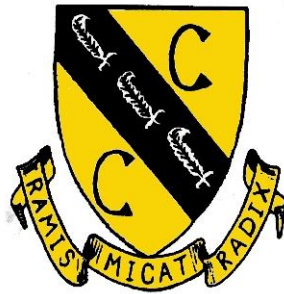


**Clarendon Cottage Preparatory  
School**

**Safeguarding and Child Protection Policy**



Created by: E Howard  
Reviewed by: A Hartley December 2017  
To be reviewed: December 2018

## Clarendon Cottage Prep School- Safeguarding & Child Protection Policy

### **This policy applies to the whole school, including EYFS**

This policy is addressed to all teaching and support staff, and volunteers who undertake regulated activity in the School. It will be supplied to parents and pupils on request and made available on the School's website.

#### **Aims**

Clarendon Cottage School fully recognises its responsibilities for safeguarding pupils from risk of/or actual abuse, and understands that safeguarding incidents could happen anywhere. The School ensures that staff are aware that possible concerns could be raised in this school and that they feel confident in knowing what to do if they have a concern about any aspect of safeguarding, including radicalisation.

In order to protect children, the School is committed to undertaking all reasonable measures to safeguard and promote the welfare of each pupil in its care. Safeguarding and promoting the welfare of children is everyone's responsibility. Throughout any safeguarding action, the school is committed to always be acting in the best interests of the child.

The School recognises its responsibility to ensure that the policies, procedures and training at Clarendon Cottage School are effective and comply with the law at all times.

We are committed to the highest possible standards of openness, probity and accountability. We value staff and their opinions and concerns. In line with that commitment we expect employees, and others that we deal with, who have serious concerns about any aspect of the School's work to come forward and voice those concerns. It is recognised that most cases will have to proceed on a confidential basis.

– See Separate Whistleblowing policy

We recognise the difference between safeguarding children who have suffered, or are more likely to suffer significant harm and those who are in need of additional support from one or more agencies. It is very important that practitioners intervene as early as possible if a child or young person has additional needs and services can help in meeting these needs. Such action and early help can help prevent problems becoming child protection concerns. Family Assessment and Team around the family (TAF) (Replacing the CAF) are designed to promote integrated working and family participation across level 2 within Salford (LSCB). They are both key elements of the TAF model that aim to improve outcomes for children and young people in Salford. For more information about Family Assessment and TAF please go to <https://www.salford.gov.uk/children-and-families/safeguarding-children/advice-for-professionals/family-assessment-and-taf/policies-and-procedures/>

Professionals should, in particular, be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs
- Is a young carer

- Is showing signs of engaging in anti-social or criminal behaviour
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence
- Has returned home to their family home from area and/or
- Is showing signs of abuse and/or neglect

### **Scope**

This policy applies to all school activities, both on and off-site, undertaken by pupils whilst they are the responsibility of the school.

This policy applies to all teaching and support staff, governors, students on placements and volunteers working in the school and engaged in regulated activity (*see Annex F of KCSE 2016 for full statutory guidance regarding regulated activity*). The School is also committed to safeguarding pupils who undertake regulated activities through other providers of services to the School.

### **Context**

This policy has been developed in accordance with the most recent statutory guidance issued by the Department for Education (DfE) under section 175, Education Act 2002. The statutory guidance is detailed in 'Keeping children safe in education' (KCSE 2016). The School's policy should be read in conjunction with KCSE 2016:- Information sharing (KCSE), 'Working Together to Safeguard Children' (March 2015 as amended in February 2017), 'Disqualification under the childcare act (2016), What to do if you are worried about a child being abused' (March 2015), 'Prevent Duty Guidance; for England and Wales' (July 2015), 'The Prevent Duty: Departmental advice for schools and childminders' (June 2015), 'The use of social media for on-line radicalisation' (July 2015) and 'Statutory framework for the early years foundation stage' (DfE April 2017).

All Staff, Governors and Directors at the School are required to read at least part one of KCSE 2016: 'safeguarding information for all school and college staff'.

Action may be taken by the School to protect a child who is suffering significant harm under section 47 and section 44 of the Children Act 1989. Action may also be taken by the School under section 17 of the Children Act 1989 to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk. (*Further information on legislation pertaining to this policy can be found in KCSE 2016 Annex A*).

We follow procedures set out by Salford Safeguarding Children's Board and take account of all guidance.

[www.partnershipinsalford.org/sscb/procedurespolicies.htm](http://www.partnershipinsalford.org/sscb/procedurespolicies.htm)

Since 2013 the SSCB has adopted the Greater Manchester procedures  
<http://greatermanchesterscb.proceduresonline.com>

## Associated School Policies

This policy should be read in conjunction with the following school policies: Anti-Bullying; Social Networking policy, Educational Visits, Staff code of conduct policy, Safer Recruitment policy, Whistleblowing policy, Behaviour policy and Physical Conduct Policy.

### 1. Safeguarding information for all staff

The School provides clear and detailed guidance to staff, who are all required to read part one of KCSiE 2016 as part of their appointment and induction process.

KCSiE 2016 provides detailed safeguarding information and guidance on the following topics:

- a) What school staff should know and do
- b) The role of the school
- c) The role of school staff
- d) What school staff need to know
- e) What school staff should look out for
- f) What school staff should do if they have concerns about a child
- g) Definitions of abuse: physical abuse; emotional abuse; sexual abuse; neglect
- h) Links to up-to-date guidance and support for a list of 16 specific safeguarding issues; providing additional information about Child Sexual Exploitation (CSE) and Female Genital Mutilation (FGM)

New staff induction, regular staff training and additional written guidance, including staff codes of conduct, raise awareness and develop a greater understanding amongst staff and volunteers engaged in regulated activity. They focus on:

- potential safeguarding and child protection issues
- the expectations required of adults who interact with pupils
- the procedures necessary to ensure the welfare of pupils
- ensuring that staff are aware of the identity and function of the Designated Safeguarding Leads (DSL) in the School

The School further fulfils its obligations to safeguarding and child protection through:

