



**SAFEGUARDING  
CHILDREN AND  
YOUNG PEOPLE POLICY**

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## SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY

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## 1. Introduction

Parkview Academy provides a service to children and young people and these procedures have been designed to ensure the welfare and protection of any child or young person who accesses the services we provide.

Parkview Academy is committed to putting in place safeguards and measures to reduce the likelihood of abuse taking place and to ensure all those involved will be treated with dignity and respect.

This policy helps staff to recognise and be alert to signs of abuse, and advises them on what to do if they have concerns about a pupils welfare. It explains how any instances of suspected child abuse are dealt with by the school. This policy also explains the procedures for dealing with allegations of abuse made against members of staff or volunteers, and allegations against the headteacher. There are clear procedures for making a referral or notification and for the keeping of records. Our Executive Board and Prioritor undertake an annual review of the school's safeguarding policies and procedures.

Our aim is to establish an ethos in which the safeguarding and welfare of our students is paramount. Students must feel safe in school at all times.

Our Designated Safeguarding Leads (DSL's) and staff are also aware of guidance from 'Keeping Children Safe in Education', covering female genital mutilation which is contained in an annex to Ofsted's *Inspecting safeguarding in maintained schools and academies*. We are vigilant regarding the risk of female genital mutilation being practised in our community. Please refer to Appendix 1, A Focus on Female Genital Mutilation.

### 1.1 This Policy will be reviewed on an annual basis by Executive Board and DSL's or as and when required throughout the year.

It may be appropriate to involve the students at Parkview Academy in the review and parents/carers need to be informed of any significant changes. In relation to parents/carers, the school will ensure that their attention is drawn to any changes on the school's website. The proprietor will ensure that the school's Safeguarding Children and Young People Policy is reviewed as mentioned earlier, and updated accordingly. The proprietor will also ensure that an up to date policy is always available for parents/carers and others on the school's website.

The DSL's will also ensure that any changes are clearly communicated to staff, volunteers and the children/young people themselves.

Parkview Academy takes its safeguarding responsibilities seriously and the Headteacher, Richard Johnson has a seat on the Executive Board. At every Executive Board Meeting there will be at least three designated Safeguard Leads (DSL's) present

to ensure the school upholds its responsibilities. This also ensures higher levels of accountability.

### Table of Policy Reviews

Date	Additions	Notes
12.01.2015	Detail on How Children will Stay Safe / How allegations made against the Headteacher or Proprietor will be managed / when to report to the DBS and Training Requirements for Staff / Information regarding Disqualification by Association / Private Fostering / 'The Company Directors' / Detailed information to Safeguard against Extremism and Arranged Marriage.	After careful consideration and help from the Executive Headteacher, it was decided that these additions were not enough based on the Parkview Academy Monitoring report from 01/10/2014.
09.02.2015	Further detail on how children will learn to stay safe and how parents and carers will find out about this policy / how allegations of abuse against the proprietor or Headteacher will be managed / the time frame involved in making a formal disclosure to the Disclosure and Barring Service / Training requirements for staff.	
28.04.2015	Information regarding the secure transfer of documents and the requirement for a receipt, the changes to the thought process, consent and proof required regarding information sharing and its secure transfer including the fact that the Data Protection Laws should not be a barrier to this. (Sections 3 and 14) Information regarding the document 'What to do if you are worried a child is being abused' (Sections 8&9) Finally, further detail regarding keeping children safe against extremism (Appendix 1).	
05.09.2015	Change Headteacher from Michelle Lawrence to Dave Bellinger	
05.09.2015	Informing the reader the E-Safety and Risk Assessment Policies should be referred to (Section 3, pg 6)	
05.09.2015	Updating Keeping Children Safe in Education document to July 2015 edition.	
05.09.2015	Addition of A Focus on FGM to Appendix 1, pg 32 and FGM into item 8, pg 12 – Stages to follow if you are worried about a child.	
05.09.2015	Removal of the Whistleblowing policy. It has been included in the list of further reading items in item 2.2 pg 6	This has helped to reduce the size of the policy
24.02.2016	Amending a few small errors. No major changes	
20.04.2016	Changing Holly Hearn as DSL second in charge with Dave Bellinger and Emma Chatzispayridou	

09.05.2015	Name of Bexley LADO updated	
03.08.2016	Addition of new Pending DBS Risk Assessment to section 1.3	
20.09.2016	Addition of paragraph on re SEN children. Pg 4 item 1.2	Re keeping children safe in education sep 2016
20.09.2016	Addition of safer schools police officer to item 3.	
20.09.2016	Removal of the Whistleblowing policy. It has been included in the list of further reading items in item 2.2 pg 6	This has helped to reduce the size of the document
20.09.2016	Whistleblowing helpline number to Appendix 6 – useful contact details.	As per new KCSIE Sep 2016
20.09.2016	A Focus on: Sexting added – now appendix 5	As per new KCSIE Sep 2016
20.09.2016	Actions where there are concerns about a child flow chart	To replace existing disclosure flow chart in Appendix 7, pg 35
02.01.2017	Remove Dave Bellinger as Headteacher	Jenny Coates acting Head until a replacement can be confirmed
01.03.2017	Addition of definition of Child Sexual Exploitation	see pg 27
26.04.2017	Replace Jenny Coates with Richard Johnson	New Headteacher from 10.04.2017
26.04.2017	Adding a new appendices for Child Sexual Exploitation	See appendix 6
15.05.2018	Addition of requirement to carry out annual Prevent Risk Assessment	See appendix 3
04.07.2018	Entire policy review by MD and Ofsted Inspector	
12.09.2018	KCSiE document September 2018 additions made as a result of full review	
13.02.2019	Addition regarding the new Quality Assurance Officer see item 1.2, final paragraph	Our Safeguarding Board Member

1.2 Our policy regarding training requirements for staff is as follows. The DSL's must undertake training to a standard set by the Local Safeguarding Children Board, which includes extended training in relation to working with multiple agencies. This training must be refreshed at two-yearly intervals. The headteacher and all permanent staff who have direct contact with students must undertake training, with refresher training at yearly intervals.

Our staff will be required to complete a minimum of level 2 Safeguarding training and an annual refresher course. This is in addition to other in-house safeguarding training undertaken throughout the year. Key Senior Level Staff will complete Safer Recruitment Training.

The school recognises children with SEN may suffer from additional safeguarding challenges such as assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration, that the potential for children with SEN and disabilities being disproportionately impacted by behaviours such

as bullying without outwardly showing any signs and communication barriers and difficulties in overcoming these barriers.

The company Quality Assurance Officer must undertake an annual review of the school's policies and procedures relating to safeguarding student's and report this to the Summer meeting of the Executive Board. The Quality Assurance Officer must undertake DSL and Safer Recruitment training so as to be up to date on the requirements of the DSL post and those staff recruiting new members of staff. The checklist in Appendix 10 will be used as a basis for the review and report to the Executive Board.

- 1.3** As part of Parkview Academy's safer recruitment process, all current guidelines are followed in accordance with the 'Keeping Children Safe in Education' (DFE-00248-2018), DfE, 2018).

