the DSP and the DDSPs hold the responsibilities listed below.

8.1.1 Raising Awareness

8.1.2 The School, through the DSP and DDSPs, undertakes:

8.1.2.1 To monitor and review annually (in conjunction with the Governing Body), the effectiveness of the Safeguarding Policy and Child Protection Procedures, to ensure they comply with current best practice.

8.1.2.2 To ensure the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.

8.1.2.3 To ensure parents have access to the Procedures for Safeguarding and Child Protection (available on the website and hard copy provided on request).

8.1.2.4 To ensure, where necessary, that records are passed on to the receiving school if a pupil transfer.

8.1.2.5 To ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback.

9 Training and Support

9.1 The School, through the DSP undertakes:

9.1.1 To ensure that all DSPs receive refresher training (Level3, including interagency working) at three yearly intervals in addition to the regular annual safeguarding training undertaken by all staff. This training covers inter-agency working, participation in child-protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children.

9.1.2 To ensure all staff who work with children receive appropriate safeguarding and child protection training which is updated. In addition, all staff members should receive safeguarding and child protection updates (via staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. To ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their employment. Early help includes identifying emerging problems, liaising with the DSP and sharing information with other professionals to support early identification and assessment.

9.1.3 To ensure that all staff and volunteers are provided with Induction Training regarding the school's arrangements for safeguarding children within 7 working days of their commencement of work. This training will include provision of this document, the code of conduct for staff, the whistleblowing policy, the name and contact details of the DSP and the DSPs across the Schools whose details can be found in Appendix 1. In the event of the absence of any DSP, the DDSP within the school will be empowered to deal with matters. Staff are also informed of the requirement to read 'Keeping Children Safe in Education (2020): information for all school and college staff' (Part 1 and Annex A) and sign to say that they have done so.

9.1.4 To ensure that all School staff follow the staff Code of Conduct

9.1.5 To ensure sufficient resources and time are allocated to enable the DSP and DDSPs and other staff to discharge their responsibilities, including taking part in strategy discussion and other inter-agency meetings, and contributing to the assessment of children.

9.1.6 To ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to safeguarding children, and to treat such concerns sensitively and effectively in a timely manner in accordance with the school's Whistle Blowing Policy.

Information can also be found on the NSPCC whistleblowing helpline - <https://www.nspcc.org.uk/what-you-cando/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

9.1.7 To hold and be conversant with the School's Child Protection procedures.

10 Referrals

10.1 The School, through the DSP, undertakes:

10.1.1 To ensure that the School operates within the legislative framework and recommended guidance, in accordance with locally agreed inter-agency procedures.

10.1.2 To develop effective working relationships with other agencies and services.

10.1.3 To decide upon the appropriate level of response to specific concerns about a child, referring to local guidance on thresholds and obtaining information on borderline cases. Responses may include discussions with parents, assessment under Families First procedures and/or the Common Assessment Framework (CAF) or referral to Children, Schools and Families social care.

10.1.4 To liaise and work with Children's Services, reporting cases of suspected child abuse immediately to the Local Safeguarding Children Partnership or Board (as applicable) (see Appendix 1 for contact numbers)

10.1.5 To ensure that the Headteacher is kept fully informed of any concerns.

10.1.6 To ensure that accurate safeguarding records relating to individual children are kept separate from the academic file (marked 'Strictly Confidential') and are passed on securely should the child transfer to a new educational provider.

10.1.7 To submit reports and ensure the school's attendance at child protection conferences.

10.1.8 To contribute to decision making and delivery of actions planned to safeguard the child.

10.1.9 To ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.

10.1.10 To notify local protection agencies of any serious incident or injury (or death), of any child while in the care of the school, and to act upon any advice from those agencies.

11 EYFS

11.1 Within the EYFS settings, the DSP is:

11.1.1 Ruth O'Brien Head of Early Years

She will inform the DSP, of any serious safeguarding concerns and allegations of harm or abuse, by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these safeguarding concerns and allegations.

12 Role of Governors

12.1 The Governing Body appoint a designated Safeguarding Governor (Sue Coley) to have an overview of this area but recognise that Leadership responsibility for the school's safeguarding arrangements rests with the whole Governing Body, including the Chairman of Governors.

12.2 The designated Safeguarding Governor will attend a termly meetings of the Safeguarding Team and ensure that the Governors fulfil their safeguarding responsibilities, as summarised below:

12.2.1 Children who are or have been looked after by a Local Authority and/or have a social worker can be particularly vulnerable. The Governors will ensure that relevant staff has the skills, knowledge and understanding necessary if they undertake to admit children who are (or have been) looked after by a Local Authority. The process would be fully discussed with the Headteacher to ensure that staff had the relevant and appropriate information they needed, and that the School complied with relevant legislation and guidance.

12.2.2 The responsibilities of the Governing Body include:

12.2.2.1 Testing the school's policies and procedures around Safeguarding and Child Protection.

12.2.2.2 Keeping abreast of Safeguarding and Child Protection issues and trends through the Education Committee.

12.2.2.3 Maintaining and enhancing knowledge and understanding of Safeguarding and Child Protection Policy/Procedures through standing training items at Full Governor meetings.

12.2.2.4 Ensuring that the School has Policies and Procedures for Safeguarding and Child Protection, known to all staff and governors, which are in accordance with Local Authority, and inter-agency procedures and that these are made available to all parents.

12.2.2.5 Working with the DSP and DDSP's and the Governing Body to carry out an annual review and audit to judge the efficiency with which the procedures have been implemented and to ensure that any deficiencies are remedied immediately.

12.2.2.6 Regular checking of the Single Central Register.

13 Reviews

13.1 The School reviews its Child Protection and Safeguarding Policy and procedures annually and the Governing Body actively discusses the procedures and their implementation through the termly Governors' Education Committee meeting.

14 Safeguarding Children: Information and Guidance for Staff

14.1 All staff are required to have read the latest 'Keeping Children Safe in Education: information for all school and college staff (2020)' and to sign to confirm they have understood and will comply with its contents when requested.

15 Support for Children

15.1 The School recognises that:

15.1.1 A child who is abused or witness's violence may find it difficult to develop and maintain a sense of self-worth.

15.1.2 A child in these circumstances may feel helpless and humiliated and may feel self-blame.

15.1.3 The School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

15.1.4 Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggression or withdrawal.

15.2 The School will support all pupils by:

15.2.1 Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying.

15.2.2 Promoting a caring, safe, and positive environment within the School.

15.2.3 Liaising and working closely together with all other support agencies involved in the safeguarding of children.

15.2.4 Notifying Social Care Services as soon as there is a significant concern.

15.2.5 Providing continuing support to a pupil, about whom there have been concerns, who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

15.3 Children with Special Educational Needs (SEN) and disabilities can provide additional safeguarding challenges. The School recognises that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

15.3.1 assumptions that indicators of possible abuse such as behaviour, mood or injury relate to the child's impairment without further exploration.

15.3.2 children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and

15.3.3 communication barriers and difficulties in overcoming these barriers.

16 Types of abuse and neglect

16.1 **Abuse and neglect** are forms of maltreatment of a child. Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting; by those known to them, or more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

16.2 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child, including by fabricating the symptoms of, or deliberately causing, ill health to a child.

16.3 **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, age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children.

16.4 **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 and oral sex) or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material or encouraging children to behave in sexually inappropriate ways.

16.5 **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, such as failing to provide adequate food, shelter and clothing, or neglect of, or being unresponsive to, a child's basic emotional needs.

16.6 Specific Safeguarding Issues (including Peer-on-peer abuse, Child Sexual Exploitation, Child Criminal Exploitation, Female Genital Mutilation, Children missing from education, Radicalisation and Serious Crime)

16.6.1 All staff should have an awareness of safeguarding issues, some of which are listed below. Part One and Annex A of KCSIE (2020) contain a more detailed list of specific issues

16.6.2 All staff should be aware safeguarding issues can manifest themselves via peer-on-peer abuse. Please refer to the School's Peer-on-peer abuse policy and Part Five of KCSIE (2020) for a full explanation of the points listed below.