- a) the safe recruitment of staff and volunteers
- b) emphasising that safeguarding is the responsibility of every member of staff and that anyone can raise concerns directly with children's social care services
- c) promoting a safe learning environment for all pupils
- d) promoting an environment where children feel they are well listened to and know who they can turn to for early help
- e) caring for the safety of pupils, for example, because assurance is gained that the staff of another **organisation** have been checked for suitability if they supervise the school's pupils on a site other than the school, for example during a residential or non-residential school trip
- f) raising awareness of safeguarding and child protection issues and organising appropriate training for staff
- g) including opportunities within the PHSCE curriculum, or other age-appropriate opportunities, for pupils to develop the skills needed to recognise and stay safe from abuse
- h) developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

- i) ensuring that staff inform the DSLs about any safeguarding concerns about adults in the School
- j) ensuring pupils know that there are adults in the school whom they can approach if they are worried
- k) supporting a pupil who has been abused in accordance with his/her agreed child protection plan
- l) establishing procedures for reporting and dealing with allegations of abuse against members of staff
- m) following the statutory guidance contained within KCSiE 2016
- n) ensuring information is shared quickly and that the DSLs should be informed of any concerns as soon as possible, and certainly within 24 hours
- o) Carrying out appropriate checks on visiting educators, speakers or tradesmen, including photographic ID, proof of address, evidence of qualifications and a valid DBS certificate. Anyone entering the school without all the correct evidence will be fully supervised at all times by a member of staff.
- p) **Staff are not allowed to carry or keep their own mobile phones or cameras in the same areas as children.** Please see the Mobile Phone and Camera policy for more details.

### 1.1. **Staff conduct and behaviour toward pupils**

Codes of conduct and staff training seek to support the School's 'position of trust' stance.

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

The School's policy therefore seeks to prohibit inappropriate physical and social contact between employees and pupils, including contact through text, email and social media.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

*Detailed guidance and expectations can be found in 'Staff Conduct and Guidelines policy'*

### 1.2. **The responsibilities of all school employees are to:**

- a) respond appropriately to disclosure<sup>1</sup>
- b) to know the identity of Designated Safeguarding Leads (DSLs)
- c) act upon all suspicion, belief and evidence of abuse by referring the concern immediately to the DSLs
- d) know the relevant Child Protection procedures and how to access them
- e) to read part one of KCSiE 2016

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<sup>1</sup> See Appendix A: Section 3 Guidelines for Staff receiving a pupil disclosure

- f) undertake the required Safeguarding and Child Protection training
- g) monitor their own standards and practice
- h) act as a whistle-blower in situations where they suspect inappropriate professional practice is taking place by a member of staff or inappropriate behaviour by another adult- see whistleblowing policy

### 1.3. Confidentiality

- a) **Staff must never make promises of confidentiality** to pupils or adults wishing to tell them about matters of Child Protection.
- b) Staff should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know.
- c) Staff may wish to inform pupils of their obligation under child protection procedures to report any allegations or suspicions of abuse to one of the DSLs
- d) Safeguarding the child always outweighs any right of confidentiality
- e) The School will also take whatever steps it can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made

### 1.4. Record Keeping

All disclosures, complaints or concerns should be recorded **at the time** in accordance with the following guidelines:

Staff should make accurate notes at the time of any allegation or suspicions. These should be made either during the meeting or immediately afterwards to ensure that they are as full and accurate as possible. The original notes should not be revised as rough notes carry more 'weight' if a case comes to court. The rough notes should be retained alongside any subsequent 'neat summary copy'.

The record should consist of:

- a) the pupil's details, name, date of birth and family details, where relevant
- b) date and time of the event/concern
- c) the nature of the concern raised
- d) the action taken

In the case of disclosure the record must also include:

- a) as full and accurate account as possible of what the pupil said
- b) an account of questions put to the pupil
- c) time and place of the disclosure
- d) who was present at the time of the disclosure
- e) the demeanour of the child
- f) where the child was taken and where returned to at the end of the disclosure

The record should be signed and dated by the person making it, with the name clearly printed at the side. It should use names, not initials. The record must be kept securely and handed to the DSL.

Child protection information placed in the confidential file in the Head's office is accompanied by a tracking cover sheet- **Appendix 3- Child Protection Tracking sheet**

- a) The school will keep copies of child protection information until the student's date of birth plus 25 years.
- b) The Child Protection Register is kept securely in the Head's office.
- c) An agreed symbol indicating that there is a reference in the Child Protection Register/referral made will be placed on the pupil's main file.
- d) Staff will be given as much information as necessary in order for them to help the pupil concerned. In general. This will mean that, where a pupil is on the Child Protection Register, or where there are concerns about a pupil, all relevant staff will be kept informed on a need-to-know basis. It may be appropriate in some cases to inform other staff that a pupil requires support and understanding, without necessarily sharing more details. Whenever information is given, care will be taken to indicate its sensitivity and that confidentiality is required.
- e) If a pupil who is on the Child Protection Register leaves to join another school, the School will contact the receiving school's DSL as soon as possible to alert them. The full contents held in the confidential file, including any on-going concerns raised in the previous year, will be transferred to the new school, separately from the main pupil file. If the receiving school is not known, a referral will be made to the Child Missing in Education Service so that appropriate enquiries can be made.
- f) The School writes to a new pupil's previous school to clarify whether they hold any safeguarding or child protection information pertaining to the child.
- g) Parents do not have automatic right of access to the Child Protection Register but they may be permitted access depending on the circumstances.
- h) Child protection information is not routinely shared with agencies other than Social Services or the Police. Guidance should be obtained from the School's legal helpline in respect of any other request.

## **1.5 Supporting pupils at risk**

- a) Our school recognises that children who experience harm through abuse, neglect or through witnessing domestic violence may find it difficult to develop a sense of self-worth and to view the world in a positive way.
- b) Our school fosters a culture of safety through the development of an Anti-Bullying Policy where children and young people feel confident to report any incidents of bullying.
- c) This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant. In response there may be steps taken to consider suspension or exclusion from school. Such steps should be taken in the context of considering the needs of the child; A Family Assessment may be used if required.
- d) It is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support and that other children are protected from harm.