All interview panels will consist of at least two people, one of whom must have undertaken Safer Recruitment training. All of the required safeguarding checks will be carried out on new recruits, including in relation to their identity and qualifications. Professional and character references will be obtained. Appropriate checks will also be carried out through the Disclosure and Barring Service (DBS). Ofsted's guidance in relation to the Single Central Register (SCR) will be followed.

Where a new employee is not yet registered on the Update Service and their new DBS check is not returned within a reasonable amount of time, the school will complete a 'Pending DBS Risk Assessment' form to ensure any potential issues are identified and mitigated.

## **2. THE DESIGNATED SAFEGUARDING LEAD (DSL)**

Julie Woodcock is the Designated Safeguarding Lead at Parkview Academy and Emma Chatzispnyridou and Richard Johnson are the Designated Safeguarding Leads when Julie Woodcock is unavailable. All of the above members of staff are suitably trained and can take responsibility for dealing with any Safeguarding concerns.

The roles and responsibilities of the DSL are:

- To ensure all new members of staff have read and signed a copy of the Code of Conduct and Safeguarding Policy.
- To ensure that all staff are aware that safeguarding incidents could occur anywhere and they should be alert to possible concerns being raised in the school at any time.
- To ensure that all staff, volunteers and directors are aware of what they should do and who they should go to if they have concerns that someone may be experiencing, or has experienced abuse or neglect.
- To ensure staff are aware that they may raise concerns directly to the LADO rather than the Headteacher or directly with Children's Social Care Services.
- To ensure that concerns are acted on, clearly recorded and referred to the relevant Social Care.
- To follow up any referrals and make decisions on how to ensure the issues have been addressed.
- To reinforce the utmost need for confidentiality and to ensure that staff and volunteers are adhering to good practice with regard to confidentiality and security.

- To ensure that access to records by anyone other than the DSL will be restricted to the absolute minimum and a record will be kept of who has access and when.
- To ensure that staff and volunteers working directly with service users who have experienced abuse, or who are experiencing abuse, are well supported and receive appropriate supervision.
- Not to disclose to a parent / carer any information held on a child if this would put the child at risk.
- To ensure that any child who moves to a new school, their safeguarding records are forwarded onto the DSL at the new school with all due respect to the confidential nature of the information. If sent by post they should be sent by signature post and a record of the pupil records transferred when and to whom kept for audit purposes. A receipt must be requested and received.
- If a student is permanently excluded and attends a new placement, safeguarding records are forwarded on using techniques as above.
- When a vulnerable young person is moving to Further Education, consideration should be given to the student's wishes with regards to their child protection information being transferred.
- When a DSL leaves their position there should be a face to face handover of information with their successor and a record of this meeting must be kept. If this is not possible for whatever reason, the Headteacher will ensure the new post holder is correctly inducted into the position.
- To cooperate with safeguarding investigations carried out under the Parkview Academy Safeguarding Procedure.
- To ensure that disciplinary procedures are coordinated with any other enquiries taking place as part of the ongoing management of any allegation.
- To make themselves available to any member of staff who wishes to talk through any anxieties they may have and seek further support.

## **2.1 Parkview Academy will:**

- Communicate to all workers their legal and moral responsibility to protect children and young people from harm, abuse and exploitation.
- Communicate to all workers their responsibility to work to the standards that are detailed in Keeping Children Safe in Education Document and the need to work at all times towards maintaining high standards of practice in protection of children and young people.
- Ensure that all workers have undertaken safeguarding training and a record is kept.
- The DSL's will confirm with individual workers their duty to report concerns that arise about a child or young person, or a worker's conduct towards a child/young person,
- Ensure that the DSL's have undertaken basic training (as per item 1.2) and that they understand their responsibility to refer any child/young person protection concerns to the statutory child protection agencies (i.e. Police and/or Children's Social Care/LADO).
- Ensure that any procedures relating to the conduct of workers are implemented in a consistent and equitable manner.
- Provide opportunities for all workers to further develop their skills and knowledge particularly in relation to the welfare and protection of children and young people.
- Facilitate opportunities for children and young people to express their ideas and views on a wide range of issues in connection with the service they are provided with and to have access to the organisation's Complaints Procedure.
- Facilitate involvement of parents or carers in the work of the organisation and to make child/young people protection policies and procedures available to them.

- Endeavour to keep up to date with national developments relating to the welfare and protection of children and young people.
- These procedures have been designed to ensure that the welfare and protection of any child and/or young person who accesses the services provided by Parkview Academy.
- Parkview Academy is committed to the belief that protecting children and young people is everybody's responsibility and therefore the aim here is to provide guidelines that will enable all workers and volunteers to act appropriately to any concerns that arise in respect of a child/young person.

## **2.2 Further Reading**

To ensure these procedures are cross referenced with and should be read in conjunction with the following policies and procedures: - See Appendix Bibliography

- Keeping Children Safe in Education Part 1
- Child Sexual Exploitation DfE
- Multi Agency Practice Guidelines
- Information Sharing Advice
- Working Together to Safeguard Children
- Prevent Strategy
- Childcare Disqualification Regulations
- What to do if you are worried a child is being abused
- Staff recruitment
- Confidentiality (Handbook)
- Health and Safety Policy
- Disciplinary and Grievance (Handbook)
- Whistleblowing
- Complaints
- Equality and Diversity (Handbook)
- Data Protection
- Bullying
- Behaviour Policy
- Code of Conduct
- E-Safety
- Risk Assessment

## **3. Teaching Students about Staying Safe including E-Safety and Informing Parents/Carers and Others about our Practices**

The safety of the students both on site and outside of the school are of a great importance and we understand that the behaviour of the staff and students can affect the overall safety levels of the school.

Parkview Academy aims to make the school a safe and secure place for the students to be and we do this using various methods in addition to our Safer Recruitment systems and practices such as checking details of visitors to the school, risk assessments for various reasons, analysing incidents and student attendance so that any issues can be identified and managed quickly.

We want the students to feel safe in school and feel they can trust the staff working there and feel good about learning. At the same time the school must employ a strict



system of managing behaviour so that students have good manners and healthy attitudes towards learning and life outside of school, work hard, do not truent and respect their education environment and peers.

Therefore, the subjects of safety and good behaviour are interwoven into every aspect of their day. This could include anything from being encouraged to settle quickly at the start of each lesson or saying please and thank you and being polite to visitors.

This would also include specific slots in the timetable teaching students how to stay safe during lessons such as Personal Social and Health Education (PSHE) where they would learn about subjects such as equal opportunities, relationships, how to treat others, emotions, self awareness, self esteem, bullying including cyber-bullying and prejudice based bullying. Furthermore, how to try to prevent bullying from occurring in a 'real world' situation. These lessons would also focus on learning the difference between what is safe and what is not as well as what is right and wrong, and how to react appropriately in difficult circumstances.

Students are also heavily encouraged to be safe online with E-safety training. Each student is provided with the school's internet agreement including a letter for the student's parents/carers as well as an internet user agreement, and guidance sheet on how to use the internet safely.

Students also have a 'Student Voice' where they are able to put their views and requests across to the staff and know that they will be heard as well as school assemblies where life lessons can also be taught and explored further.

