



The
Ursuline
Preparatory School Ilford

**CHILD PROTECTION AND SAFEGUARDING
POLICY
(Including EYFS)**

(September 2018)

The School Mission Statement

To live and learn in harmony,
Caring for each other;
Treating everybody as a sister and a brother;
Reflecting Christ's actions and His message too,
By striving for excellence in all that we do

Date of last review: September 2016

Signature of Chair of Governors:

Simon Bird

Date: 4th September 2018

Review Date: September 2019

The Ursuline Prep School Ilford fully recognises its responsibilities for child protection. This policy is available to all parents on request or via the school's website. This policy also applies to the Early Years Foundation Stage (EYFS) as the Independent Schools Standards Regulations also apply to EYFS for children of three and above. **Mrs. Victoria McNaughton is the Designated Safeguarding Leader (DSL) to take lead responsibility for safeguarding children and Mrs. Mary Sales and Miss Natasha Boyce are Deputy Designated Safeguarding Leaders.** The school would inform Ofsted of any allegations of serious harm or abuse and of the action taken in respect of these allegations. This would take place as soon as was practicable, but at least within 14 days.

The policy is written with due regard to the DfE publication 'Keeping Children Safe in Education' (September 2018 KCSIE, including Annex A) a copy of which is held at the school and 'Working Together to Safeguard Children' (2018 WTTSC), Prevent 2015 and the requirements of the Children Act 2004. This policy is in accordance with the policy of the local safeguarding children board (LSCB). The school follows government Safe Recruitment procedures.

Our policy applies to all staff (teaching, non-teaching and supply), governors and volunteers working in the school.

'Child Protection' is the broad term used to describe the philosophies, standards, guidance and procedures to protect children from both intentional and unintentional harm. Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure that their approach is child-centred. This means that they should consider at all times what is in the best interests of the child.

The Ursuline Preparatory School promotes an environment in which staff feel able to raise concerns and feel supported in their safeguarding roles. Although there are clear procedures to follow within this policy, any member of staff may make a referral to external agencies. The term 'children' refers to everyone under the age of 18.

Policy Objectives:

- To provide a safe environment for our pupils to learn
- To identify children at risk who are suffering or are likely to suffer significant harm and to take appropriate action with the aim of making sure that they are kept safe both at home and at school.
- To identify children in need and to take appropriate action.

Safeguarding children covers:

- Protecting children from maltreatment
- Preventing impairment of health or development
- Ensuring children are safe and cared for in school
- Enabling children to have the best life chances and to enter adulthood successfully.

Systems are required to:

- prevent unsuitable people working with our pupils;
- promote safe practice and challenge poor and unsafe practice and take all reasonable measures to ensure that risks of harm to pupils' welfare are minimised;
- identify circumstances in which there are grounds for concern about a child's welfare, and initiate/take appropriate action to keep them safe (working to agreed local policies and procedures in full partnership with local agencies);
- Contribute to effective partnership working between all those involved in providing services for pupils (e.g. health, social services, police);

Independent schools under Section 157 of the Education Act 2002 and the Education Regulations 2003 are required to have arrangements to safeguard and promote the welfare of pupils. The Redbridge Local Safeguarding Children Board provides advice and training and is a link with other local children's services. This policy is available on our website as well as to parents on request.

The Disclosure and Barring Service (DBS) was created in December 2012 to provide a new combined barring and criminal records disclosure service. The aim is to help prevent unsuitable people from working with children and vulnerable adults.

Duties include:

- ensuring that procedures are in place that are in line with procedures outlined in the DfE guidelines in 'Keeping Children Safe in Education' (2018 KCSIE, including Annex A);
- operating safe recruitment procedures and carrying out DBS checks on new staff and regular volunteers;
- ensuring that there are procedures in place for dealing with allegations of abuse against members of staff/volunteers (including the Headmistress) that comply with procedures;
- providing a designated person for child protection;
- providing training for all staff and training for the designated person and deputy designated person in inter agency work (all staff every three years and designated person training every two years);
- remedying any weaknesses in child protection arrangements without delay;

- undertaking an annual review of safeguarding policies and procedures;
- ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner, in accordance with the school whistle blowing policy;

Designated People:

- The Headmistress, Mrs Victoria McNaughton, is the Designated Safeguarding Leader (DSL) for the EYFS and Main School and has attended the relevant training. Training is updated every two years.
- The Head of Early Years, Mrs Mary Sales; the deputy head teacher, Miss Natasha Boyce and After school club lead, Ms Samantha Smith have been trained as the Deputy Designated Safeguarding Leaders for the EYFS and the Main School. Training is updated every two years.
- Additionally, Pooja Makwana (Holiday Club Leader) have received Level 3 Safeguarding Training.
- If any staff (teaching or non-teaching) have any concerns that a child may be being abused, they should speak to the Headmistress (or in her absence, the Head of Early Years or deputy headteacher). If their concern involves the Headmistress they should speak to the Chair of Governors without first notifying the Headmistress.
- If the Headmistress or Deputy Head believe that a child has been abused or is at serious risk of being abused it is their duty to contact external agencies immediately.

The Role of the Designated Safeguarding Lead:

The Designated Safeguarding Leader may be required to liaise between external agencies, participate in child protection case conferences, support children in need and keep accurate records. With the staff, the Designated Safeguarding Leader should keep all staff aware of child protection procedures and promote a culture of listening to children.

There are many aspects to the role of the Designated Safeguarding Lead, which include:

Managing Referrals

- To refer all cases of suspected abuse to the local authority children's social care and:
 - the Local Authority Designated Officer (LADO) for child protection concerns (all cases that concern a staff member);
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or NCTL if considered unsuitable to work with children.
 - Police (cases where a crime may have been committed).
- To liaise with the Chair of Governors to inform him of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Two-yearly Training

The Designated Safeguarding Lead should receive appropriate training carried out every two years in order to:

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

Raising Awareness

The Designated Safeguarding Lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the Local Safeguarding Children Board to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

Induction of New Staff

All staff, including temporary staff and volunteers, are provided with comprehensive induction training that includes:

- The school's Safeguarding Children Policy.
- The identity of the Headmistress as Designated Safeguarding Person (and identity of the Deputy DSLs)
- A copy of the Staff Code of Conduct

- A copy of Part 1 of 'Keeping Children Safe in Education' and Annex A (September 2016) that they are required to read.
- Training in the Prevent Duty, including supplementary documentation.
- Training in online safety
- Pupil behaviour policy
- Safeguarding response to children who go missing from education

The Role of Staff

- Staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support other agencies and professionals in an early help assessment.
- Any staff member who has a concern about a child's welfare should follow the referral processes set out below. Staff may be required to support social workers and other agencies following any referral.
- Any member of staff can contact the Children's services, the LADO or the police.
- The Teachers' Standards 2012 state that teachers, including heads, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff Training:

- All staff, whether full time, part time or voluntary, are made aware of arrangements for Child Protection and are provided with Part 1 of 'Keeping Children Safe in Education' (2018 KCSIE, Annex A) that they are required to read.
- All staff are made aware of the identity of the Designated Safeguarding Lead and Deputies.
- All staff are made aware of the DfE's advice about the use of force published on website: www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force and are aware of what constitutes inappropriate physical contact.
- All staff receive appropriate safeguarding and child protection training in line with advice from the Local Children's Safeguarding Board that is regularly updated, including training in Prevent. In addition all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All staff have been advised that they are not allowed to take photographs of children using their own mobile phone or personal camera
- Staff are trained in Child Protection procedures at least every three years, with the Headmistress (Designated Person) and Head of Early Years trained every two years.
- All staff are aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing

information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

- Staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- All staff know what to do if a child tells them they are being abused or neglected. Staff know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation as this may ultimately not be in the best interests of the child.
- Staff training includes raising awareness of issues including children who run away or go missing, female genital mutilation and child sexual exploitation.
- Staff training includes understanding how to keep children safe who are looked after by a local authority. This includes ensuring that staff have up to date assessment information, the most recent care plan, contact arrangements with parents, delegated authority to carers and information available to the designated person.
- Staff training on how to teach children to keep themselves safe online.

The Ursuline Prep School has subscribed to Educare for Education an online learning service which covers essential duty of care for all staff/Governors/ volunteers/relevant external agencies. By subscribing to this service we receive access to a range of online learning programmes covering:

- Child Protection refresher (Sept 2018)
- Child Protection Awareness in Sport and Active Leisure
- Safeguarding Young People (Sept 2018)
- Child Protection in Education (Sept 2018)
- Female Genital Mutilation Awareness (June 2018)
- Raising awareness of peer on peer abuse
- An introduction to Child Sexual Exploitation
- Online Safety
- Mental wellbeing in children and young people
- Use of reasonable force in schools
- The Prevent Duty
- Preventing Bullying Behaviour
- Safer Recruitment
- Child Neglect
- An Introduction to Equality and Diversity
- Basic Food Hygiene
- Health & Safety in Education
- An Introduction to Data Protection
- First Aid Essentials

We will ensure that staff receive appropriate external training in addition to this.