This school will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and self-motivation;

- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;
  - The implementation of school behaviour management policies
  - A consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
  - Regular liaison with other practitioners and agencies that support the pupils and their families, in-line with appropriate information sharing protocols;
  - A commitment to develop productive, supportive relationships (i.e. to work in partnership) with parents/carers whenever possible and so long as it is in the child's best interests to do so;
  - The development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.
- e) We recognise that children with behavioural difficulties and disabilities can be particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.
- f) It must also be stressed that in a home environment where there is domestic violence, drug or alcohol misuse, children may also be particularly vulnerable and in need of support or protection.
- g) Children and young people who are privately fostered can also sometimes require additional support. For more information about this see <http://www.partnersinsalford.org/sscb/privatefostering.htm>
- h) We are committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. All staff seek to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islam ideology, Far Right/Neo Nazi/White Supremacist ideology etc. Concerns should be referred to the DSL who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require the police to be contacted. <http://www.partnersinsalford.org/asg-extremism.htm> provides further information. All relevant staff have completed training on Channel awareness.

Referrals will also be made when there are concerns about a child who may be at risk of being drawn into terrorism. Advice can be sought from the DfE on 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)



## 1.6 Staff Training and Induction

The School ensures that staff are trained to understand their responsibilities regarding the safeguarding and protection of children.

- a) All staff, including temporary staff and volunteers, are made aware of the Safeguarding and Child Protection policy and associated procedures and any updates to it. This is achieved through:
  - New Staff induction procedures for new staff, including questions to assess understanding of the policy, code of conduct, behaviour, whistleblowing procedures and the name of the DSLs
  - The Staff Handbook
  - Specific training events and presentations
  - Staff briefings and email communication
  - Whole-School safeguarding and child protection training is undertaken *by* all staff on at least a three yearly basis, in line with the guidelines of the Local Safeguarding Children Board (LSCB) The DSL (head teacher), the deputy and any holiday management will undertake the training every two years.
  - All relevant staff receive 'Prevent' training
  - All staff (teaching and non-teaching), governors and directors are required to read at least part one of KCSiE 2016
  - Staff knowledge and understanding will be regularly assessed
  
- b) The head teacher, chair of governors and a director has completed Safer Recruitment training. At least one of these colleagues participates in the appointment process for new teaching and support staff.

## 2. The management of safeguarding

### 2.1. The School's responsibilities

The staff at all levels of the school take their responsibilities for safeguarding very seriously and adhere to the clear and detailed guidance in KCSiE 2016 by ensuring that:

- a) The School contributes to inter-agency working, when appropriate.
  
- b) School policies and procedures take account of Local Safeguarding Children Board (LSCB) inter-agency safeguarding procedures.
  
- c) The Chair of Governors is committed to reporting any child protection allegation made against the Head or a member of the Governing Board.
  
- d) Clarendon Cottage School has an effective safeguarding and child protection policy in place, containing clear expectations of appropriate and acceptable staff behaviour toward pupils- see *Staff Conduct and Guidelines policy*

- e) The Head ensures that the school policy and procedures are followed by staff, and in particular when making referrals in cases of suspected abuse or neglect.
- f) The School has appointed members of the Senior and Whole School Management teams in the roles of Designated Safeguarding Leads
- g) The DSLs and all staff, undertake the necessary and regular child protection training in line with Salford's LCSB guidelines.
- h) Pupils are taught about safeguarding, including online safety, and sex and relationships education as part of the PHSCE and Science curriculum as age appropriate.
- i) The School is aware that safeguarding and child protection will be inspected by the Independent Schools Inspectorate to determine whether the Independent School Standard concerning pupil welfare, health and safety is met. The outcomes will directly influence the assessment of the quality of governance and management at the School.
- j) The School prevents people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff or volunteers who work with children, and may decide to ask for further checks which go beyond what is required. The School ensures that volunteers who are not engaged in regulated activity are appropriately supervised and briefed about their safeguarding responsibilities.
- k) The School ensures that at least one member of an appointments panel has undertaken safe recruitment training, which has, as a minimum, covered the guidance contained within KCSE 2016.
- l) The School has ensured that appropriate procedures are in place to handle allegations against members of staff and volunteers including discharging the School's legal responsibility by making referrals to the Disclosure and Barring Service (DBS)/NCTL in any cases where this is required (see KCSE 2016 part 4 and Appendix B for further guidance).
- m) The School ensures that there are procedures in place to handle allegations made against another child- (see 4)
- n) Children's wishes or feelings are taken into consideration by the DSLs when determining action to be taken in determining the most appropriate services to use to help protect them. Clear guidance is given to staff to ensure that they do not promise confidentiality and act in the best interests of the child.
- o) The School is committed to appointing a designated teacher to promote the educational achievement of any 'looked after children' at the School (the Head teacher)
- p) The School is aware of the need to identify and report any children who go missing from the school, particularly on repeat occasions, to the local authority Children Missing Education service.

The School follows Salford's guidelines, which are published in Appendix 2 – Children Missing Education.

- q) The School is aware that it is mandatory for teachers to report to the police where they discover that an act of FGM has been carried out (in discussion with the DSL, and children's services).
- r) The school ensures that all areas of potential hazard for children when unsupervised are made 'out of bounds' and are locked and signed as such to stop children from entering those areas. Any other hazardous areas are controlled by risk assessments and the implementation of control measures as set out in the risk assessments.
- s) Staff will ensure that they are not placed in unnecessary safeguarding situations. At all times where close one-to-one teaching is conducted, measures will be put in place to safeguard both the child and the staff member e.g keeping the classroom door propped open, transporting children in the back of the car in the unlikely event of having to transport one child (measures will always be extinguished first to ensure more than one child is in the car, contact will be made to the school to inform a senior member of management if a child is to be transported alone)

## **2.2. Governors and Staff responsible for Safeguarding and Child Protection**

- a) The Designated Safeguarding Lead Governor (DSL) is the chair- Liz Bagnall. Along with the Head, the DSL is responsible for providing sufficient information to the GAB to allow them to be satisfied that the School's policies and procedures fulfil the School's aims, its statutory obligations and are consistent with Salford's Safeguarding Children Board's procedures. The Head and Chair of governors will meet each time the Safeguarding policy is reviewed (minimum annually). Within this meeting, the Chair will ensure that the policies and arrangements are made to safeguard and promote the welfare of pupils at the school and in line with published guidelines by the DfE.
- b) The Head (or the deputy in the Head's absence) is nominated to liaise with the Local Authority Designated Officer (LADO) or other agencies. In the case of an allegation of abuse made against the Head (or in the Head's absence) then it is the Chair of governors' responsibility.
- c) The Head teacher- Amber Hartley is the Designated Safeguarding Lead (DSL) with overarching Whole School responsibility for matters relating to safeguarding and child protection and for any allegations made against staff. In the Head's absence, the deputy: Louise Waghorn and during the holidays if Amber Hartley is not contactable, Louise Waghorn, Helen Maclean or Jody Taylor will be contactable. Mrs Jody Taylor, the Head of Early Years, is the EYFS DSL. During the school holidays, a company Director will always be available.