Parkview Academy understands that they have a large role to play in the prevention of abuse. Opportunities will be provided for students to develop their skills and knowledge of the world in order to promote their confidence and well being.

Please also refer to the E-Safety and Risk Assessment Policies.

#### 4. **DBS – REFERRALS AND DISQUALIFICATION BY ASSOCIATION**

Parkview Academy is committed to safer recruitment policies and practices for staff, volunteers and board members. This includes enhanced DBS checks for all staff and volunteers, ensuring references are taken up and adequate training on Safeguarding is provided for staff and volunteers.

All new recruits will be required to provide two references and will be subject to enhanced DBS checks in accordance with our recruitment and selection policy.

Parkview Academy fully understands that it has a duty to refer details of a member of staff to the DBS who has been disciplined, is dismissed, is currently under investigation or has left the schools employment prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children. All referrals will be made to the DBS immediately, without delay.

**Parkview Academy understands that:-**

- A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer with those groups.
- Any organisation which knowingly employs someone who is barred to work with those groups will also be breaking the law.
- If Parkview Academy dismiss a member of staff or a volunteer because they have harmed a child or young person, or you would have done so if they had not left, we will notify the DBS.
- Relevant information will be made available to students about safeguarding and the complaints policy and the Safeguarding Children and Young People policy statement will be available to all. This information will be in a form that can be easily understood. All children and young people at Parkview Academy will be provided with simple and straightforward ways to report their concerns.
- All staff, volunteers, directors and children/young people will be provided with training and information to enable them to develop the awareness; skills and abilities appropriate to their role within the organisation and responsibilities regarding Safeguarding.
- All staff, volunteers and directors will be provided with information regarding the organisations safeguarding policies and procedures during their induction period and all the organisations procedures will form part of the company handbook.

Staff will be provided with opportunity to discuss Safeguarding issues during their supervision and appraisal as well as at staff meetings.

### **Disqualification 'by association'**

School staff are disqualified from working in a school when they 'live or work in the same household' as someone who is barred from working with children or young people, even if they would not otherwise be disqualified.

The 'disqualification by association' criteria dates back to the Childcare (Disqualification) Regulations 2009. When the criteria is met the staff member must inform the Headteacher and provide her with the relevant details. The school must inform the DBS within 14 days from the staff member informing the Headteacher.

### **Waiver of disqualification**

The disqualified staff member may apply to the DBS for a waiver, but they must apply themselves and must not work in the school whilst the waiver is being considered.

### **What Parkview Academy will do:**

- Ask for this information as part of the pre-employment checks when appointing new staff.
- Ask existing staff whether anyone they live with is disqualified from working with children or young people.
- Ask staff to complete and sign a declaration that they do not meet the 'disqualification by association' criteria.
- When we become aware that a member of staff lives in a household with a disqualified person, we will prevent the person from continuing to work in the school.

- The school will inform Ofsted within 14 days from the staff member informing the Headteacher.

## 5. **Looked After Children**

As discussed in the 'Keeping Children Safe in Education 2018' guidelines The most common reason for children becoming looked after is as a result of abuse and/or neglect and therefore, they are particularly vulnerable.

Parkview Academy will ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL's, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## 6. **Private Fostering**

Private fostering is when a child under the age of 16 (or 18 for a disabled young person) is cared for by an adult who does not have parental responsibility and is not a close family relative\*. The arrangement has to be in place for more than 28 days. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

### **The Duty to refer to the Local Authority**

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Parkview Academy have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school.

However, it should be clear who has parental responsibility.

## **7. RECOGNISING THE SIGNS AND SYMPTOMS OF ABUSE**

Parkview Academy is committed to ensuring all staff and volunteers undertake training to gain a basic awareness of signs and symptoms of abuse as part of their regular Safeguarding training.

***Abuse can be divided into the following main categories:***

1. ***Physical***
2. ***Emotional***
3. ***Neglect and Acts of Omission***
4. ***Sexual***
5. ***Financial***
6. ***Discriminatory***
7. ***Institutional***

**and can include the following specific items:**

- physical abuse, hitting, slapping, punching, burning
- Honour Based Violence
- Domestic Violence
- Bullying
- sexual abuse, rape, indecent assault, inappropriate touching
- Sexual Exploitation - Child sexual exploitation is a form of child abuse which involves children and young people, male and female, of a range of ethnic origins and ages, in some cases as young as 10 receiving something in exchange for sexual activity.
- Female genital mutilation
- Forced Marriage (see appendix 4 for more detail)
- emotional abuse, belittling, name calling,
- financial or material abuse, stealing, selling assets
- neglect and acts of omission, leaving in soiled clothes, failing to feed properly
- discriminatory abuse (including racist, sexist, based on a person's disability and other forms of harassment)
- institutional Abuse – When a person's individual needs are mistreated by poor practices or are sacrificed for the needs of a general group.
- Extremism - It is regarded as the holding of extreme political or religious views and can lead to Radicalism , which is the attempt to make changes to existing social, religious or political structures and and terrorism. (see appendix 4 for more detail)
- Trafficking – To deal or trade in something illegal such as Human Trafficking.

Abuse may be carried out deliberately or unknowingly.

Abuse may be a single act or repeated acts.

**See Appendix A, 'Keeping Children Safe in Education' 2018 for further details on the main types of abuse/safeguarding concerns.**

People who behave abusively come from all backgrounds and walks of life. They may be doctors, nurses, social workers, advocates, staff members, volunteers or others in a position of trust. They may also be relatives, friends, neighbours or people who use the same services as the person experiencing abuse.

## **8. Stages to Follow if you are Worried about a Child**

This section has been written with reference to section 4 of 'Keeping Children Safe in Education' document.

Parkview Academy recognises that it has a duty to act on reports or suspicions of abuse promptly to the DSL/children's social care which now also includes any possibility of FGM, Extremism, Arranged Marriage, Sexting and Child Sexual Exploitation (see Appendices).

We also acknowledge that taking action in cases of child abuse is never easy. However Parkview Academy believes that the safety of the child should override any doubts or hesitations. When worrying changes are observed in a child's or young person's behaviour, physical condition or appearance staff will:

### **Stage 1**

- Never use leading questions. Initially talk to a child/young person about what you are observing. It is okay to ask questions, for example: "I've noticed that you don't appear yourself today, is everything okay?"
- Listen carefully to what the young person has to say and take it seriously;
- Never investigate or take sole responsibility for a situation where a Child/young person makes a disclosure;
- Always explain to children and young people that any information they have given will have to be shared with others;
- Notify the school's DSL for Child Protection using a concern form.
- Record what was said as soon as possible after any disclosure;
- The person who receives the allegation or has the concern should complete their statement and ensure it is signed and dated.
- Respect confidentiality and file documents securely with the DSL;
- If the child's situation does not appear to be improving press for reconsideration.

### **Stage 2**

- The DSL will take immediate action if there is a suspicion that a child has been abused or likely to be abused. In this situation the DSL will contact the police and/or the relevant Social Services officers.
- The DSL can also seek advice and clarity about a situation that is beginning to raise concern via the relevant duty team from the local Social Services or via the NSPCC National Child Protection Helpline on 0808 800 5000.

Please also see Appendices.