16.6.3 Staff should be aware of:

16.6.3.1 Procedures to minimise the risk of peer-on-peer abuse

16.6.3.2 How safeguarding concerns and allegations of peer-on-peer abuse will be recorded, investigated, and dealt with

16.6.3.3 The processes involved in supporting any child affected by peer-on-peer abuse (including victims and perpetrators).

16.6.4 Peer-on-peer abuse is most likely to include, but not limited to: bullying (including cyber bullying), sexual violence/assault and sexual harassment, and sexting (Youth Produced Sexual Imagery), initiation/hazing type violence and rituals and upskirting (as covered by the Voyeurism (Offences) Act which came into force on 12 April 2019). Staff should be aware of the gendered nature of peer-on-peer abuse, (i.e., that it is more likely that girls will be victims and boys perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously. Peer-on-peer abuse must never be passed off as banter. In the case of abuse by a pupil, or group of pupils, the key indicators that may identify abuse (as opposed to bullying or adolescent misbehaviour, to be handled within the school's normal discipline framework) are:

16.6.4.1 the frequency, nature, and severity of the incident(s).

16.6.4.2 whether the victim was coerced by physical force, fear, or by a pupil or group of pupils significantly older than them or having power or authority over them.

16.6.4.3 whether the incident involved a potentially criminal act.

16.6.4.4 whether if the same incident (or injury) had occurred to a member of staff or other adult, it would have been regarded as assault or otherwise actionable.

16.6.5 The School recognises that Child Sexual Exploitation (CSE) Female Genital Mutilation (FGM) and Radicalisation can happen in our Community. All staff should be aware of the information on these areas (see 'Keeping Children Safe in Education (2020)') and follow the Group safeguarding procedures where concerns exist.

16.6.6 Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE) Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males, females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex A of KCSIE 2020. This includes definitions of County Lines, Terrorism and domestic abuse which relate to CSE and CCE.

16.6.7 Honour-based abuse - So-called 'honour-based' abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA.

16.6.8 Female Genital Mutilation (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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

PLEASE NOTE: Whilst all staff should speak to the DSP (or deputy) with regards to concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

16.6.9 Children missing from education. All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect. Staff should be aware that there is greater potential for children who are missing from education to be exploited. Staff must be familiar of our process for monitoring unauthorised absence (see the Attendance Policy) and children missing from education procedures below.

16.6.9.1 Staff should follow the school's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

16.6.9.2 If a child has been absent without the School's permission for a period of ten School days or more, the School must inform the relevant Local Authority. Further information can be found in KCSIE 2020 (Part Two and Annex A)

16.6.9.3 The School is required to notify the relevant Local Authority when a pupil joins or leaves the School at a non-standard transition point. Further information can be found in the Education (Pupil Registration) (England) Regulations 2006 as amended.

16.6.9.4 When a pupil leaves the School and the School is informed that the pupil is leaving to attend another school, the Headteacher should establish the pupil's new home address (where applicable), the name and address of the pupil's new school and the date the pupil will start there.

16.6.9.5 If the Headteacher is concerned about any aspect of a transfer, if the pupil leaves but the new school is not known or if a pupil has "disappeared", the matter must be drawn without delay to the attention of the Children Missing Education Officer at the relevant Local Authority: Hertfordshire - csf.cme@hertscc.gov.uk,

16.6.10 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

16.6.11 Risk Assessment on Radicalisation and Extremism: BSG recognises that Radicalisation and Extremism can be religious, political or focused around single issue groups. Whilst the overall risk is low in relative terms, awareness and vigilance are expected at all times, and staff receive on-going training and support, including guidance on Visiting Speakers (see Appendix 6) and the importance of raising pupil awareness. Appendix 1 has contact details and telephone numbers where advice is required.

16.6.12 Serious Violence which includes but is not limited to knife crime, gun crime, corrosive substance attacks and homicide, are often linked to drug and/or alcohol abuse. BSG recognises the threat of County Lines and the impact on individuals, families and communities. County Lines awareness and preventative action training is provided for all staff.

16.6.13 Domestic Abuse - The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not

limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day.

17 Sexting (Youth Produced Sexual Imagery)

17.1 Sexting (Youth Produced Sexual Imagery) can be defined as images or videos generated:

17.1.1 By children under the age of 18 or,

17.1.2 Of children under the age of 18 that are of a sexual nature.

17.2 According to statistics from the UK Council for Child Internet Safety (UKCCIS) ('Sexting in Schools and Colleges), 13% of boys and girls had taken topless pictures of themselves and 3% had taken fully naked pictures. Of those who had taken sexual images, 55% had shared them with others. 31% of this group had also shared the image with someone they did not know. In addition, research carried out by 'The Key' found that 61% of its secondary school Headteacher teacher members reported 'sexting' as a concern, whilst the PSHE Association similarly found that 78% of parents were either fairly or very concerned about youth produced sexual imagery, compared to 69% who were concerned about alcohol misuse and 67% who were concerned about smoking.

17.3 It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving sexual imagery (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978, Section 160 Criminal Justice Act 1998 and Sections 45-46 of the Sexual Offences Act 2003. Under this legislation it is a crime to:

17.3.1 Take an indecent photograph or allow an indecent photograph to be taken;

17.3.2 Make an indecent photograph (this includes downloading or opening an image that has been sent via email);

17.3.3 Distribute or show such an email;

17.3.4 Possess with the intention of distributing images;

17.3.5 Advertise; and

17.3.6 Possess such images.

17.4 Any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, and whilst it is unlikely to be considered in the public interest to prosecute children, young people need to be aware that they may be breaking the law.

17.5 Staff should respond to any disclosure relating to sexting (Youth Produced Sexual Imagery) in the same way they would in any other safeguarding disclosure (See Section 27, below). However, the following points should also be noted:

17.5.1 Staff may confiscate an electronic device if they think there is good reason for doing so (see Behaviour Policy), however any search of that device should be conducted by a Headteacher or Deputy Headteacher (in his/her role as a DSP or Deputy DSP) in the case of suspected illegal images who is also a member of the same sex

17.5.2 Material should not be moved from one device to another (e.g. via email), printed out, saved

17.5.3 An image that has been shared across a personal mobile device should not be viewed unless there is a clear reason to do so (such as a belief that a young person is at risk of physical or emotional harm); an image that has been shared across a school network, a website or a social network should only be viewed within the protocols outlined herein

17.6 If indecent images of a child are found, the relevant DSP and DSLs will agree a course of action, which will include some or all of the following:

17.6.1 Store the device securely

17.6.2 Carry out a risk assessment in relation to the young person

17.6.3 Contact the police (if appropriate)

17.6.4 Make a referral if needed

17.6.5 Put the necessary safeguards in place for the pupil (which may include counselling)

17.6.6 Inform parents and/or carers about the incident and how it is being managed (although this will depend on the nature of the image and the family circumstances of the young person).

18 Staff awareness of signs of abuse

18.1 Staff should be aware of the following signs that may indicate abuse. Possible signs may include:

18.1.1 Emotional abuse:

18.1.1.1 Children who are excessively withdrawn, fearful, or anxious about doing something wrong;

18.1.1.2 Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

18.1.1.3 Parents or carers blaming their problems on their child; and

18.1.1.4 Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

18.1.2 Sexual abuse:

18.1.2.1 Children who display knowledge or interest in sexual acts inappropriate to their age;

18.1.2.2 Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;

18.1.2.3 Children who ask others to behave sexually or play sexual games; and

18.1.2.4 Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

18.1.3 Child Criminal Exploitation (CCE):

18.1.3.1 children who appear with unexplained gifts or new possessions;

18.1.3.2 children who associate with other young people involved in exploitation;

18.1.3.3 children who suffer from changes in emotional well-being;

18.1.3.4 children who misuse drugs and alcohol;

18.1.3.5 children who go missing for periods of time or regularly come home late;

18.1.3.6 children who regularly miss school or education or do not take part in education.