## **2.3. Monitoring and Review**

- a) To discharge its shared responsibilities, the Head undertakes an annual review and audit of Safeguarding and Child Protection.
- b) The Designated Safeguarding Lead Governor visits the school to meet with and question the head, and to sample the Single Central Register.
- c) The head presents the annual report to the GAB, which includes: the numbers of child protection referrals made by the School during the past year; training undertaken by School staff and

Governors; a summary of any changes in any national legislation or LCSB guidance and potential implications for the School.

- d) Any deficiencies or weaknesses in child protection arrangements are remedied without delay.
- e) Safeguarding and Child Protection is a standing item at each GAB meeting and the Head presents a verbal update.
- f) The DSLG and DSL are in regular contact at other times, especially if there are any emerging situations which are likely to lead to a referral to the LADO or LCSB.

#### **2.4. The responsibilities of the DSLs are to:**

- a) advise and act upon all suspicion, belief and evidence of abuse reported to him/her
- b) to make prompt contact with children's social care where there are concerns that a child may be in need of help or at risk. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately
- c) be the first point of contact for parents, pupils, teaching and support staff, external agencies and any other in all matters of child protection
- d) ensure all staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse
- e) co-ordinate, update and review the child protection procedures in the School
- f) liaise with the Social Services Department and other agencies on behalf of the School
- g) ensure that all members of staff and volunteers receive basic and induction training in child protection issues and are aware of the School's child protection procedures
- h) monitor the keeping, confidentiality and storage of records in relation to child protection
- i) ensure that all students are encouraged to talk, and that students know who to approach with any concerns
- j) ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
- k) receive training in child protection issues and inter-agency working as required by the Local Safeguarding Children Board, including regular attendance at the Salford Schools Safeguarding sub-group
- l) transfer information to the new school when a pupil on the Child Protection Register or about whom there have been child protection concerns in the preceding year leaves, ensuring that the information is transferred separately from the main pupil file.
- m) contact the Child Missing Education Service and, if necessary, the Local Authority Designated Officer if the School does not know which school a former pupil has moved to, or becomes aware that they are no longer in formal education.

*Further details of the role and responsibilities expected of the School's Designated Safeguarding Leads, with regard to managing referrals, undertaking training and raising awareness, are published in Annex B of KCSiE 2016*

### **3. Safer recruitment**

Clarendon Cottage School seeks to create a culture of safe recruitment and, as part of fulfilling that aim, has adopted the detailed recruitment procedures published in Part 3 of KCSiE 2016, including: Annex F: Statutory guidance – regulated activity (children); Annex G: Disclosure and Barring Service checks. Prohibition checks for teaching and Management as well as in European Economic Area

Authorities (Implementation of EU Directive 2005/36/E). Also all potential employees must disclose any convictions by themselves or any convictions through association by anyone who lives and works in their household.

Please see Safer Recruitment policy for further details.

These procedures seek to help reject or identify people who might abuse children. The School will make decisions about the suitability of any prospective employee based on checks and evidence including: Disclosure and Barring Service\* (DBS) checks, barred list checks and National College for Teaching and Leadership (NCTL) prohibition order checks, together with references and interview information. Management positions will also undergo a Prohibition from Management check.

Careful consideration is given to the statutory guidelines when deciding which checks must be carried out. This is determined by: the nature and regularity of contact with pupils which the employee, governor, volunteer, contractor or visitor is likely to have; whether or not such interaction constitutes 'regulated activity'; and the exact nature of any supervision which is in place for volunteer.

The Head (or Deputy in the Head's absence) maintains the Single Central Register.

### **3.1. Recruitment and Selection Procedures**

All staff recruited to the School are subject to appropriate identity, qualification and health checks. References will be verified and enhanced Disclosure and Barring Service (DBS) and National College of Teachers & Leadership (NCTL) prohibition from teaching list checks will normally be completed before staff commence their duties (*See Appendix C: Safer Recruitment Procedures for further information*).

The School is currently undergoing the process of updating the DBS checks of the longest serving staff, whilst retaining the number and date of any original CRB check on the single central register. The head, chair of governors and a director have undertaken safe recruitment training through an accredited provider. This will be checked annually as part of our 'Ongoing suitability checks'

The School does not use employment agencies, and will use 'flexi' staff that are already employed by the nursery. Staff joining the School on a permanent or temporary basis will be given a copy of this policy as part of their induction process safeguarding briefing.

The School has established procedures for the safe recruitment of staff and volunteers. These must be adhered to in making all appointments to both the teaching and non-teaching staff- see '*Safer Recruitment policy*'

## 4. Allegations of abuse against teachers, support staff and other pupils

The School has established procedures to manage any allegations of abuse made against a current member of staff at Clarendon Cottage School, regardless of whether the school is where the alleged abuse took place. Allegations made against a former teacher should be referred to the police.

In the event of an allegation being made, the School's published procedures in **Appendix 5** will be followed, together with the detailed statutory guidance contained within KCSE 2016 part four: Allegations of abuse made against teachers and other staff.

If an allegation is made by one pupil against another pupil, with regards to peer-to-peer abuse, including sexting and any other relevant issues, the DSL will convene a meeting with the chair of governors to determine whether or not the pupil making the allegation has been put at risk of significant harm by the other pupil. If this is the case, the DSL will contact children's social care as a matter of urgency, and agree a course of action to protect the pupil from harm whilst investigations are carried out, as well as ensuring that the perpetrator is also treated as being 'at risk.'