## **9 How to Respond if you Receive a Disclosure or Witness Abuse**

Parkview Academy recognises that it has a duty to act on reports, or suspicions of abuse or neglect. Anyone who has contact with children and/or young people and hears disclosures or allegations or has concerns about potential abuse or neglect has a duty to pass them on appropriately.

How to respond if you receive a disclosure:

- Reassure the person concerned and allow them to talk freely
- Listen to what they are saying without displaying shock or disbelief
- Record what you have been told/witnessed as soon as possible using a concern form
- Remain calm and do not show shock or disbelief
- Tell them that the information will be treated seriously
- Don't start to investigate or ask detailed or probing questions
- Don't promise to keep it a secret

If you witness abuse or abuse has just taken place the priorities will be:

- To call an ambulance if required
- To call the police if a crime has been committed
- To preserve evidence
- To keep yourself, staff and service users safe
- To inform the Designated Safeguarding Lead
- To record what happened

All situations of abuse or alleged abuse will be discussed with the DSL. The alleged victim will be told that this will happen. This stage is called the alert.

The DSL for the school can then take advice from the LADO and/or other advice giving organisations.

If it is appropriate and there is consent from the individual, or there is a good reason to override consent, such as risk to others, a referral to Social Care will be made.

If the individual experiencing abuse is not able to understand what is happening to them, a referral will be made without that person's consent.

Sections 8 & 9 of this Safeguarding Policy can be read in conjunction with the DFE's new guidance paper 'What to do if you are worried a child is being abused' March 2015 and the new "Keeping Children Safe in Education"

## **10. Managing Allegations Made Against the Proprietor, Directors, Executive Board or Head Teacher**

All allegations of abuse made against the Headteacher, directors, Executive Board Members and/or the Managing Director of the company should be reported directly to the Proprietor. An allegation against the Proprietor should be reported to the Chair or Deputy Chair of the Executive Board. Details of these people can be found on the school website.

## 11. **Managing Allegations Made Against a Member of Staff or a Volunteer**

Parkview Academy will ensure that any allegations made against members or a member of staff will be dealt with quickly and in accordance with the following procedures.

This section of the policy deals with existing members of staff. If the allegation relates to a member of staff who has left the company it should be referred to the police.

- The worker must ensure that the child is safe and away from the person against whom the allegation is made.
- The DSL should be informed immediately. In the case of an allegation involving the DSL, alternative arrangements should be sought to ensure that the matter is dealt with by an independent person. (Note: this could be a director or anyone within the organisation that is in a senior position and believed to be independent of the allegations being made).
- The DSL should contact Social Services for advice on how to proceed with the immediate situation. Outside of working hours the Emergency Duty Team can give advice and/or in the event of an emergency situation arising, the police should be contacted for discussion.
- The individual who first received/witnessed the concern should make a full written record of what was seen, heard and/or told as soon as possible after observing the incident/receiving the report. It is important that the report is an accurate description. The DSL (if appropriate) can support the worker during this process but must not complete the report for the worker. This report must be made available on request from either the police and/or social services.
- Regardless of whether a police and/or social services investigation follows, Parkview Academy will ensure that an internal investigation takes place and consideration is given to the operation of disciplinary procedures. This may involve an immediate suspension and/or ultimate dismissal dependant on the nature of the incident.
- Where a member of staff/volunteer is thought to have committed a criminal offence the police will be informed. If a crime has been witnessed the police should be contacted immediately.
- The safety of the individual(s) concerned is paramount and it should be ensured that they are safe and away from the person(s) who are the alleged perpetrators.

The DSL's, will liaise with the Executive Board and LADO to discuss the best course of action and to ensure that the Parkview Academy Disciplinary Procedures are coordinated with any other enquiries taking place as part of the ongoing management of the allegation.

See also Appendix 4, Dealing with Allegations of Abuse for a more detailed description.

## 12. **Managing Allegations Made Against Another Student**

- Consider interim protections such as separating the students involved.
- Obtain information from both the complainant and the accused
- Gather evidence from other sources, as appropriate

- Generate a written report and hand to the DSL immediately
- Inform the complainant and their parents and the accused of findings

If a pupil discloses or accuses another pupil of abuse then the DSL is to be informed immediately.

### **13. How to Refer a Disclosure to the DSL**

Once you have established that you believe there is an allegation of abuse or any other safeguarding concern, you have a duty to make a referral to the Designated Safeguarding Lead (DSL) in your School.

- Prior to making a referral, you will need to gather as much information as you can about the allegation. However, the information should be submitted as soon as possible. You can always add to the report at a later stage
- Lack of access to the necessary information should NOT delay the referral.
- A referral will then lead to the implementation of the next stages of the Protection Procedure. The DSL should have an overview of this process so they can explain it to the person concerned and offer all relevant support to the process. This could be practical support e.g. providing a venue, or information and reports and emotional support. A safeguarding concern form is available on the Admin Drive
- Information should be provided to the individual. This could be about other sources of help or information that could enable them to decide what to do about their experience, enable them to recover from their experience and enable them to seek justice.

### **14. Recording and Managing Confidential Information & Information Sharing**

- Parkview Academy is committed to maintaining confidentiality wherever possible and information around Safeguarding Children and Young People issues should be shared only with those who need to know.
- An information trail will be kept as a record of all decisions made and all information shared including any receipts requested and the consent of the person who has provided the information.
- All allegations/disclosures/concerns should be recorded in writing including a body map where appropriate. The information should be factual and not based on opinions, record what the person tells you, what you have seen and witnesses if appropriate.
- The information that is recorded will be kept secure and will comply with data protection, However the Data Protection Laws should not be a barrier to information sharing if undertaking correctly.
- Information sharing should be Necessary, Accurate, Proportionate, Relevant, Adequate, Timely and Secure. Before choosing to share information the school will analyse the potential risk of sharing versus the risk of non sharing. This decision MUST be recorded and all data transferred securely.
- This section should be read in conjunction with the DfE document 'Information Sharing' March 2015.

### **15. The Executive Board**

The Executive Board are responsible for ensuring the safety of the school and will ensure that:



- The Safeguarding Policy is kept up to date and in line with all current guidelines
- All Safer Recruitment processes are in place for new recruits
- All senior members of the school's leadership team takes on the DSL role and attends refresher courses every two years
- All staff are provided with regular Safeguarding training
- All staff including volunteers and temps are made aware of this policy and all child protection arrangements
- Any known issues or problems with Safeguarding processes are improved in a timely fashion
- The School has strong guidelines and procedures for dealing with allegations of abuse and these processes are easy to find
- All policies and procedures are reviewed annually
- The Executive Board and Headteachers will liaise throughout the year to discuss processes and possible improvements and ultimately reduce risk.

## **Appendix 1 - Definitions and types of abuse**

*Specific Types of Abuse can be divided into the main categories:*

1. *Physical*
2. *Emotional*
3. *Neglect and Acts of Omission*
4. *Sexual*
5. *Financial*
6. *Discriminatory*
7. *Institutional*

### **1. PHYSICAL ABUSE**

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

#### **Indicators in the child**

##### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, through a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas

- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechiae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

### **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders

- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

### **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more diffused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get but and there will be splash marks

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

### **Emotional/behavioural presentation**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

### **Indicators in the parent**

- May have injured themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment

- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self harm, or false allegations of physical or sexual assault
- **Parent/carer** may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break not allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties, may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.

### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, or false allegations of physical or sexual assault or a culture of physical chastisement.

## **2. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties, may (or may not) be associated with this form of abuse.

### **Indicators of in the family/environment**

- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, or false allegations of physical or sexual assault or a culture of physical chastisement.

## **3. NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

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

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

### **Indicators in the child**

#### **Physical presentation**

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

#### **Development**

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

#### **Emotional/behavioural presentation**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self harming behaviour

### **Indicators in the parent**

- Dirty, unkempt presentation

- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

#### **Indicators in the family/environment**

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self harm, or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

## **4. SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. This can include sexual exploitation.

A new definition of sexual exploitation was released February 2017 by the DfE document called 'Child Sexual Exploitation' February 2017, please see appendix 6 for more details.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Indicators in the child**

#### **Physical presentation**

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

#### **Emotional/behavioural presentation**

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

### **Indicators in the parents**

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

### **Indicators in the family/environment**

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, or false allegations of physical or sexual assault or a culture of physical chastisement.



- Family member is a sex offender.

Multiple forms of abuse may occur in an ongoing relationship or abusive service setting to one person, or to more than one person at a time, making it important to look beyond single incidents or breaches in standards, to underlying dynamics and patterns of harm. Any or all of these types of abuse may be perpetrated as the result of deliberate intent and targeting of vulnerable people, negligence or ignorance.

## **5. FINANCIAL ABUSE**

Financial abuse can be very subtle such as telling a person what they can and cannot buy or making them share control of their bank accounts.

### **Indicators in the child**

- Unpaid bills
- Unexplained shortage of money
- The individual expresses concerns they do not have enough money for basic needs
- The individual complains about not having access to their own funds / bank accounts
- The individual is not allowed to discuss financial or legal matters with other people
- Missing personal possessions
- Theft
- Fraud.

## **6. DISCRIMINATORY ABUSE**

Discriminatory abuse is when a person is treated differently by someone because they are different to them in some way. This can include unfair or less favourable treatment due to a person's race, gender, age, disability, religion, sexuality, appearance or cultural background.

### **Indicators in the child**

- Tendency to be withdrawn
- Suffers from anxiety and fearfulness
- Refused access to services or is excluded inappropriately
- Low self-esteem
- Resistance or refusal to access services required
- Expressions of anger and/or frustration.

## **7. INSTITUTIONAL ABUSE**

Institutional abuse is the mistreatment of people brought about by poor or inadequate care or support, or systematic poor practice that affects the whole care setting. It occurs when the individual's wishes and needs are sacrificed for the smooth running of a group, service or organisation.

### **Indicators in the child**

- Inflexible systems and routines
- Lack of consideration for dietary requirements
- Inappropriate ways of addressing people
- Lack of adequate physical care.

## **Appendix 2 A FOCUS ON ARRANGED MARRIAGE**

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

### **Indicators in the child**

Warning signs that a child or young person may be at risk of forced marriage or may have been forced to marry may include:

- History of siblings leaving education early to marry;
- Extended absences from school/college, truancy, drop in performance, low motivation, excessive parental restriction and control of movements;
- A child talking about an upcoming family holiday that they are worried about, fears that they will be taken out of education and kept abroad;
- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse;
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home;
- Unreasonable restrictions such as being kept at home by their parents ('house arrest') or being unable to complete their education;
- A child being in conflict with their parents;
- A child going missing/running away;
- A child always being accompanied including to school and doctors' appointments;
- A child directly disclosing that s/he are worried s/he will be forced to marry.

Anyone threatened with forced marriage or forced to marry against their will can apply for Forced Marriage Protection Order. Third parties, such as relatives, friends, voluntary workers and police officers, can also apply for a protection order with the leave of the court. Fifteen county courts deal with applications and make orders to prevent forced marriages. Local authorities can seek a protection order for Adults at Risk and children without leave of the court. Guidance published by the Ministry of Justice explains how local authorities can apply for protection orders and provides information for other agencies. (This is available at the Justice website).

The Anti-social Behaviour, Crime and Policing Act 2014 made it a criminal offence, with effect from 16 June 2014, to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place);

- Marrying someone who lacks the mental Capacity to consent to the marriage (whether they're pressured to or not).

Breaching a Forced Marriage Protection Order is also now a criminal offence. The civil remedy of obtaining a Forced Marriage Protection Order through the family courts, as set out above, continues to exist alongside the criminal offence, so victims can choose how they wish to be assisted.

Forcing someone to marry can result in a sentence of up to 7 years in prison.

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison.

Where the concerns about the welfare and safety of the child or young person are such that a referral to Children's social care should be made the Referrals Procedure must be followed.

Involving families in cases of forced marriage is dangerous:

- It may increase the risk of serious harm to the victim. Experience shows that the family may punish them for seeking help;
- Involving the family includes visiting the family to ask them whether they are intending to force their child to marry or writing a letter to the family requesting a meeting about their child's allegation that they are being forced to marry;
- Relatives, friends, community leaders and neighbours should not be used as interpreters - despite any reassurances from this known person.

All professionals working with victims of forced marriage need to be aware there may be only one chance to speak to a victim. If the victim is allowed to leave without the offer of support, the one chance to intervene may be lost.

The risk of significant harm may be increased if it becomes known that the young person has sought assistance. If forced marriage seems to be an issue:

- Do not notify the young person's family (or other members of their community) that you intend to refer the matter to the police or children's social care;
- Do not attempt to mediate.

Professionals should always consider the need for immediate protection, as disclosure of the forced marriage may be the direct consequence of the impending event. Children's social care will liaise with the police to ensure the safety of the victim and any other family members.

## **Appendix 3 A FOCUS ON SAFEGUARDING AGAINST EXTREMISM**

The 'Prevent Strategy' Document (2011) has brought about awareness with regards to the specific need to safeguard against extremism. There are now several well publicised examples of extremist groups attempting to radicalise vulnerable children and young people into holding extreme views and act upon them in a violent way such as terrorism.

Parkview Academy will continue to carry out a well balanced curriculum focusing on moral responsibilities in life and preparing them for differences of cultures and views. The school will make sure all students are aware of the risks involved and how to identify it outside of their place in the school.

In addition, the school will keep on top of local knowledge and risks and identify potential at risk students as a result. Annual risk assessments re Prevent will be carried to highlight potential risk, and identify training needs/actions.

*Extremism* is defined by the Government in the 'Prevent Strategy' document as "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."

It is regarded as the holding of extreme political or religious views and can lead to Radicalism, which is the attempt to make changes to existing social, religious or political structures and terrorism.

### **Indicators in the child**

- Identity Crisis – the student becomes distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

### **The Designated Safeguarding Lead's Responsibilities with regards to Extremism**

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of (*School / Service*) in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Sharing any relevant additional information in a timely manner.