18.1.4 Child Sexual exploitation (CSE): the above CCE indicators, as can:

18.1.4.1 children who have older boyfriends or girlfriends;

18.1.4.2 children who suffer from sexually transmitted infections or become pregnant

18.1.5 Neglect:

18.1.5.1 Children who are living in a home that is indisputably dirty or unsafe;

18.1.5.2 Children who are left hungry or dirty;

18.1.5.3 Children who are left without adequate clothing, e.g. not having a winter coat;

18.1.5.4 Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;

18.1.5.5 Children who are often angry, aggressive or self-harm;

18.1.5.6 Children who fail to receive basic health care; and

18.1.5.7 Parents who fail to seek medical treatment when their children are ill or are injured.

18.1.6 Physical Abuse:

18.1.6.1 Unexplained or repeated injuries

18.1.6.2 Bruises in odd places

18.1.6.3 Marks of slapping, biting, gripping etc

18.1.6.4 Cuts in odd places

18.1.6.5 Poor Hygiene

18.1.6.6 Marked weight fluctuations

18.2 If an injury is considered to be of such severity that the child requires immediate medical treatment (i.e. Accident and Emergency Department) that help should be sought in accordance with local procedures and the parents (as appropriate) and Social Services Duty Officer informed at once.

18.3 Possible behavioural signs may include:

18.3.1 any comments children make which give cause for concern

18.3.2 a marked change in behaviour

18.3.3 eating disorders

18.3.4 excessively affectionate or sexual behaviour

18.3.5 emotional isolation 1

8.3.6 school refusal

18.3.7 an inability to sleep

18.3.8 theft

18.3.9 habits such as thumb-sucking

18.3.10 'frozen watchfulness'

18.3.11 any deterioration in a child's general well-being

18.3.12 reluctance to participate in P.E. games or swimming

18.4 Staff should remember that these symptoms are 'possible' signs and do not automatically mean that abuse has or is taking place; there may be other explanations. In most cases it will be appropriate for staff to discuss observations with the pupil's Class Teacher to help to decide whether it should be referred to the DSP.

19 Staff Safety

19.1 Teachers are expected to fulfil many roles in and out of the classroom and will work with large and small groups of pupils. In addition, the teacher may often find themselves 'in loco parentis'.

19.2 Particular care must be taken when dealing with pupils on a one-to-one basis (such as individual lessons).

19.3 The law is weighted in favour of the child, applying a burden on staff to safeguard children's welfare and providing for the child's protection rather than protecting the adult. Because of the requirement for schools and agencies to share information about safeguarding concerns and allegations, there is little anonymity once an allegation has been made, even if it turns out to be false in the end. The burden of evidence is to disprove rather than prove the allegation. Given the risk of false alarms and even deliberate hoaxes on the part of pupils, staff are advised to think carefully about the setting and nature of their varied relationships with their pupils so as not to lay themselves open to undue suspicion or accusation. See Staff Safeguarding Code of Conduct in Appendix 3.

19.4 Coping with concerns about the possible abuse of a child can be very stressful for all involved, however the first responsibility is to the child. The member of staff/volunteer should therefore, consider seeking support for him/herself and discuss this with the relevant Designated Senior Person in school. The School's counselling team is also available to staff (via the Headteacher). Additional support may be available from the Hertfordshire Safeguarding Team and other outside agencies (See Appendix 1).

20 Pastoral role

20.1 Pastoral interaction between teachers and pupils is an intrinsic part of the School's educational provision; however, the following points are worth bearing in mind:

20.1.1 If engaging with pupils in a non-public setting, it is prudent to meet with at least two pupils at any one time. This also applies to social gatherings.

20.1.2 There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The following is a (non-exhaustive) list of examples of appropriate physical contact and 'non-abusive' actions:

20.1.2.1 Applying restraint to prevent a pupil self-harming or harming another person.

20.1.2.2 Removing, with reasonable force, potentially dangerous items from a pupil's possession, or a pupil from a dangerous location.

20.1.2.3 Upon obtaining permission from the pupil, an instrumental teacher may at times need to aid the pupil in the playing of an instrument.

20.1.2.4 Shepherding pupils, for example with a hand on back or shoulder.

20.1.2.5 Comforting, for example with a hand on shoulder, back or arm; and

20.1.2.6 Securing attention by tapping a pupil's shoulder.

20.2 It is always unacceptable to harm a pupil.

21 Record keeping

21.1 Accusations by staff and supply staff against pupils, beyond the trivial, should be recorded through the normal channels for reporting pupil issues. If the need to question a pupil about any serious or potentially delicate matter arises, it is advisable to do so in the presence of an adult witness, with a written (dated) record of the interaction.

21.2 Staff are asked to bear in mind that a pupil's class teacher should be kept properly informed of any interaction with a pupil that might have subsequent repercussions (e.g. actions, conversations, or questioning).

22 Online Teaching

22.1 Traditional lines of responsibility for teachers and families may become blurred when online teaching is being used and this presents additional challenges to both staff and parents (see appendix 9).

22.2 Staff are expected to maintain a professional standard of communication at all times and, if any pastoral concerns arise, they should follow the school's usual safeguarding procedure.

23 Activities, visits and supervision

23.1 Staff are expected to adhere to the policy on Off Site Visits out of School with regard to supervision, security and safety.

23.2 Staff should ensure that if they are in charge of any school activity or facilities where safety regulations and precautions are required, these are clearly published and the attention of pupils is drawn to them from time to time. Any accidents or other untoward incidents should always be recorded, signed and dated and a written record sent to the SMT.

23.3 It is important not to place pupils of the same or differing age groups in situations which might make bullying, intimidation or other pupil-to-pupil abuse more likely and, where such situations might arise, it is important that proper adult supervision be arranged.

24 Acceptable use of IT

24.1 Staff are expected to follow the IT Acceptable Use Policy and be fully aware of the Online Safety Policy. In particular they should not share personal contact details with a pupil.

24.2 Use of mobile phones/cameras in EYFS settings – personal mobile phones including any personal camera device must not be used in the EYFS settings and must be locked away during working hours.

24.3 In to prevent safeguarding concerns and allegations of inappropriate activity, staff may not store images of pupils on personal devices. Any images taken on personal devices must be downloaded to School systems as soon as is reasonably possible and the personal copy permanently removed.

25 Medicines

25.1 Under no circumstances should teaching staff advise on the taking of medicines, or their increased/decreased use. This is fully documented in the Managing Medication Policy.

26 Missing Pupils

26.1 All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting any pupil missing from the School. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.

26.2 Please see the School's separate Children Missing in Education Policy for further details.

27 Secure School premises

27.1 The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

27.2 The School keeps a visitors' book at Reception.

All visitors sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a security badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst in the School premises.

Role of Staff

28 Concerns about a child (including abuse by a pupil or group of pupils)

28.1 Staff who notice injuries that appear to be non-accidental, a significant change in a pupil's behaviour, or who are told anything significant related to child protection by another pupil, must report their concerns immediately to the relevant Designated Senior Person. Whilst the DSP will generally lead on liaising with other agencies, all staff must be aware of the importance of early help, and understand their role in identifying emerging problems,

liaising with the DSP and sharing information with other professionals to support, and in some cases act as the lead professional in early identification and assessment.

28.2 If a member of staff has concerns about any pupil which may indicate physical, emotional or sexual abuse or neglect (whether the suspected perpetrator(s) is/are other pupils or adults), they must discuss them with the DSP immediately.

Departmental advice <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> provides more information on understanding identifying abuse and neglect.

28.3 ALL staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSP (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

28.4 Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. That should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

28.5 It is important to recognise that safeguarding and child protection can relate to abuse of one pupil by another. Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm (see 2.1), by one or more pupil, the member of staff must make a written record of their concern and ensure this is shared with the DSP immediately.