## Appendix 1: Information and guidance for School staff

### 1. Recognising possible abuse

Part one of KCSiE 2016 defines abuse and the four categories of abuse:

- **Physical Abuse**
- **Emotional Abuse**
- **Sexual Abuse**
- **Neglect**

#### 1.1. Definitions and signs of abuse

Recognising child abuse is not easy. Sometimes the signs are not obvious and sometimes signs that appear to be indicative of abuse can be due to other causes. Therefore it is very important that you use these signs to help you think about the concerns you have and how you will describe these when making a referral or consulting with the Bridge team.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

These definitions and indicators only serve as a guide to assist you. Remember that children may exhibit some of these indicators at some time, and that the presence of one or more is not necessarily proof that abuse is occurring. There may be other reasons for changes in behaviour such as bereavement, significant changes in family relationships, including the birth of a new baby in the family or problems between parents/carers.

## **Physical abuse**

A form of abuse that 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.

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

## **FGM (Female Genital Mutilation)**

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

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

### **Indicators**

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

The School is aware that it is mandatory for teachers to report to the police where they discover that an act of FGM has been carried out (in discussion with the DSL, and children's services)

## **Sexual abuse**

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

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age

- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

### **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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

### **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); ensure access to appropriate medical care or treatment.

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone



- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

## 1.2. Possible effects of abuse

The sustained physical, emotional, sexual abuse or neglect of children can have major long-term effects on all aspects of their health, development and wellbeing. Children can grow up to feel worthless, unlovable, betrayed, powerless, confused, frightened and mistrustful of others. They might feel, wrongly, that the abuse is their fault.

### Physical abuse

Physical abuse can lead directly to neurological damage, physical injuries, disability and in extreme cases death. Physical abuse has been linked to aggressive behaviour in children, emotional and behavioural problems and learning difficulties.

### Emotional abuse

If a child suffers sustained emotional abuse there is increasing evidence of adverse long-term effects on their development. Emotional abuse has a significant impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy and can be as important as the other more visible forms of abuse, in terms of its impact on the child. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

### Sexual abuse

Disturbed behaviour including self-harm, inappropriate sexual behaviour, sadness, depression and loss of self-esteem have all been linked to sexual abuse. Its adverse effects may last long into adult life. The severity of the impact on the child is believed to increase the longer the abuse continues, the more serious the abuse, the younger the child at the start, and the closeness of the relationship to the abuser. The child's ability to cope with the experience of sexual abuse, once recognised, can be strengthened by the support of a non-abusive adult carer who believes the child, helps the child understand the abuse, and is able to offer help and protection. Some adults who sexually abuse children were themselves sexually abused as children.

### Neglect

Neglect can seriously impair a child's health, physical and intellectual growth and development, and can cause long term difficulties with social functioning, relationships and educational progress. Extreme cases of neglect can cause death.

Source: <http://www.kirkleessafeguardingchildren.co.uk/signs-of-abuse.html>

*For Information concerning Peer on Peer abuse, please read the Peer on Peer Abuse policy for the school.*

### **1.3. Specific safeguarding issues**

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children at danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender based violence/sexual assaults and sexting. (See also the school's policy on Peer on Peer abuse/Anti-bullying policy)

Part one of KCSiE 2016 also provides additional information and hyperlinks to further information about specific safeguarding issues and information can be found on the TES, MindEd and the NSPCC websites:

- *Children missing education – and Annex A*
- *Child missing from home or care*
- Child sexual exploitation (CSE)- and Annex A
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) -and Annex A
- Forced marriage – and Annex A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWAG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing Radicalisation – and Annex A
- Sexting
- Relationship abuse
- Trafficking

**Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children must read the annex.**

## **Appendix 2: Children Missing Education**

**The Government has placed a duty on local authorities to make arrangements to establish (so far as it is possible to do so) the identities of children in their area who are of compulsory school age and not receiving a suitable education. These children are referred to as Children Missing Education.**

### **Who are Children Missing Education (CME)?**

Children of compulsory school age who are:

- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time (4 weeks)

### **Children go missing from education for a number of reasons including:**

- They don't start school at the appropriate time and so they do not enter the educational system
- They are removed by their parents
- Behaviour and/or attendance difficulties
- They cease to attend, due to exclusion, illness or bullying
- They fail to find a suitable school place after moving to a new area
- The family move home regularly
- Problems at home

**The law requires all children between the ages of 5 & 18 to be in full time education or training**

### **Children and young people in the following groups are more likely to be missing from education:**

- young people who have committed offences
- children living in women's refuges
- children of homeless families perhaps in temporary housing
- young runaways
- children with long term medical or emotional problems
- unaccompanied asylum seekers and refugees or children of asylum seeking families
- looked after children
- children with a Gypsy/Traveller background
- young carers
- children from transient families
- teenage parents
- children who are excluded from school
- children who are removed or asked to leave independent schools

## **Why is it important to get Children Missing Education back in school?**

Children who are not in school could be missing out on vital educational and social opportunities and experiences. Some of them may be at risk of harm or be in situations that are unsafe.

Children who are not in school are at greater risk of involvement in criminal activity and becoming victims of crime themselves. There is also a higher risk that these children will be victims of abuse.

## **What can you do to help?**

Children Missing Education Services are keen for schools to tell them about these children so that they can make sure that they are safe and that they receive an appropriate education.

If you are aware of any Clarendon Cottage pupils, former pupils or prospective pupils whose circumstances have changed resulting in them not receiving a formal education, you must alert your Designated Safeguarding Lead, who will contact the Children Missing Education service in the appropriate local authority.

## **Please also tell your Local Authority CME service if you have any concerns about children who have gone missing from your area or neighbourhood.**

If you are aware of other children outside school who are CME you can alert the relevant Local Authority CME service direct and confidentially, either by phone, letter or e-mail.

Someone will then make contact with the family and children to make sure that they are safe and to arrange for some appropriate education.

If the children need some support to help them get back into school this will be provided. Although the vast majority of children are located and returned to education, we will work with other agencies such as the Police if we cannot trace a child quickly.

Where children go missing Local Authorities use the national missing children database to inform other parts of the country that there may be children new to their area in need of educational support.