**No abuse is acceptable and some abuse is a criminal offence and must be reported to the Police as soon as possible.**

For further details on specific types of abuse/safeguarding concerns see the guidance notes Keeping Children Safe in Education 2019.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300309/KCSIE\\_gdnce\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf)

## **Appendix 4 A FOCUS ON FEMALE GENITAL MUTILATION**

All staff should be aware of the reporting requirements issued with the Keeping Children Safe in Education Document. A person who works in a regulated profession in England and Wales must inform the the DSL and the Police if they are aware of FGM.

A duty to report such a notification should be made If they are informed by the girl involved or they observe the physical signs of FGM taking place and have no reason to believe these physical signs are part of a health related surgical operation and the girl involved is under 18 years of age. Those failing to report such cases may come to face disciplinary actions.

FGM can take place at any age and therefore can be very varied. However the majority of cases take place between the ages of 5 and 8, meaning girls within this age bracket are at a higher risk. Typical cases will see the girl being taken away at the start of the summer holidays so that they have time to recover from the procedure and return to school as normal.

### **Indicators in the child that show FGM is about to or already has taken place:**

- A girl may have frequent urinary, menstrual or stomach problems
- There may be prolonged or repeated absences from school/college
- Noticeable behaviour changes such as withdrawal/depression
- Reluctance to undergo normal medical examinations
- A girl may ask for help but be too embarrassed to explain
- A girl may make comments about pain or discomfort between her legs
- Difficulty in walking, sitting or standing and may even look uncomfortable
- A girl may spend longer than usual in the bathroom/toilet
- A girl makes comments about attending a special procedure or occasion to become a woman
- A girl may talk about a family elder coming to stay or a prolonged holiday to her country of origin or other country where the practice is prevalent.

### **Indicators in the family that show FGM is about to or already has taken place:**

- Parents state that the or a relative will take the child out of the country for a prolonged period
- Parents withdraw the girl from any classes involving them learning about FGM or any personal, social and health education
- The girls mother and or sister or other extended members of the family have undergone the procedure
- The family itself is not as integrated within UK society as other families from similar backgrounds

### **The Designated Safeguarding Lead's Responsibilities with regards to Extremism**

Ultimately, if you are worried about a child under 18 who may be at risk of FGM you have a legal responsibility to share this information with the DSL or with social care/the police.

Please also refer to Multi Agency Practice Guidelines: Female Genital Mutilation

See pages 42-44 for advice for schools and colleges.

## **Appendix 5 A FOCUS ON SEXTING**

According to UK Council for Child Internet Safety (UKCCIS) September 2016, Sexting is 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

Sexting may also be called: trading nudes, dirties, pic for pic.

Creating and sharing sexual photos and videos of under-18s is illegal and presents a range of risks which need careful management.

- I. Although the production of such imagery will likely take place outside of school, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated.

2. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales).
3. Specifically:
  - It is an offence to possess, distribute, show and make indecent images of children.
4. The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.
5. young people who share sexual imagery of themselves, or peers, are breaking the law.
6. This may not be the result of children at school but someone grooming them online. If this is occurring the child may: be very secretive, including about what they are doing online, have older boyfriends or girlfriends, go to unusual places to meet friends, have new things such as clothes or mobile phones that they can't or won't explain, have access to drugs and alcohol.

### **Why do young people sext?**

There are many reasons why a young person may want to send a naked or semi-naked picture, video or message to someone else.

- joining in because they think that 'everyone is doing it'
- boosting their self-esteem
- flirting with others and testing their sexual identity
- exploring their sexual feelings
- to get attention and connect with new people on social media

they may find it difficult to say no if somebody asks them for an explicit image, especially if the person asking is persistent

### **What the law says**

Sexting can be seen as harmless, but creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend
- share an explicit image or video of a child, even if it's shared between children of the same age.
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

However, as of January 2016 in England and Wales, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. Find out more about [legislation on child abuse images](#).

This appendix should be read in conjunction with the UKCCIS 'Sexting in Schools & Colleges' Responding to incidents and safeguarding young people

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF)

Or look the term up on the NSPCC website

[https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/?\\_t\\_id=1B2M2Y8AsgTpgAmY7PhCfg==&\\_t\\_q=sexting&\\_t\\_tags=language%3aen,siteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667&\\_t\\_ip=188.221.252.253&\\_t\\_hit.id=Nspcc\\_Web\\_Models\\_Pages\\_Sh](https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/?_t_id=1B2M2Y8AsgTpgAmY7PhCfg==&_t_q=sexting&_t_tags=language%3aen,siteid%3a7f1b9313-bf5e-4415-abf6-aaf87298c667&_t_ip=188.221.252.253&_t_hit.id=Nspcc_Web_Models_Pages_Sh)

## **Appendix 6 A FOCUS ON CHILD SEXUAL EXPLOITATION**

Child sexual exploitation is a form of child sexual abuse affecting boys and girls. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation. Kissing, rubbing and touching outside clothing.

It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images, or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming children in preparation for abuse (including via the internet)

Child sexual exploitation may occur without a child being aware of the events, or understanding that these constitute abuse.

**Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.**

Definition from the Child sexual exploitation document: definition and guide for practitioners (DfE) 2017:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.



## **Appendix 7 - Useful Contact Details**

### **Designated Safeguarding Lead – Julie Woodcock**

Tel: 07447 669 132 (office and out of hours)

### **Designated Safeguarding Lead – Emma Chatzispiridou**

Tel: 07825 077 518 (office and out of hours)

### **Designated Safeguarding Lead – Richard Johnson**

Tel: 07939 582567 (office and out of hours)

### **LADO (Duty Officers) – James McMillan**

**Tel – 0203 045 5543**

**Mobile - 07950 562936**

**Email - lado@bexley.gov.uk**

**Bexley Safeguarding Team (Bexley) 0208 921 3172**

**Bexley Children's Services 0208 303 7777**

**Greenwich Children's Services 0208 854 8888**

**Greenwich Duty Safeguarding Officer 0208 921 2599**

<http://www.bexley.gov.uk/index.aspx?articleid=3862> (Bexley Council Safeguarding Adults)

<http://www.bexley.gov.uk/index.aspx?articleid=4686> (Bexley Council Safeguarding Children)

## **NATIONAL ORGANISATIONS**

### **ANN CRAFT TRUST**

Tel: 0115 951 5400

A national association working with staff in the statutory, independent and voluntary sectors in the interests of people with learning disabilities who may be at risk.

### **MIND infoline**

Tel: 0845 7660 163

Information re mental health related issues. Help in finding out options and local services. Mon – Fri 9.15 – 5.15.

### **RELATIVES AND RESIDENTS ASSOCIATION**

Tel: 020 7359 8136

Tel: 020 7916 6055

Email: advice@reles.org

Help information or advice about a relative who is in a care home or about to enter one.

### **RESPOND**

Tel: 020 7383 0700

Therapeutic intervention for people with learning disabilities who have been abused.

### **SANELINE**

Tel: 0845 767 8000

National helpline for anyone coping with mental illness.

### **VOICE**

Tel: 01332 202555

Provide support to people with learning disabilities who have been abused, raises awareness, campaigns and promotes best practice.