28.6 All staff should be aware safeguarding issues can manifest themselves via peer-on-peer abuse.

28.7 The DSP will liaise with the Headteacher and local and specialist agencies as appropriate and ensure that accurate records relating to child protection are kept secure. (See action of DSP below). Options will then include:

28.7.1 Managing any support for the child internally via the school's own pastoral support processes

28.7.2 An early help assessment, or

28.7.3 A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm

28.8 If, at any point, there is a risk of immediate danger to a child a referral should be made to children's social care immediately. Anyone can make a referral. The Local Authority should make a decision within one working day of a referral being made, about the type of

response that is required and should let the referrer know the outcome. Please refer to KCSIE (September 2020) for details of possible outcomes. If the child's situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.

28.9 Staff should be clear about the distinction between 'Children at risk' and 'Children in need':

28.9.1 Children at risk are those who have suffered or are likely to suffer significant harm. Concerns about children at risk should be reported to Children's Social care immediately (see Appendix 1).

28.9.2 Children in need are children who may need additional support from one or more agencies (e.g. children who have a disability or who act as carers for a relative). Inter-agency assessments should be carried out (such as use of the common assessment framework, or CAF, and team around the child approaches), where appropriate. Staff who have concerns about children in need should report them in the usual way.

28.10 Staff and any person who comes into contact or works 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 should always act in the best interest of the child.

29 Procedure following a disclosure

29.1 If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

29.1.1 Listen to what is being said without displaying shock or disbelief;

29.1.2 Accept what is being said;

29.1.3 Allow the child to talk freely;

29.1.4 Reassure the child, but not make promises which it might not be possible to keep;

29.1.5 Not promise confidentiality – it might be necessary to refer to the DSP, Children's Services: Safeguarding and Specialist Services;

29.1.6 Reassure that what has happened is not the child's fault;

29.1.7 Reiterate the point that it was the right thing to tell;

29.1.8 Only ask questions when necessary for the purpose of clarification, without asking any leading questions;

29.1.9 Not criticise the alleged perpetrator;

29.1.10 Explain what has to be done next and who has to be told;

29.1.11 Pass the information to the relevant DSP without delay.

29.1.12 If a crime has been committed, the matter should be reported to the police, see Appendix 1.

29.1.13 Record details of the concern and action taken.

29.2 NB - school staff do not carry out investigations themselves, nor decide whether children have been abused.

29.3 See summary sheet for staff in Appendix 2.

30 Allegations of pupil on pupil abuse

30.1 Please refer to the School's Peer-on-Peer Abuse Policy.

30.2 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's behaviour policy will apply.

30.3 The School will take advice from Children's social care on the investigation of such safeguarding concerns and allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

30.4 If it is necessary for a pupil to be interviewed by the police in relation to safeguarding concerns and allegations of abuse, the School will ensure that, subject to the advice of children's social care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

31 Written records

31.1 The member of staff to whom a disclosure has been made should:

31.1.1 Make brief notes as soon as possible after the conversation, and as soon as possible afterwards log with DSP and record the disclosure following instructions.

31.1.2 Record the date, time, place and any noticeable words or non-verbal behaviour used/demonstrated by the child.

31.1.3 Draw a diagram to indicate the position of any visible injuries.

31.1.4 Record statements and observations rather than interpretations or assumptions.

ALL records will to be given to the DSP promptly. No copies should be retained by the member of staff.

32 Action by the Designated Senior Person

32.1 When considering concerns that may reach the threshold of Child Protection, the DSP will:

32.1.1 Discuss the concern with the Headteacher to decide if the risk requires an immediate referral.

32.1.2 Meet with the child, following the guidance on questioning pupils.

32.1.3 Seek a medical examination or treatment for the pupil, if appropriate.

32.1.4 Take steps to protect the informing pupil as appropriate. Ensure that the pupil is aware that confidentiality cannot be guaranteed but that the matter will be disclosed only to people who need to know, and the child will know who these people are. If the allegation involves abuse by other pupils, it is likely that the pupils against whom the allegation has been made will need to be told, subject to any advice from relevant external agencies.

32.1.5 (Subject to any advice from relevant external agencies) meet with any pupils against whom an allegation has been made and follow the interview protocols as outlined above to develop an understanding of what has happened and to provide information to support these pupils too, in terms of further actions and involvement of others.

32.1.6 (Subject to any advice from relevant external agencies) ensure the parents of any of the pupils involved are aware of the allegation.

32.1.7 Refer the matter to the Local Safeguarding Authority for all of the children involved, as appropriate.

33 Information Sharing and Data Protection

33.1 Where Pupils leave the School, the DSP will ensure their safeguarding file is transferred to the new school as soon as possible, ensuring secure transit and confirmation of receipt. This should be transferred separately from the main pupil file.

33.2 On receipt of a child protection file relating to incoming pupils, key staff, e.g DSP, SENCO will be made aware of relevant information.

33.3 The DSP will also consider where it is appropriate to share information in advance of the pupil leaving, e.g. information that will allow the new school to continue supporting victims of abuse and have that support in place for when the pupil arrives.

33.4 The School has due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and GDPR 33.5 The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Allegations of abuse against a member of Staff

34 Duties of The School as an employer

34.1 The School has a duty of care to their employees. They will provide effective support for any employee facing an allegation and a named contact if they are suspended.

34.2 An allegation of abuse may be made against a teacher or member of staff (including volunteers and supply staff) if he/she has:

34.2.1 behaved in a way that has harmed a child or may have harmed a child.

34.2.2 possibly committed a criminal offence against or related to a child.

34.2.3 behaved towards a child or children in a way that indicates he or she may pose a risk of harm by working regularly or closely with children.

34.2.4 Behaved or may have behaved in a way that indicates that they may not be suitable to work with children

34.3 The School will endeavour to ensure that any allegation of abuse made against a teacher or other member of staff, supply staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child whilst at the same time supporting the subject of the allegation. The School will remain mindful of the five possible outcomes to an investigation detailed in section 34.1 below, which include a finding that the allegation is malicious, false or unfounded.

34.4 Initial Considerations

34.4.1 The Headteacher & DSP should be informed immediately.

34.4.2 Staff following procedures for dealing with allegations must be aware that they need to be applied objectively and with common sense.

34.4.3 In cases deemed borderline, informal discussions will be held with the Designated Officer(s) at the Local Authority without naming the individual.

34.4.4 Some cases may well either not meet the criteria set out above at all or may do so without warranting consideration of a police investigation or enquiries by Local Authority children's services. In these cases, the School's disciplinary procedures should be followed to resolve cases quickly and without delay.

34.5 It may be the case that an allegation will be sufficiently serious as to require immediate intervention by the Local Authority's social care services and/or police. Prompt contact (within 24 hours) will be made with the Designated Officer(s) at the Local Authority so that he/she can consult police and Local Authority children's social care services, as appropriate.

34.6 The school will follow a procedure for investigating and determining an outcome of an allegation, this can be found in Appendix 8

35 Definitions used when determining outcomes

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

35.1.1 **Substantiated**: there is sufficient evidence to prove the allegation

35.1.2 **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

35.1.3 **False**: there is sufficient evidence to disprove the allegation

35.1.4 **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence

35.1.5 **Unfounded**: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

36 Safer Recruiting

36.1 The Recruitment, selection and vetting procedures of the School are outlined in the Recruitment Selection and Disclosure policy and follows guidelines given in the “safer recruitment” training and the School Staffing (England) Regulations 2009, which requires schools to ensure that at least one person conducting an interview has completed safer recruitment training. We practise safer recruitment in checking the suitability of staff and volunteers (including members of the governing body and staff employed by another organisation) to work with children and young people in accordance with the guidance given in Keeping Children Safe in Education (2020) and the Education (Independent Schools Standards) (England) Regulations 2014 (as amended). This ensures due regard to the protection of our children by ensuring the eligibility and suitability of all staff before appointment. DBS checks/Vetting and Barring procedures are followed for the appointment of all staff together with anyone involved in the teaching of children requiring an additional check to ensure they are not prohibited from teaching and those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions, and assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation who will work with our pupils.