*Further information is available from the following link:*

<https://www.salford.gov.uk/children-missing-education.htm>

***Further contact details can be found in Appendix 6***

## **Appendix 3: Guidelines for Staff receiving a pupil disclosure**

### **All Staff**

Children must feel safe to share their views and give feedback and at all times, **All** staff must ensure that the best interests of the child are at their heart. Children are taught that they can talk to all/any staff, not just their class teacher and that the Headteacher is also available, should they wish to discuss anything.

### **3.1. Initial Complaint/concern**

A member of staff suspecting or hearing a complaint of abuse must not investigate it beyond the point at which it is clear that there is an allegation. In particular, the member of staff:

- Must listen carefully and calmly to the child and keep an open mind. Staff should not make a decision as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer.
- Must not undertake their own investigation, question the pupil again or request more details.
- Must reassure the pupil by telling them that they have done the right thing in telling the member of staff.
- Must not give a guarantee of absolute confidentiality and explain the need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken.
- Must keep a sufficient written record of the conversation distinguishing clearly between fact, observation, allegation and opinion. The note should then be signed and dated.
- Must seek early help and /or clarification from a DSL without delay if they are uncertain about whether the information divulged might constitute abuse.

### **3.2. Preserving Evidence**

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

### **3.3 Reporting**

Anyone can make a referral. All suspicion or complaints of abuse must be reported to one of the DSLs immediately. If the complaint involves a member of staff then the Head must be informed immediately. If the complaint involves one of the DSLs, then this must be reported to the Head. If the complaint involves the Head then this must be reported to the Chair of Governors, without informing the Head, who will inform the Local Area Designated Officer.

The DSL must brief the Head on all cases, unless the Head is the subject of the complaint, and will report to the chair of governors without informing the Head if a referral to the local Social Services Department is necessary.

The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or at risk. If at any time there is a risk of immediate serious harm to a child, a referral should be made to children's social care immediately. Discussions should be recorded in writing and any communication with both the individual and the parents of the child/children agreed.

### **Allegations of abuse made against other children**

Staff also needs to be aware that children are capable of abusing their peers. All allegations will be treated as set out above and, if required, referred to Salford's Children Services and should be taken seriously and not seen as 'banter' 'gender-based issues' or 'part of growing up.'

Any behaviour where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm' will be referred to local agencies. All children that are involved (perpetrator or victim) will be treated as 'at risk'. In any other case, behaviour will be dealt with in accordance to the school's anti-bullying and the school's sanctions policy.


### **Teaching Safeguarding**

Children will be taught about safeguarding (including online) through teaching and learning opportunities as part of our broad curriculum, this includes our Science, PSHCE lessons, assemblies and extra-curricular activities such as Crucial Crew.

Whilst using the internet within school, children will follow our 'Agreement' and also use kid safe search engines e.g KidRex. We also conduct e.safety lessons to ensure that all children know how to stay safe online.

## Tracking sheet:

### CCS Child Protection Tracking Sheet (CONFIDENTIAL)

Pupil/Member of Staff	
Year Group/DoB	
Nature of referral	
Reported to Designated Person by:	
Date	
Chair of Governors notified	
The Bridge notified	
Paperwork added to CP folder in Head's Office (Symbol added to pupil/staff file to indicate entry) 	
Additional information	
Action Taken	

## **Appendix 4: KCSE 2016 Annex B: Roles and responsibilities**

### **Roles and Responsibilities**

All adults working with or on behalf of children have a responsibility to protect children. There are, however, key people within schools and the Local Authority who have specific responsibilities under Safeguarding and child protection procedures. The names of those carrying these responsibilities in school for the current year are listed on the cover sheet of this document.

### **Designated Safeguarding lead**

The role of the Designated safeguarding lead is to:

- Ensure that he/she receives refresher training at two yearly intervals to keep knowledge and skills up to date.
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that new staff receive a school-based safeguarding children induction within 15 working days of commencement of their contract.
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure that all staff and volunteers are aware of the Salford Inter-agency Child Protection and Safeguarding Children Procedures.
- Ensure that the DSL is kept fully informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, or refer to the Bridge.
- Liaise and work with Salford's 'Bridge' Team over suspected cases of child abuse.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed



securely should the child transfer to a new provision. The originating school should consider whether it needs to retain a copy of the records (for example, if a sibling continues to attend the school). If a copy is retained the reason for this should be recorded.

- Submit reports to, and ensure the school's attendance at, child protection conferences contributing to decision making.
- Ensure the school's delivery of actions planned to safeguard the child (e.g. through core group participation).
- Ensure that the school effectively monitors children, about whom there are concerns, including notifying Salford's Bridge Team when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan.
- Provide guidance to parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

#### Named Governor for Child Protection

The role of the Named Governor is key to ensuring that the governing body fulfils its responsibilities in respect of safeguarding children. The Named Governor should therefore ensure that the school:

- has an effective safeguarding children policy in place and follows local procedures. Policies should be reviewed annually.
- recruits staff and volunteers in line with safer recruitment processes.
- has procedures for dealing with allegations of abuse made against staff and volunteers.
- has a designated senior member of staff for dealing with safeguarding children issues.
- accesses appropriate safeguarding children training for **all** staff.
- Liaises with the Headteacher to ensure that deficiencies in safeguarding arrangements are remedied without delay.

## **Appendix 5 - REPORTING AND DEALING WITH ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF & VOLUNTEERS**

To be followed in conjunction with the latest DfE guidance contained in part 4 of Keeping Children Safe in Education (2016).

The procedures apply to all staff, whether teaching, administrative, management or support, as well as to volunteers. The word 'staff' is used for ease of description.

### **1. Introduction**

In rare instances, members of the staff of schools have been found responsible for child abuse. Because of their frequent contact with children and young people, staff may have allegations of child abuse made against them. The School recognises that an allegation of child abuse made against a member of staff may be made for a variety of reasons and that the facts of the allegation may or may not be true. It is imperative that those dealing with an allegation maintain an open mind and that investigations are thorough and not subject to delay.