What Staff Should Look Out For

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the Designated Safeguarding Lead.

- All staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in Section B.
- Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
- Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Background:

- By signing a copy of the School's Terms and Conditions, parents/guardians give their permission for their child's photograph or image to appear in any of the School's promotional material. Parents not wishing their child's photograph or image to be used are asked to notify the Headmistress in writing and ensure their child is aware of the position.
- All applicants for jobs at the school are scrutinised by verifying their identity and suitability for working with children by a Disclosure and Barring Service 'enhanced' check, seeing evidence of any academic or vocational qualifications, obtaining professional and character references, checking previous employment history and that the candidate has the health and physical capacity to do the job.
- Procedures are in place for dealing with allegations of abuse against staff (and volunteers who work with children) – see separate policy. Staff have a duty to inform the Headmistress if they have concerns that a child is being abused, even if the concern involves another employee at the School.
- The Headmistress and Governors undertakes an annual review of the school's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses in child protection arrangements will be remedied immediately.
- Staff should refer to this Policy to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil, for example in one-to-one tuition, sports coaching, conveying a pupil by car or engaging in inappropriate electronic communication with a pupil.

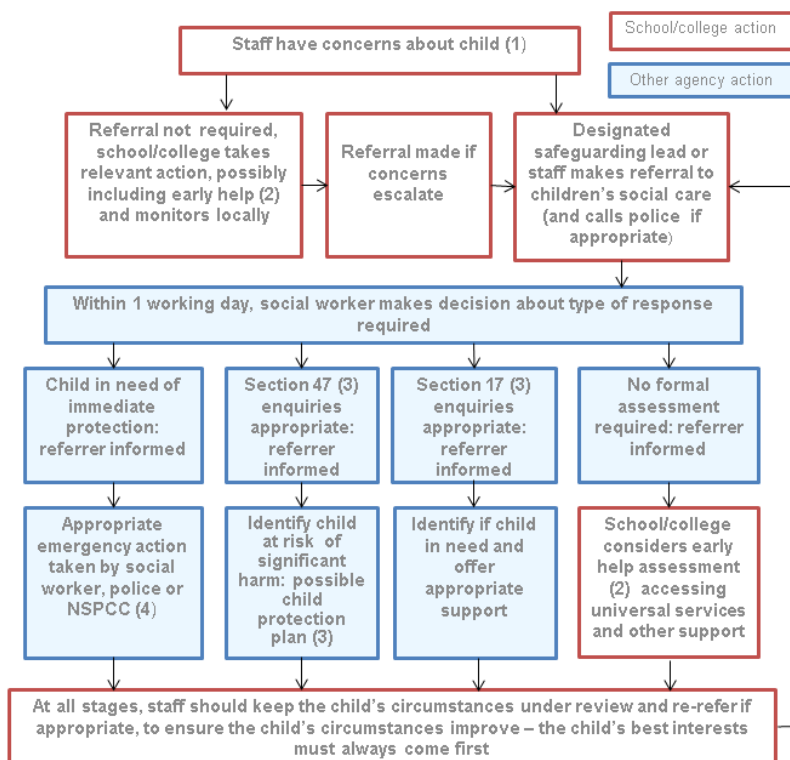
Procedures to Follow

- If staff have any concerns about a child (as opposed to a child being in immediate danger - see below) they will need to decide what action to take. Where possible, there should be a conversation with the Designated Safeguarding Lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include

referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

- If anyone other than the Designated Safeguarding Lead makes the referral, they should inform the Designated Safeguarding Lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council directs you to your local children's social care contact number. Parental permission/contact is not required.
- If after a referral the child's situation does not appear to be improving the Designated Safeguarding Lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.
- Children in need should be referred to children's social care. This should lead to inter-agency assessment using local processes such as use of the 'Common Assessment Framework' (CAF) or 'Team Around the Child' (TAC).
- **If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children' social care contact number.
- See the flow chart below setting out the process for staff when they have concerns about a child.