36.2 Prospective Governors will be subject to the school confirming the individual’s identity and be subject to an enhanced DBS and Section 128 check, prior to appointment in the event that a prospective governor is barred as a result of a Section 128 direction the school will contact the Teaching Regulation Agency for advice.

36.3 Supply Teachers

In the unlikely event we use a supply teacher, all the appropriate checks will take place before they commence their short-term employment. They should produce the necessary documents and undergo a short induction around the school’s procedures.

37 Additional Information

37.1 This policy takes into account the following legislation:

37.1.1 The Children Act 1989

37.1.2 Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)

37.1.3 Section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2010

37.1.4 The Children Act 2004 37.1.5 Section 11 of the Children Act 2004 (other agencies).

37.2 We have also taken into consideration the following guidance:

37.2.1 Keeping Children Safe in Education (2020)

37.2.2 Working Together to Safeguard Children (2018)

Appendix 1 – Contact Details

- Vanessa Sharp – 01992 513810
- Douglas Brown - 01992 513810
- Ruth O'Brien - 01992 513810

Helplines and Referrals

A referral can be made by a staff member or parent.

Clerk to the Governors 01192 513810

Hertfordshire

Hertfordshire Safeguarding Children Partnership	01992 588757 https://www.hertfordshire.gov.uk/services/Childrens-social-care/Child-protection/Hertfordshire-Safeguarding-Children-Partnership/hscp.aspx
Local Education Authority CSF Social Care (Duty Social Worker)	0300 123 4043
Designated Officer(s) at the Local Authority (DOLA) formerly known as Local Authority Designated Officer (LADO)	01992 556986
Herts Police – Local Police Liaison	101 and ask for Herts Police
Child Protection	01992 555980
Schools' Consultation Service / Early Help Advice	01438 737511

Social Services (Careline)	0800 137 915
Child Protection and Sexual Crime Unit	01628 816935
NSPCC	0808 800 5000
Ofsted	0845 601 4771
NCMA Helpline	0800 169 4486
Childline Freepost NATN111, London, E1 6BR	0800 1111
The Line	0800 4444
The Police	999
Family Lives	0808 800 2222
DFE Helpline – Radicalisation and Extremism	020 7340 7264 counter.extremism@education.gsi.gov.uk
Gingerbread	0800 802 0925

“What To Do If You’re Worried That A Child Is Being Abused” DfES Publications

(You can download this publication or order copies online at.

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

Tel: 0845 60 222 60

Appendix 2 – Guidance on how to respond to a child wanting to make a disclosure

Working together to Safeguard Children (WTSC) places a greater emphasis on the voice of the child, and includes as a list, requests that children made when asked what they wanted from an effective safeguarding system. These include:

- **explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
 - **support:** to be provided with support in their own right as well as a member of their family
 - **advocacy:** to be provided with advocacy to assist them in putting forward their views
 - **protection:** to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee
-
- **vigilance:** to have adults notice when things are troubling them
 - **understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
 - **stability:** to be able to develop an ongoing stable relationship of trust with those helping them
 - **respect:** to be treated with the expectation that they are competent rather than not
 - **information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans

WTSC makes clear that these requests should guide the behaviour of all practitioners working with children. The following is a non-exhaustive list of suggestions on how to respond to a disclosure from a child.

GENERAL POINTS	DON'T SAY
<ul style="list-style-type: none"> • Show acceptance of what the child says (however unlikely the story may sound) • Keep calm. • Look at the child directly. • Be honest. 	<ul style="list-style-type: none"> • Why didn't you tell anyone before? • I can't believe it! • Are you sure this is true? • Why? How? When? Who? Where? • Never make false promises.

<ul style="list-style-type: none"> • Tell the child you will need to let someone else know – don't promise confidentiality. A useful distinction to make when explaining this to pupils is between privacy and confidentiality: you cannot promise to keep a conversation private but confidentiality means only informing the people who need to know in order to help the pupil. • Even when a child has broken a rule, they are not to blame for the abuse. • Be aware that the child may have been threatened or bribed not to tell. • Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen. 	<ul style="list-style-type: none"> • Never make statements such as 'I am shocked, don't tell anyone else.'
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Helpful things you may say or show	Concluding
<ul style="list-style-type: none"> • I understand what you are saying. • Thank you for telling me. • It is not your fault. • I will help you. 	<ul style="list-style-type: none"> • Again reassure the child that they were right to tell you and show acceptance. • Let the child know what you are going to do next and that you will let them know what happens. • Contact the appropriate senior member of staff or agency. • Consider your own feelings and seek pastoral support if needed.

Appendix 3 – Staff Code of Conduct

The School is committed to providing a high-quality all-round education to its pupils, based on the fulfilment of academic, sporting, cultural potential through the provision of a happy, purposeful living and working environment. Just as the very highest standards of courtesy, behaviour and endeavour are expected from pupils, staff, in return, are committed to providing pupils with the very best care, attention and education. The staff set the standards, and all have a part to play in ensuring the ethos of the School is maintained. School Policies provide specific guidance and procedures for staff to follow, many of which are reflected in the list below. However, this list is not exhaustive, and staff are expected to follow all school procedures. Failure to follow Code of Conduct or all School procedures may result in formal disciplinary procedures being instigated. All Staff should:

- 1 Actively support and promote the school's values
- 2 Conduct themselves in a professional manner and provide a good role model for emerging adults, both in and out of School.
- 3 Be of smart appearance in keeping with the School's Dress Code
- 4 Exercise their duty of care towards pupils and take all reasonable steps to ensure the safety of pupils and other staff by following the Health and Safety Policy and the Policy and Procedures for Safeguarding and Child Protection. All staff are expected to read these two policies annually to ensure they are up to date with their requirements.
- 5 Acknowledge that this duty of care extends to off-site activities and visits (both residential and non-residential). In particular, staff should ensure that there is adequate and responsible supervision at all times.
- 6 Consider carefully the physical setting and nature of any interaction with pupils so as not to lay themselves open to any undue suspicion or accusation.
- 7 Show respect for pupils, parents and colleagues through trust, integrity, honesty and courtesy and tolerance and consideration for all without prejudice towards creed, disability, age, gender, orientation or race.
- 8 Fulfil an appropriate pastoral role and support pupils on their emotional, intellectual, physical, social and spiritual development putting the wellbeing, development and progress of the child first.
- 9 Ensure all day-to-day communication about pupils goes through Class Teachers - NB - situations of a sensitive nature (e.g. divorce, bereavement) may need to be communicated to the Headteacher or Deputy Headteacher.
- 10 Communicate effectively and work collaboratively and supportively with colleagues as part of a team.
- 11 Use professional discretion regarding information about pupils, parents and colleagues, particularly in line with the Policy and Procedures for Safeguarding and Child Protection.
- 12 Maintain and respect School property, restricting the use of School equipment and resources to professional use, unless specific permission is given by the relevant member of staff.
- 13 Declare any conflict of interest if and when appropriate.

14 Adhere to the rules, regulations and guidelines contained in their contract of employment and staff handbook.

15 Ensure that any one-to-one interaction with pupils follows good safeguarding practice in accordance with training provided by the School.