The School recognises that the Children Act 1989 states that the welfare of the child is the paramount concern. It is also recognised that hasty or ill-informed decisions in connection with a member of staff can irreparably damage an individual's reputation, confidence and career. Therefore, those dealing with such allegations within the School will do so with sensitivity and will act in a careful, measured way. Any allegation of abuse made against a member of staff will be dealt with fairly, quickly, and consistently, in a way that provides effective protection for the child, and at the same time supports the person who is the subject of the allegation.

### **2. Receiving an Allegation from a Child**

A member of staff who receives an allegation about another member of staff from a child should follow the guidelines in Appendix 3 for dealing with a disclosure.

The allegation should be reported immediately to the Head (or in the Head's absence the deputy). If the Head is the person against whom the allegation is made, this must be reported to the Chair of Governors. The Head (or Chair of Governors if the allegation is made against the Head) should:

- Obtain written details of the allegation from the person who received it, that are signed and dated. The written details should be countersigned and dated by the Head (or DSL).
- Record information about times, dates, locations and names of potential witnesses

### **3. Initial Assessment by the Head (or Designated Safeguarding Lead)**

The Head (or DSL) should make an initial assessment of the allegation, consulting with the DSL, the DSL Governor and the Local Authority Designated Officer (LADO) as appropriate. **Where the allegation is that a member of staff has behaved in a way that has harmed a child, or may have harmed a child, or has possibly committed a criminal offence against or related to a child, or has behaved towards a child or children in a way that indicates s/he is unsuitable to work with children, the matter must be**

**reported to the Local Authority Designated Officer within one working day at the latest.** (See Appendix 6 for contact details).

If there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises, a report is made to Ofsted **within 14 days** [EYFS Statutory Framework, sec 3.8]

It is important that the Head (or DSL) does not investigate the allegation without prior consultation with the local authority designated officer. The initial assessment should be on the basis of the information received and a decision taken as to whether or not the allegation warrants further investigation. If further investigation is necessary then the School will provide staff contact details for the relevant agencies to investigate further.

If the allegation is not patently false and there is cause to suspect that the child is suffering or is likely to suffer significant harm, the Local Authority Designated Officer will refer to children's social care and ask for a strategy discussion to be convened. The Head will attend this discussion.

If there is not cause to suspect significant harm, but a criminal offence might have been committed, the Local Authority Designated Officer will inform the police and convene a discussion with the police. The Head (or DSL) will attend this discussion.

If the nature of the allegation does not require formal disciplinary action, the Head will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within fifteen working days.

**Other potential outcomes are:**

- The allegation represents inappropriate behaviour or poor practice by the member of staff and is neither potentially a crime nor a cause of significant harm to the child. The matter should be addressed in accordance with the School disciplinary procedures.
- The allegation can be shown to be false or malicious.

**4. Enquiries and Investigations**

Child protection enquiries by Social Services or the Police are not to be confused with internal, disciplinary enquiries by the School. The School may be able to use the outcome of external agency enquiries as part of its own procedures. The child protection agencies, including the Police, have no power to direct the School to act in a particular way, however, the School should assist the agencies with their enquiries.

The School shall hold in abeyance its internal enquiries while the formal Police or Social Services investigations proceed; to do otherwise may prejudice the investigation. Any internal enquiries shall conform to the existing staff disciplinary procedures.

If there is an investigation by an external agency, for example the Police, the Head (or DSL) should normally be involved in, and contribute to, the inter-agency strategy discussions. The Head (or DSL) is

responsible for ensuring that the School gives every assistance with the agency's enquiries. He/she will ensure that appropriate confidentiality is maintained in connection with the enquiries, in the interests of the member of staff about whom the allegation is made. The Head (or DSL) shall advise the member of staff that he/she should consult with a representative, for example, a trade union.

Subject to objections from the Police or other investigating agency, the Head (or DSL) shall:

- a) inform the child/children or parent/carer making the allegation that the investigation is taking place and what the likely process will involve
- b) ensure that the parents/carers of the child making the allegation have been informed that the allegation has been made and what the likely process will involve
- c) inform the member of staff against whom the allegation was made of the fact that the investigation is taking place and what the likely process will involve
- d) inform the Chair of Governors of the allegation and the investigation, although there should be no disclosure of details, as this may prejudice the outcome of a directors' disciplinary panel.

The Head (or DSL) shall keep a written record of the action taken in connection with the allegation.

## **5. Suspension of Staff**

Suspension should not be automatic but may be considered at any stage of the investigation. It is a neutral, not a disciplinary, act and shall be on full pay. Consideration should be given to alternatives: e.g. paid leave of absence; agreement to refrain from attending work; change of, or withdrawal from, specified duties.

Suspension should only occur for a good reason. For example:

- a) where a child is at risk
- b) where the allegations are potentially sufficiently serious to justify dismissal on the grounds of gross misconduct
- c) where necessary for the good and efficient conduct of the investigation

If suspension is being considered, the member of staff should be encouraged to seek advice, for example from a trade union.

Prior to making the decision to suspend, the Head, should interview the member of staff, subject to the approval of the Local Authority Designated Officer or, if the Police are engaged in an investigation, only after consultation with the officer in charge of the investigation.

The member of staff should be advised to seek the advice and/or assistance of his/her trade union and should be informed that they have the right to be accompanied by a friend. The member of staff should be informed that an allegation has been made and that consideration is being given to suspension. It should be made clear that the interview is not a formal disciplinary hearing, but solely

for raising a serious matter which may lead to suspension and further investigation. During the interview, the member of staff should be given as much information as possible, in particular the reasons for any proposed suspension, provided that doing so would not interfere with the investigation into the allegation. The interview is not intended to establish the member of staff's innocence or guilt, but to give the opportunity for the member of staff to make representations about possible suspension. The member of staff should be given the opportunity of a brief adjournment to consider any information given to him/her at the meeting to prepare a response.

If the Head, his nominee (or Chair of Governors) considers that suspension is necessary, the member of staff shall be informed that he/she is suspended from duty. Written confirmation of the suspension, with reasons, shall be despatched as soon as possible, and ideally within one working day.