### **BHAROSA (Asian women's helpline)**

Tel: 0121 303 0368

### **HOME OFFICE**

<https://www.gov.uk/forced-marriage>

### **NSPCC**

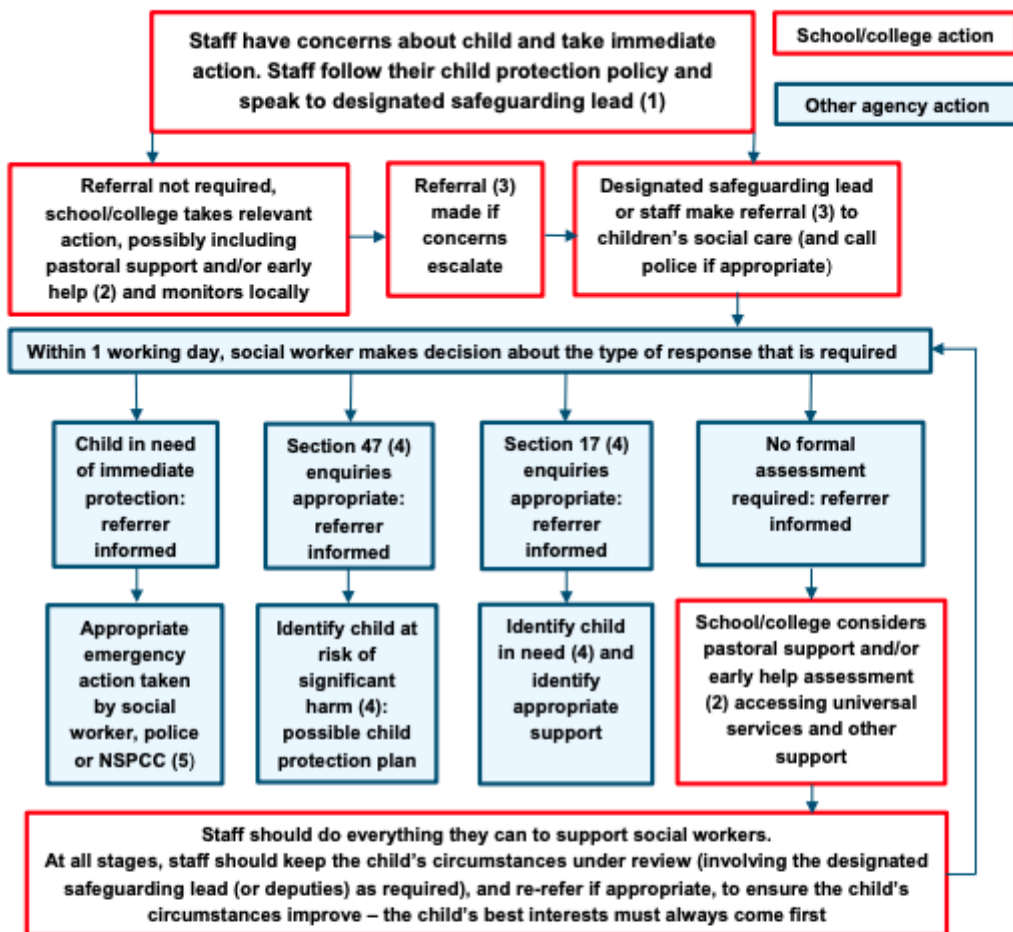
**To report a concern call:- 0808 800 5000**

**Whistleblowing helpline:- 0800 028 02825**

**For any child under 18 years of age call:- 0800 1111**

**Appendix 8 - Flow Chart**  
**FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**

## Actions where there are concerns about a child



(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 9 – Dealing with Allegations of Abuse

# DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

## GUIDANCE FOR LOCAL AUTHORITIES, HEADTEACHERS, SCHOOL STAFF, GOVERNING BODIES AND PROPRIETORS OF INDEPENDENT SCHOOLS

### ABOUT THIS GUIDANCE

This is statutory guidance from the Department for Education. This means recipients must have regard to it when carrying out duties relating to handling allegations of abuse against teachers and other staff.

See also items 8,9 & 10 of this Policy Document and Appendix 5 – Whistle Blowing Policy

### WHAT LEGISLATION DOES THIS GUIDANCE RELATE TO?

- The Children Act 1989
- Section 175 of the Education Act 2002 (local authorities, governing bodies of maintained schools and institutions in the further education sector)
- Section 157 of the Education Act 2002 and the Education (Independent School Standards) (England) Regulations 2010
- The Children Act 2004
- Section 11 of the Children Act 2004 (other agencies).
- Keeping Children Safe in Education 2018

### WHO IS THE GUIDANCE FOR?

This guidance aimed at:

- Schools, local authorities, governing bodies in maintained and independent schools, Academies, short stay schools and the FE sector.

### KEY POINTS

- If an allegation is made against a teacher the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.
- In response to an allegation, staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.
- Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.
- Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).
- All schools and FE colleges should have procedures for dealing with allegations. The procedures should make it clear that all allegations should be reported **straight away**, normally to the Headteacher, principal or proprietor

if it is an independent school. The procedures should also identify the person, often the chair of governors, to whom reports should be made in the absence of the Headteacher or principal, or in cases where the Headteacher or principal themselves are the subject of the allegation or concern. Procedures should also include contact details for the local authority designated officer (LADO) responsible for providing advice and monitoring cases.

## **MAIN BODY OF THE DOCUMENT**

### **Duties as an employer and employee**

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

This guidance is about managing cases of allegations that might indicate a person is unsuitable to continue to work with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or FE college that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or FE college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

## **INITIAL CONSIDERATIONS**

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

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

In the first instance, the Headteacher or principal, or chair of governors, chair of the management committee or proprietor of an independent school should immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO, and the Headteacher or principal, to consider the nature, content and context of the

allegation and agree a course of action. The LADO may ask the senior manager to provide or obtain any 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.

This initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded, by both the manager and the LADO, and agreement reached as to what information should be put in writing to the individual concerned and by whom. The manager should then consider with the LADO what action should follow in respect of the individual and those who made the initial allegation.

The Headteacher or principal should inform the accused person about the allegation as soon as possible after consulting the LADO. He or she should provide them with as much information as possible at the time. However, where a strategy discussion is needed, or police or local authority's social care need to be involved, the head should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the person. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school until the allegation or concern is resolved. Please see further information on suspension.

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 should be convened in accordance with paragraph 5.56 of *Working Together to Safeguard Children*. 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 and FE college staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or local authority children's social care is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the Headteacher or principal, or chair of governors, chair of the management committee or proprietor. In those circumstances the options open to the school or FE College depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future. Suspension should not be the default position – an individual should only be suspended if there is no reasonable alternative.

In some such cases further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the Headteacher or principal, and chair of governors, chair of the management committee or proprietor how and by whom the investigation will be undertaken. In straightforward cases that should normally be undertaken by a senior member of the school or FE college's staff. However, in other circumstances lack of appropriate resource within the school or college, or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that schools and FE colleges can buy in from the authority. It is

important that local authorities ensure that schools and FE colleges have access to an affordable facility for independent investigation where that is appropriate.

## **SUPPORTING THOSE INVOLVED**

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care or the police. The school or FE college should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. For staff in maintained schools, that may include support via the local authority occupational health or employee welfare arrangements. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or local authority children's social care need to be involved, the head should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents. They should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome.<sup>1</sup>

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

## **CONFIDENTIALITY**

It is extremely important that when an allegation is made, the school or FE College makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, e.g. an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.)