16 Ensure that their personal twitter accounts are not used for School communications

In addition, teaching staff should:

1 Take responsibility for maintaining the quality of their teaching.

2 Prepare lessons thoroughly and assess and monitor 'pupils' progress' carefully.

3 Help children to become confident and successful learners.

4 Be accessible and welcoming to parents as appropriate to their role in the School and the meeting with the parents.

5 Collaborate with external professional bodies as appropriate.

Staff must not:

- act in any way that brings the School into disrepute;
- make statements to journalists/media concerning the School without the express permission of the Headteacher;
- take illegal drugs or any other illegal substances;
- be under the influence of alcohol while teaching, on duty, or in professional capacity;
- use abusive language or bullying tactics;
- condone any illegal drinking, drug taking, smoking or other breaches of School rules by pupils;
- conduct any form of physical or intimate relationship with a pupil or with a former pupil that had its grounding in a staff-pupil connection;
- use corporal punishment or unreasonable restraint in dealings with pupils;
- view, download or send pornographic, racist or violent material via the school network;
- abuse privileges or opportunities provided by the School. (School property and materials must not be appropriated for personal use and events and trips organised for pupils must not involve any personal gain to the organiser);
- The School policy of allowing easy access to telephones and computers must not be abused by running up large bills for communications of a personal nature;
- issue their network passwords to pupils or colleagues or allow others to access the network in their name;
- breach any of the rules or regulations detailed in the School's Disciplinary Policy.
- conduct personal business on their mobile phone when teaching or supervising pupils and turn off or onto silent during lessons or meetings. Mobile devices that form part of the tools for work are of course allowed.

- communicate with pupils by personal e-mail, personal mobile phones or personal social media.
- tolerate behaviour from colleagues or pupils which is contrary to the School's values or breaches this code of conduct. Staff should challenge such behaviour and, if appropriate, inform their line manager or the appropriate member of staff if they are aware of behaviour, whether their own, of pupils, colleagues or parents, which is clearly contrary to the School's values or code of conduct of the school. In this context, inaction may constitute a breach of the code of conduct.

Appendix 4 – Outline of role of DSP

1. Managing referrals

- 1.1. Prompt referral of all cases of suspected abuse to the Local Authority children's social care and where appropriate, the Designated Officer(s) at the Local Authority; DBS and/or the Police.
- 1.2. Liaise with the Headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- 1.3. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether or not to make a referral by liaising with relevant agencies.

2. Training

- 2.1. The DSP and DDSPs should undergo the following training:
 - 2.1.1. Level 3 training every two years
 - 2.1.2. The Headteacher and Bursar should attend safer recruitment training every five years
 - 2.1.1. Prevent awareness training
- 2.2. The purpose of this training is to ensure the DSP:
 - 2.1.2. Understands the assessment process for providing early help and intervention.
 - 2.1.3. Has 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.
 - 2.1.4. Ensures each member of staff has access to and understands the school's or college's child protection policy and procedures.
 - 2.1.5. Is alert to the specific needs of children in need, those with special educational needs and young carers.
 - 2.1.6. Is able to keep detailed, accurate, secure written records of concerns and referrals.
 - 2.1.7. Understands and supports the School with regards to the requirements of the Prevent Duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
 - 2.1.8. Is able to understand the unique risks associated with on-line safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School.

2.1.9. Can recognise the additional risks that Children with Sen and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and is confident they have the capability to support SEND children to stay safe online.

2.1.10. Obtain access to resources and attend any relevant or refresher training courses.

2.1.11. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

3. Raising Awareness

3.1. Ensure the school's Child Protection and Safeguarding policies are known and used appropriately by ALL staff.

3.2. Ensure that staff are regularly updated and reminded about the School's policies and procedures relating to Child Protection and Safeguarding.

3.3. Ensure the child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governors regarding this.

3.4. Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.

3.5. Link with the local LSCB/Local Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

3.6. Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file.

4. Communications and Support

4.1. Termly meetings with all DSP and DDSP.

4.2. Termly reporting to the Governing Body.

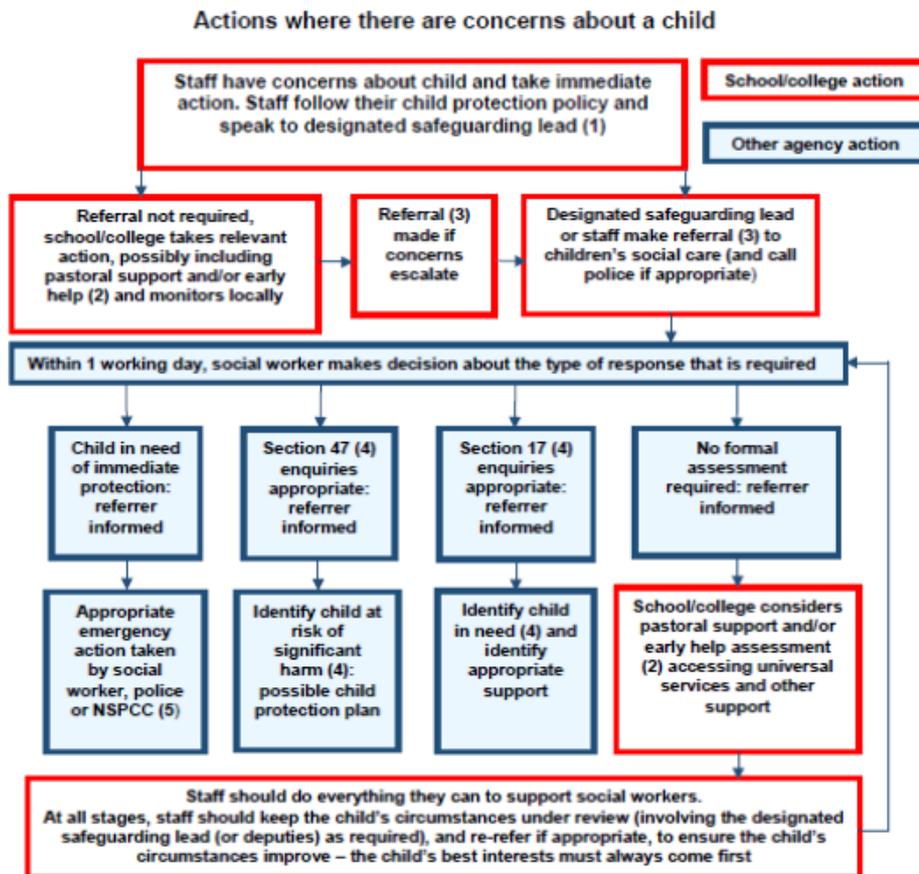
5. Action to provide sufficient time to undertake the role

5.1. Any teaching duties will be covered by the School as required.

6. Review

6.1. The annual Appraisal of SMT includes a review of the performance of all DSPs.

Appendix 5 – Concerns about a child action flowchart



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix 6 – Visiting Speakers

The Prevent Duty statutory guidance requires all schools to have clear protocols for ensuring that any visiting speakers (whether invited by staff or pupils) are suitable and appropriately supervised. It is important to make every effort to ensure the suitability of a visiting speaker, whether they are known to the School, have been seen before by a member of staff elsewhere, or have been recommended by an external individual / another school. Protocols Arranging a visiting speaker

- All visiting speakers must have a staff member who is their nominated point of contact at the School (“the Organiser”).
- The Organiser must complete and submit, as soon as possible and at least 7 days in advance of the event, the Visiting Speaker Form. This information will be used to compile a Log of Visiting Speakers
- If the event is being held at very short notice such that the Visiting Speaker Form cannot be submitted at least 7 days beforehand, the Organiser must seek special permission from the DSP or, if the DSP is unavailable, from one of the DDSs.
- To be able to complete the Visiting Speaker Form, the Organiser will need to have obtained an outline of what the visiting speaker intends to cover, and have satisfied themselves that it is appropriate to the age group of the audience, and does not undermine British Values or the ethos and values of the School.
- If the visiting speaker is not already known to the School, the Organiser must conduct research on the person / their organisation to establish whether they have demonstrated extreme views / actions or there is any other cause for concern.
- In general, there is no requirement for a visiting speaker to undergo a DBS check, as it is not classed as a regulated activity. Indeed an internet search (including social media) on the individual / their organisation if applicable may be more instructive than formal vetting checks, and highlight contra indicators as to the suitability of the person to visit our School. However, if the general search flags up any concerns (e.g., refers to allegation(s), criminal record etc), the School may decide to conduct formal vetting checks and record these in the Single Central Register (SCR).
- The same procedures for arranging a visiting speaker apply whether they are invited by staff or pupils. Where pupils wish to invite a visiting speaker, a member of staff must take on the role of the Organiser and act as a liaison between the pupils and the proposed visiting speaker, as well as being responsible for completing the Visiting Speaker Form, carrying out research into the proposed visiting speaker’s suitability as required, and discussion with the DSP where necessary.