Actions where there are concerns about a child



Recording Concerns

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the Cause for Concern form. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead. It should:

- be written as soon as possible
- be legible (preferably typed for future use) and make sense
- describe the full sequence of events (before and after)
- give the non-verbal and verbal elements
- use the child's words as much as possible rather than adult interpretation
- keep and include rough jottings/notes
- be signed and dated, with name and post printed for easy reading by possible outside agencies.

When making a record, staff should keep an open mind about the concern and be sure to **distinguish between fact and opinion/speculation.**

Concerns about another Staff Member

If staff members have concerns about another staff member then this should be referred to the Headmistress. Where there are concerns about the Headmistress this should be referred to the Chair of Governors.

In the event of allegations of abuse being made against the Chair of Governors, allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's Designated Safeguarding Lead and make any referral via them.

Concerns about School Safeguarding Practices

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the SLT.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

General guidance can be found at- Advice on whistleblowing. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Educating Children

The non-statutory framework for Personal, Social and Health Education (PSHE) provides opportunities for children to learn about keeping safe, and who to ask for help if their safety is threatened.

We teach children (via PSHE, class and assembly time) to develop a healthy and safe lifestyle and give opportunities to help them;

- to recognise and manage risks in different situation and then behave responsibly
- to judge what kind of physical contact is acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
- to understand cyber bullying and to know where to find help
- to be aware of e-safety when using social messaging or the internet
- to use assertiveness techniques to resist unhelpful pressure
- to learn that it is acceptable to talk about their own problems and where to find help.

The school has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate online material.

Listening to Children

Children will speak to people that they feel they can trust and they feel comfortable with. This will not always be a teacher. For this reason, all staff (teaching and non-teaching) are trained in child protection so that they know how to respond sensitively to a child's concerns, whom to approach for advice about them, and the importance of not guaranteeing complete confidentiality. Posters giving national children's help lines (Child line/NSPCC) are displayed throughout the school.

Any member of staff who is approached by a child wanting to talk should listen positively and reassure the child. They should record the conversation on a cause for concern form (see Appendix 4) as soon as possible, distinguishing clearly between fact, observation, allegation and opinion, noting any action taken and signing and dating the form. They should then inform the Headmistress (or in her absence the Deputy Head or Head of Early Years).

The member of staff should be aware that the way in which they talk to the child could have an effect on the evidence that is put forward if there are subsequent proceedings. Staff should not jump to conclusions, ask leading questions, or put words in a child's mouth. There should be no pressure to talk or to stop the child from freely recalling.

Staff should be aware that:

- it is not their responsibility to investigate suspected cases of abuse
- they should not take any action beyond that advised in the Redbridge Local Safeguarding Children Board Child Protection Procedures;
- they cannot promise a child complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe
- if they have concerns about a child's welfare, or if a child discloses that s/he is suffering abuse or reveals information that gives ground for concern, they should speak to the Headmistress (or in her absence, the Deputy Head or Head of Early Years)
- they must avoid asking leading questions
- accusations of abuse by one or more children against another child should be immediately reported to the designated person who will take advice from the Child Protection Assessment Team within 24 hours of disclosure or suspicion of abuse
- procedures for dealing with allegations of abuse by a member of staff are outlined in this policy. All such allegations should be reported immediately to the designated person, who will contact the Child Protection Assessment Team within 24 hours of disclosure or suspicion of abuse
- guidance for staff, to ensure that their behaviour and actions do not place pupils, or themselves, at risk or harm to a pupil, is available in 'Guidance for Safe Working Practice for the Protection of Children and Staff in Educational Settings' 2018. This is available in the

staff room and on the shared network. It is the responsibility of each member of staff to make sure that they are familiar with this guidance.

Bullying

A bullying incident should be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence. At The Ursuline Prep School Ilford we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy. See the Anti-Bullying Policy for additional guidance.

Abuse

Abuse or neglect can have a damaging effect on a child’s health, educational attainment and emotional well-being. Staff may see changes in behaviour patterns in existing pupils which are likely to impact adversely on a child’s performance at school. Such changes may not necessarily indicate that a child is suffering abuse or neglect. In some cases those changes may be symptoms of a hidden disability or undiagnosed medical condition and the need to distinguish those cases reinforces the need for careful and thorough assessment of the child and his/her needs when concerns are passed on.