Schools and FE Colleges should take advice from the LADO, police and social care to agree the following:

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

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<sup>1</sup> In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.



- How to manage speculation, leaks and gossip;
- What if any information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise.

## **RESIGNATIONS AND ‘SETTLEMENT AGREEMENTS’**

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the person should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the information available should continue even if that cannot be done or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

By the same token so called ‘compromise agreements’, by which a person agrees to resign, if the school or FE college 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**. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to the Independent Safeguarding Authority (ISA) where circumstances require that.

## **RECORD KEEPING**

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

## **REFERENCES**

Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious should not be included in employer references. A history of repeated concerns or

allegations which have all been found to be unsubstantiated, malicious etc. should also not be included in any reference.

## **TIMESCALES**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations must be investigated as a priority so as to avoid any delay. Target timescales are shown below for different actions in the summary description of the process. The time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 percent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unfounded or malicious then it is expected that they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the Headteacher or principal should institute appropriate action within 3 working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

## **OVERSIGHT AND MONITORING**

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

Police forces should also identify officers who will be responsible for: liaising with the designated local authority officer(s), taking part in the strategy discussion, or initial evaluation, subsequently reviewing the progress of those cases in which there is a police investigation, and sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible that review should take place **no later than 4 weeks** after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

## **SUSPENSION**

The possible risk of harm to children posed by an accused person needs to be effectively evaluated and managed in respect of the child(ren) involved in the allegations. In some

cases that will require the school or FE college to consider suspending the person until the case is resolved. Suspension must not be an automatic response when an allegation is reported. If the school or FE college is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police but suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should only be considered in a case where there is cause to suspect a child or other children at the school or FE college is or are at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically, or without careful thought being given to the particular circumstances of the case. Schools and FE colleges must consider carefully whether the circumstances of the case warrant a person being suspended from contact with children at the school or FE college until the allegation is resolved, and may wish to seek advice from their personnel adviser.

Schools and FE colleges should also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements. For example, redeployment so that the individual does not have direct contact with the child concerned, or providing an assistant to be present when the individual has contact with children. This allows time for an informed decision regarding the suspension and possibly reducing the initial impact of the allegation. This will however, depend upon the nature of the allegation. Schools and FE colleges should consider the potential permanent professional reputational damage to teachers that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.

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

Local authority children's social care or the police cannot require a school or FE college to suspend a member of staff or a volunteer, although schools and FE colleges should give appropriate weight to their advice. The power to suspend is vested in the proprietor of the school, or the governing body of the school or FE college who are the employers of staff at the school or FE college. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the local authority social care and/or an investigation by the police, the LADO should canvass police and the local authority children's social care for views about whether the accused member of staff needs to be suspended from contact with children to inform the school or FE college consideration of suspension.

## **INFORMATION SHARING**

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

Wherever possible the police should obtain consent from the individuals concerned to share the statements and evidence they obtain with the school or FE college for disciplinary purposes. This should be done as their investigation proceeds and will enable the police to

share relevant information without delay at the conclusion of their investigation or any court case.

The local authority's social care should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the school or FE college without delay.

### **ACTION FOLLOWING A CRIMINAL INVESTIGATION OR A PROSECUTION**

The police or the Crown Prosecution Service (CPS) should inform the school and LADO 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 prosecute after the person has been charged. In those circumstances the LADO should discuss with the Headteacher, principal and chair of governors or proprietor 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 should 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.

### **ACTION ON CONCLUSION OF A CASE**

If the allegation is substantiated and the person is dismissed or the school or FE college ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the school or FE college and its personnel adviser whether a referral to the Independent Safeguarding Authority (ISA) for consideration of inclusion on the barred lists or by the General Teaching Council (GTC<sup>2</sup> is required. There is a legal requirement for employers to make a referral to the ISA 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. In such circumstances, the duty to refer an individual to the ISA arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. Professional misconduct cases should be referred to the relevant regulatory body. The ISA will consider whether to bar the person from working in regulated activity, which will include work in schools and other educational establishments. Local authorities, schools, FE colleges and other bodies all have a statutory duty to make reports, and to provide relevant information to the ISA. Referrals should be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services.

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 or FE college should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may

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<sup>2</sup> Subject to the passage of the Education Bill 2011, it is planned that the GTCE will be abolished at the end of March 2012, and from this point onwards cases of serious misconduct will be considered by the new Teaching Agency, acting on behalf of the Secretary of State.

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

## **LEARNING LESSONS**

At the conclusion of a case in which an allegation is substantiated the LADO should review the circumstances of the case with the Headteacher or principal, or the chair of governors, chair of the management committee or proprietor 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 should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified.

## **ACTION IN RESPECT OF UNFOUNDED OR MALICIOUS ALLEGATIONS**

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to local authority children's social care to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, including if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

## **FURTHER INFORMATION**

Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

[http://www.cps.gov.uk/legal/s\\_to\\_u/stalking\\_and\\_harassment/index.html](http://www.cps.gov.uk/legal/s_to_u/stalking_and_harassment/index.html)

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

[http://www.ico.gov.uk/upload/documents/library/data\\_protection/detailed\\_specialist\\_guides/employment\\_practices\\_code.pdf](http://www.ico.gov.uk/upload/documents/library/data_protection/detailed_specialist_guides/employment_practices_code.pdf)

[http://www.ico.gov.uk/for\\_organisations/data\\_protection/the\\_guide.aspx](http://www.ico.gov.uk/for_organisations/data_protection/the_guide.aspx)

Working Together to Safeguard Children 2013

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/281368/Working\\_together\\_to\\_safeguard\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/281368/Working_together_to_safeguard_children.pdf)

Keeping Children Safe in Education 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741314/Keeping\\_Children\\_Safe\\_in\\_Education\\_\\_3\\_September\\_2018\\_14.09.18.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education__3_September_2018_14.09.18.pdf)

**Also provides more detail on different types of abuse/safeguarding concerns.**

Guidance about designated teacher for looked after children

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269764/role\\_and\\_responsibilities\\_of\\_the\\_designated\\_teacher\\_for\\_looked\\_after\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf)

What to do if you suspect a child is being sexually exploited

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

Guidance notes for Female Genital Mutilation

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/216669/dh\\_124588.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf)

Multi Agency Practice Guidelines: Female Genital Mutilation

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

[www.privatefostering.org.uk](http://www.privatefostering.org.uk)

Private fostering: better information, better understanding (Ofsted)

<http://www.ofsted.gov.uk/resources/private-fostering-better-information-better-understanding>

The Children (Private Arrangements for Fostering) Regulations 2005

<http://www.legislation.gov.uk/ukSI/2005/1533/contents/made>

Applying to waive disqualification: early years and childcare providers

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-child-care-providers>

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## **Safeguarding Policy Declaration**

I declare that I have read the Safeguarding Policy and the Keeping Children Safe in Education 2018 Part 1 document and understand my obligations and what is required of me in the workplace.

Name \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_

July 2018 - DSL (Julie Woodcock)  
Review July 2019