On the day

- The Organiser should inform the relevant Reception in advance that a visiting speaker is expected, providing the speaker’s name, the date and approximate time of expected arrival and any other practical information such as parking requirements.
- As part of the signing in process, the member of Reception staff is responsible for checking the visiting speaker’s photographic ID (both that the person signing in is the person whose photographic ID has been presented, and that the person is who we are expecting). The member of Reception staff should make a note in the signing in book recording that the speaker’s photographic ID has

been checked, including what type of photographic ID was seen (e.g., passport, photo driving licence, employer-issued security pass with photo).

- The Organiser (or an appropriate colleague to whom this function has been delegated by the Organiser) is responsible for collecting the visiting speaker from Reception.
- In the event that Reception is closed (for example where a guest speaker is attending an evening event the audience of which will include pupils), the organiser should check the photographic ID and send an email to the Reception for recording in the signing in book. This email should include the details listed above (name, event, time arrived/left and type of photographic ID seen).
- The visiting speaker must be accompanied by the Organiser or another member of staff at all times and must never be left unsupervised with pupils.
- If there is any cause for concern, the Organiser and other members of staff present have the right and responsibility to interrupt and / or stop the event.
- If the content of an event proves to be highly contentious or is outside the School's expectations for the event, the Organiser must report this to the DSP without delay. Monitoring
- A Log of Visiting Speakers will be maintained and will be regularly monitored by the Safeguarding Team.
- Visiting speakers will be a standing item on the agenda for Safeguarding Meetings.

Appendix 7 – Designated Senior Person Job Description

The DSP will refer all cases of suspected abuse to either/or;

- The Local Authority children's social care unit.
- The Local Authority designated officer (LADO) for child protection concerns (particularly all cases which concern a staff member).
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child).
- In consultation with the Headteacher, and informing the safeguarding governor, consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate in circumstances such as "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is unnecessary to contact TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to a TRA referral.
- The police (cases where a crime may have been committed).
- Instances of suspicion of Female Genital Mutilation will be referred to the police and LA Prevent officer immediately.
- Instances of political indoctrination and suspected radicalisation will be reported to the LA Prevent officer, senior managers and the police. The DSP will;

- Ensure that the school operates within legislative frameworks and recommended guidance.
- Liaise with the Headteacher regarding;
 - ongoing enquiries under section 47 of the Children Act 1989 and police investigations
 - referring of cases of suspected abuse regarding children in need to the Local Authority children's social care unit
 - referring child protection concerns (all cases involving a staff member or a member of supply staff) to the Local Authority designated officer (LADO)
 - referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service
 - referring cases where a crime may have been committed to the police
 - inform the Headteacher of contact with the LA Prevent officer and police re suspicion of female genital mutilation, political indoctrination or radicalisation.
- Liaise with parents, informing the Headteacher (and if appropriate the LADO, children's social care unit or police) of all meetings and discussions.
- Ensure records of all meetings are clear, comprehensive and dated.
- Act as a source of advice and expertise to staff on matters of safety and safeguarding. • When deciding whether to make a referral always liaise with relevant agencies for advice.
- Cooperate with the safeguarding governor in the annual check of the safeguarding policy and procedures to ensure they are in line with statutory regulations and implemented correctly.
- Work closely with senior mental health leads when necessary.
- Be continually aware of any changes in statutory requirements and alter school documentation accordingly, informing governors and staff of any changes.
- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- Undertake Prevent awareness training.
- Refresh knowledge and skills at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to the role.
- Ensure all school records re safeguarding are comprehensive, updated and accessible.
- Ensure children receive the right help at the right time by the right people, in order to address risks and prevent issues escalating.
- Help promote educational outcomes by working closely with their teachers and sharing information about their welfare, safeguarding and child protection concerns.
- Understand the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child and reassessing concerns when situations do not improve.
- Monitor the effectiveness of policies and procedures, and the implementation of such, annually in cooperation with the governors safeguarding representative.
- Act as a support to pupils and staff, follow up and document progress re all concerns regularly.

- Ensure the records of any pupil who leaves the school (including in-year transfers) and has a child protection file are copied for the new school and the child protection file is transferred separately from the main pupil file.
- Ensure child protection files are full, informative and contain all the information (duly dated) appertaining to the child in question, plus details of all communications with external agencies, parents and carers.
- Ensure that accurate safeguarding records are kept in a secure location, separate from pupils' academic files, and marked 'Strictly Confidential'.

Appendix 8 - Procedure following an allegation of abuse against a member of staff

1. Initial contact

1.1. The Headteacher/DSP will discuss the allegation with the Designated Officer(s) at the Local Authority immediately.

1.2. The purpose of this initial discussion is for the Designated Officer(s) at the Local Authority, Headteacher/DSP to consider the nature, content and context of the allegation and agree a course of action. The DSP may need to provide or obtain additional information which may be relevant, such as previous history, whether the child or their family have made similar allegations and the individual's current contact with children.

1.3. If the allegation is against one of the DSPs, the Headteacher will take on the role outlined in 1.1 and 1.2 above. If the Headteacher is unable to do this for whatever reason, the Chair of Governors will take on the Headteacher's role in this procedure.

1.4. If the allegation is against the Headteacher, the Chair of Governors (or designated nominee in his/her absence), would take on the Headteacher's role in this procedure. The Headteacher should not be informed of the allegation before contact is made with the Chair (or his/her deputy) and the Designated Officer(s) at the Local Authority

1.5. If the allegation is against a member of the Governing body, then the Chair of Governors would liaise with the Local Authority with guidance from the DSP/Headteacher

1.6. If the allegation is against the Chair, the Vice Chair would liaise with the Local Authority with guidance from the DSP/Headteacher

1.7. For matters detailed in 1.4 to 1.6 above, contact can be made with the Governors via the Clerk to the Governors. See Appendix 1.

1.8. If it is not possible to report to the Headteacher, DSP or Chair of Governors in the circumstances set out above, a report should be made immediately to the nearest DDSP. The DDSP will take action in accordance with these procedures and will as soon as possible inform the Headteacher, DSP or, where appropriate, the Chair of Governors.

2. Further Investigation

2.1. The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern. In such a scenario, this decision and a justification for it should be recorded (by both the DSP and the Designated Officer(s) at the Local Authority), and agreement reached as to what information should be put in writing to the member of staff concerned (and by whom). The DSP should then consider with the Designated Officer(s) at the Local Authority what action should follow in respect of the member of staff and those who made the initial allegation.

2.2. Where further investigation is deemed necessary, the Headteacher should inform the member of staff about the allegation as soon as possible after consulting the DSP and Designated Officer(s) at the Local Authority, providing as much information as permissible. If a strategy discussion is needed however, or police or Local Authority's social care services need to be involved, this will not happen until those agencies have agreed what information can be disclosed to the person.

2.3. In some cases, further enquiries will be needed to inform the decision about how to proceed. If so, the Designated Officer(s) at the Local Authority will discuss with the DSP and Headteacher, 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. However, the nature or complexity of the allegation may require an independent investigator.

3. Communications with parents

3.1. Parents or carers of a child or children involved will 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 Local Authority children's social care services need to be involved, the Headteacher will not do so until those agencies have agreed what information can be disclosed to the parents. They will 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.

4. Suspension

4.1. The Headteacher, in consultation with the DSP, will consider carefully whether the circumstances of a case warrant the member of staff being suspended from contact with children at the school until the allegation or concern is resolved. Suspension is not the default position – an individual will only be suspended if there is no reasonable alternative, such as moving to another area of the School or removing them from specific types of duties which have contact with children.