Where a member of staff is suspended, the Head, (or Chair of Governors) should:

- a) Inform the Chair of Governors of the suspension in writing.
- b) Report to the Governing Body that a member of staff has been suspended pending investigation. The detail given to the Governing Body should be minimal and this matter must be treated with absolute confidentiality.
- c) Where the Head has been suspended, the Chair of Governors will need to take action to address the management of the School.
- d) Inform the parents/carers of the child making the allegation of the suspension. Parents should be asked to treat the information as confidential. Consideration should be given to informing the child making the allegation of the suspension.
- e) Inform senior staff who need to know of the reason for the suspension.
- f) Consider with the chair of governors and directors of the school whether a statement to the students of the School and/or parents/carers should be made, depending on the nature of the allegation and having due regard for the need to avoid publicity which might have the potential to lead to the identification of a current or former pupil.
- g) Consider carefully and review the decisions as to who is informed of the suspension and investigation. The Local Authority Designated Officer and external investigating authorities should be consulted.

The suspended member of staff should be given appropriate support during the period of suspension. He/she should also be provided with information on progress and developments in the case at regular intervals.

A suspended employee should remain available for interview at any time during normal working hours.

The suspension should remain under review in accordance with the School disciplinary procedures. An employee who has been under suspension for 3 weeks or more may appeal using the appeals procedure. The appeal will be considered as soon as practicable and the suspension will continue to operate pending appeal.

## **6. The Disciplinary Investigation**

The disciplinary investigation and disciplinary hearing should be conducted in accordance with the existing staff disciplinary procedures. If possible the investigating officer should aim to provide a report within 10 working days. On receipt of the report the Head (or DSL) and chair of governors should consult the Local Authority Designated Officer to decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days if possible.

The member of staff should be informed of:

- the disciplinary charge against him/her
- his/her entitlement to be accompanied or represented by a trade union representative or colleague

Where the member of staff has been suspended and no disciplinary action is to be taken, the suspension should be lifted immediately and arrangements made for the member of staff to return to work. It may be appropriate to offer counselling.

The child or children making the allegation and/or their parents should be informed of the outcome of the investigation and proceedings. This should occur prior to the return to School of the member of staff (if suspended).

The Head (or DSL) should give consideration to what information should be made available to the general population of the School.

## **7. Allegations without foundation**

False allegations may be indicative of problems of abuse elsewhere. A record should be kept and the Local Authority Designated Officer should refer the matter to children's social care in order to determine whether the child is in need of services or has been abused by someone else. If the allegation is shown to be deliberately invented or malicious, the Head may consider taking appropriate disciplinary action against the pupil, or the police may be asked to consider whether any action might be appropriate against the person responsible for the allegation if he/she was not a pupil.

In consultation with the Chair of Governors/directors, the Head shall:

- a) Inform the member of staff against whom the allegation is made orally and in writing that no further disciplinary or child protection action will be taken. Consideration should be given to offering counselling/support.
- b) Inform the parents/carers of the alleged victim that the allegation has been made and of the outcome.
- c) Where the allegation was made by a child other than the alleged victim, consideration to be given to informing the parents/carers of that child.

- d) Prepare a report outlining the allegation and giving reasons for the conclusion that it had no foundation and confirming that the above action had been taken.

## **8. Allegations made against the Head**

If the complaint concerns alleged abuse by the Head, this must be referred to the Chair of Governors or, in the Head's absence, to one of the company directors. They will in turn consult with the Local Authority Designated Officer (LADO).

## **9. Partners of staff working in EYFS or providing out of school hours care**

All members of staff working in the school will be asked at regular intervals to confirm whether or not they are in a relationship with a person who has a previous criminal conviction for child abuse or violence. Such a relationship is likely to jeopardise the member of staff's suitability to continue to work with children at the School (within the EYFS or working in ASC with under 8s) and may also result in disqualification from working with children as a registered provider of childcare services.

## **10. Records**

It is important that documents relating to an investigation are retained in a secure place, together with a written record of the outcome and, if disciplinary action is taken, details retained on the member of staff's personal and confidential file. A copy should be provided to the person concerned. The records should be kept to normal retirement age or for ten years if this is the longer length of time.

If a member of staff is dismissed or resigns before the disciplinary process is completed, he/she should be informed that the School has a statutory obligation to inform the Disclosure and Barring Service.

In addition, if the actions of a teacher might constitute misconduct then, the National College for Teaching and Leadership (NCTL) will also be informed and may consider prohibition of a teacher from the teaching profession.

If there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises, a report is made to Ofsted **within 14 days** [EYFS Statutory Framework, sec 3.8]

## **11. Monitoring Effectiveness**

Where an allegation has been made against a member of staff, the chair of governors, together with the DSL should, at the conclusion of the investigation and any disciplinary procedures, consider whether there are any matters arising from it that could lead to the improvement of the School's procedures and/or policies and/or which should be drawn to the attention of the Local Authority Designated Officer. Consideration should also be given to the training needs of staff.

If an allegation is made by one pupil against another pupil, the head will convene a meeting with the chair of governors to discuss the appropriate next steps and consult the LADO, if appropriate.

## **Appendix 6 – Child Protection and Safeguarding Contact Information**

### **Salford’s Local Authority Designated Officer (LADO) contact details:**

Bridge Partnership (formerly the MASH)- for child protection referrals 0161 603 4500

W: <https://www.salford.gov.uk/childconcern.htm> (Includes a referral form)

E: [worriedaboutachild@salford.gov.uk](mailto:worriedaboutachild@salford.gov.uk)

### **LADO:**

Debbie Hawkins

T: 0161 603 4538

## **Children Missing Education Service**

CME Tracking and Monitoring Officer

Targeted Services

Second Floor

Unity House

Salford Civic Centre

Chorley Road

Swinton

Salford

M27 5AW

0161 778 0354 (Di Platt)

0161 909 6530

[cmes@salford.gov.uk](mailto:cmes@salford.gov.uk)

[di.platt@salford.gov.uk](mailto:di.platt@salford.gov.uk)

Further information can be found at:

<https://www.salford.gov.uk/children-missing-education.htm>

Ofsted: 0300 1231231

Eccles Police Station 0161 856 5328

Non-emergency Police 101

DfE dedicated telephone helpline for non-emergency advice for staff and governors 010 7340 7264 and

[counterextremism@education.gsi.gov.uk](mailto:counterextremism@education.gsi.gov.uk)