4.2. Where it has been deemed appropriate to suspend the person, written confirmation will be sent within one working day, giving the reasons for the suspension. The person will be informed at that point who their named contact is within the School organisation and provided with their contact details.

4.3. If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the procedures of local inter-agencies.

4.4. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

4.5. Where it becomes clear that an investigation by the police or Local Authority children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the Designated Officer(s) at the Local Authority will discuss the next steps with the DSP and the Headteacher. The Chair of Governors will be kept informed. In these circumstances the options depend on the nature and circumstances of the allegation and the evidence and information available, and could range from taking no further action to summary dismissal or a decision not to use the person's services in future.

5. Timescales

5.1. The School recognises that it is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. All allegations will be investigated as a priority so as to avoid any delay. The time taken to investigate and resolve individual cases will depend on a variety of factors including the nature, seriousness and complexity of the allegation, but it is expected that the case should be resolved in one – three months. In truly exceptional cases this may take up to twelve months.

5.2. For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week.

5.3. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the School as the employer to deal with, although if there are concerns about child protection, the DSP should discuss action with the Designated Officer(s) at the Local Authority.

5.3.1. In such cases, if the nature of the allegation does not require formal disciplinary action, the Headteacher will initiate appropriate action within 3 working days.

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

6. Supporting Staff

6.1. The School will act to manage and minimise the stress inherent in the allegations and disciplinary process.

6.2. The member of staff will 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 Local Authority social care services or the police.

6.3. The member of staff will be advised to contact their trade union representative, if they have one, and/or a colleague for support. He/she will also be given access to a senior member of staff as a named contact to provide information regarding the progress of the case and any current work-related issues.

6.4. Social contact with colleagues and friends will not be prevented unless there is an indication that that such contact is likely to be prejudicial to the gathering and presentation of evidence.

7. Confidentiality

7.1. When an allegation is made, the School will make every effort to maintain confidentiality and guard against unwanted publicity while investigations are carried out, in accordance with the reporting restrictions introduced by the Education Act 2002

7.2. The School will take advice from the Designated Officer(s) at the Local Authority, police and Local Authority social care services to agree the following:

7.2.1. Who needs to know and, importantly, exactly what information can be shared;

7.2.2. How to manage speculation, leaks and gossip;

7.2.3. What if any information can be reasonably given to the wider community to reduce speculation; and

7.2.4. How to manage press interest if and when it should arise.

7.3. In accordance with the Authorised Professional Practice published by the College of Policing (May 2017) 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 might depart from that rule, e.g. an appeal to trace a suspect, they must apply to a magistrate court to request that reporting restrictions be lifted the reasons should be documented and partner agencies consulted beforehand.)

8. Resignations, Dismissal, ceasing to provide services, 'Settlement Agreements' and References

8.1. If a member of staff tenders his/her resignation, or ceases to provide their services, this will not prevent an allegation being followed up in accordance with these procedures.

8.2. Ceasing to use a person's services includes: dismissal; non-renewal of a fixed term contract; not continuing with the employment of a probationer, no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial training, or volunteering.

8.3. Every effort will be made to reach a conclusion in all cases where allegations relating to the safety or welfare of children are concerned.

8.4. Wherever possible the member of staff will be given the opportunity to answer and make representations regarding the allegation. However, the investigative processes outlined above will continue in cases where this does not happen for whatever reason.

8.5. A 'compromise agreement', by which a person agrees to resign if the School agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. No such agreement will prevent a thorough police investigation or override the statutory duty to make a referral to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA), where appropriate.

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

9. Record keeping

9.1. Cases in which an allegation is proven to be unfounded, 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 unfounded, false, unsubstantiated or malicious should also not be included in any reference. Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, 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, will be kept on a member of staff's confidential personnel file, and a copy provided to the person concerned.

9.2. The purpose of this record is to enable accurate information to be given in response to any future request for a reference, where appropriate. (It could provide clarification in cases where future DBS Disclosures reveals information from the police about an allegation that did not result in a criminal conviction and it could help to prevent unnecessary reinvestigation if an allegation re-surfaces after a period of time).

9.3. The record will be retained on the School Child Protection file for a period of 10 years from the date of leaving the employment of The School. This follows published guidance from the Information Commissioner in its Employment Practices Code.

10. Action on conclusion of a case

10.1. The police or the Crown Prosecution Service (CPS) will inform the school and Designated Officer(s) at the Local Authority straight away 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 these circumstances the Designated Officer(s) at the Local Authority will discuss with the Headteacher and Chair of Governors whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or the Local Authority social care services can inform that decision. The options will depend on the circumstances of the case and the consideration will need to take account of the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

10.2. If the allegation is substantiated and the person is dismissed or the School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Designated Officer(s) at the Local Authority should discuss with the school whether a referral to the Disclosure and Barring Service (DBS) for consideration of inclusion on the barred lists is required.

10.3. There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child or if a person otherwise poses a risk of harm to a child.

10.4. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children (which includes dismissal, suspension or redeployment to work that is not regulated activity) or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. The School will also make a referral to the DBS and TRA where a teacher has been dismissed (or would have been dismissed had they not resigned) for reasons of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence. Referrals will be made as soon as possible, and ordinarily on conclusion of an investigation.

10.5. In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work, the School will consider how best to facilitate this, bearing in mind that most people will benefit from some help and support to return to work after a very stressful experience.

10.6. 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 School will 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.

11. Action in respect of unfounded or malicious allegations

11.1. If an allegation is determined to be unfounded or malicious, the Designated Officer(s) at the Local Authority will refer the matter to Local Authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

11.2. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police could be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil of the School.

11.3. Where a parent has made a deliberately invented or malicious allegation the Headteacher will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

11.4. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

12. Learning lessons

12.1. At the conclusion of a case in which an allegation is substantiated the Designated Officer(s) at the Local Authority will review the circumstances of the case with the Headteacher and DSP, to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. This will include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether suspension was justified.

Appendix 9 - Online Teaching

Working in such a manner can also blur the traditional lines between home and school and raise some consideration for both teachers and families:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas; for example, not in bedrooms and, where possible, be against a neutral background.
- Think about what may be in view in the background; for instance, photos of a beach holiday, so that it does not intrude on staff privacy.
- Language must be professional and appropriate, including any family members in the background.
- Parents must remain in control of electronic devices and remain within earshot when children are in contact with teachers.
- Any broadcasting should only be scheduled within the traditional school day.

Online etiquette, communications, safeguarding and digital well-being

The use of technology for home learning can easily blur the traditional structure of the school day and timetable. Therefore, here are some suggestions for online school etiquette, communications, safeguarding and digital well-being in these unusual times.

Communications

- Be empathetic to individual situations during these unprecedented and difficult times. Families may be enduring a range of very difficult personal situations including health and economic concerns. Therefore, different families may wish to engage at different levels with home learning. It would be useful for all teachers to be mindful of this point so not to add unwelcome pressure on families who do not wish to engage.
- Students might wish to work at greater depth or have a variety of different barriers at home unlike within a school context. This may well result in work taking longer or appearing at different times throughout the week.
- Be as explicit as possible with instructions to avoid confusion.

Online etiquette and digital wellbeing

- Please do not feel you need to reply to any digital communications outside of the teaching day. Ongoing dialogue can easily reach into your evenings and weekends.
- Be mindful by replicating a school environment online this can often add complexity for managing your own home life.
- Try to set your students a range of activities that don't always rely on screen interaction. Students could share images or video within safe passworded environments to show you how they have completed physical or creative tasks in the garden or around the house.

Safeguarding

1. All communications with students should be based upon the same level of professionalism that would be expected within school.
2. If a student approaches you with a pastoral concern, as you would within school, let VS, RO or the Headteacher know.
 - Please follow the school's usual safeguarding referrals and protocol if you have a serious concern.