Children are put at risk of harm by a variety of behaviours. These may include:

- Drug/alcohol abusing parents
- Domestic Violence
- Children and young people who sexually abuse
- Sexual exploitation of children

Parental Involvement

Parents need to understand that the School has a duty to safeguard and promote the welfare of the children at the school, that this responsibility necessitates a safeguarding policy and procedures and that the school may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare.

The School will normally seek to discuss any concerns about a child’s welfare with the family and, where possible, seek their agreement to making referrals to social services. If the Headmistress has reservations about involving the child’s family, she will seek advice from the Redbridge Local Safeguarding Children Board.

Inter-agency Working

- The school contributes to inter-agency working in line with statutory guidance Working together to safeguard children. The school works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- The school ensures that its safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB. This includes understanding and reflecting local protocols for assessment and the LSCB's threshold document along with supplying information as requested by the LSCB.
- As part of meeting a child's needs the school recognises the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of Working together to safeguard children and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.
- Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

Process for retaining and transferring Child Protection Files

Child Protection documents are retained in a Child Protection file separate to the main pupil file. When a child leaves the school, the child protection file is transferred to the new school as soon as possible clearly marked 'Child Protection CONFIDENTIAL for attention of Designated Safeguarding Leader'. This will be sent separately from the main pupil file.

Children in need of Additional Support

The Ursuline Preparatory School Ilford recognise that there is a difference between safeguarding children who have suffered or are at risk of suffering serious harm, and those who are in need of additional support from one or more local or national agencies. Whilst the former should be reported to children's social care immediately, the latter should lead to inter-agency assessment using local processes.

Implementation, Monitoring, Evaluation and Review

The Governing Body and Headmistress (as Designated Safeguarding Leader) will hold an annual review of the school's child protection policies, including an update and review of the procedures

and their implementation. Governors will be informed of any changes or amendments which they will need to agree. Then all staff will be advised accordingly through staff/department meetings. A copy of the amended policy will be displayed in the Staff Room. There will be a whole staff briefing every September and new staff will have face-to face induction with a Designated Member of Staff.

The Headmistress will also ensure that the school contributes to interagency working in line with *Working Together to Safeguard Children 2018* through effective implementation of the child protection policies and procedures and good cooperation with local agencies.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO 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.

KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SAFEGUARDING LEAD (WHOLE SCHOOL INCLUDING EYFS)

NAME: Mrs Victoria McNaughton

CONTACT NUMBER: 020 8518 4050

DEPUTY DESIGNATED SAFEGUARDING LEAD (WHOLE SCHOOL INCLUDING EYFS)

NAME: Mrs Mary Sales

CONTACT NUMBER: 020 8518 4050

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Sister Katherine Kelly

CONTACT NUMBER: 0208 471 6644

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

The Redbridge Local Safeguarding Children Board (LSCB) is able to provide advice and consultancy and is the first point of contact for schools and education services should an allegation against an adult working within an education setting arise.

The aim of the Board is to improve outcomes for children by coordinating the work of local agencies to safeguard and promote the welfare of children and ensuring the effectiveness of that work.

The Redbridge duty Local Authority Designated Officer (LADO) can be contacted on:

CONTACT NUMBER: 07903 211521 or 020 8708 5350

EMAIL: LADO@redbridge.gov.uk

REFERRAL TO REDBRIDGE SOCIAL CARE SERVICES

If the school is concerned that a child is being harmed or neglected or is at risk from this, contact the Child Protection Assessment Team on 020 8708 3885.

If the school has urgent and immediate for the safety and welfare of a child, contact:

020 8708 3885 during office hours **020 8708 5897** out of office hours

Email: CPAT.referrals@redbridge.gov.uk

If the school believes that there is an immediate risk of significant harm to a child, contact 020 8708 3885 and/or the Police on 999.

ADDITIONAL PREVENT CONTACT

REFERRAL TO THE DEPARTMENT FOR EDUCATION

020 7340 7264 during office hours – dedicated PREVENT helpline

Email: counter-extremisim@education.gsi.gov.uk

DEFINITIONS AND SIGNS OF ABUSE

Definitions of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Child abuse may fall into one of the following four categories. These categories represent the criteria for registration on the Child Protection Register.

1. Physical Abuse

This is 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.

2. Emotional Abuse

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

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3. Sexual Abuse

This 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, 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.

4. Neglect

This 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.

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.

Identifying Abuse

It is always preferable to prevent abuse or for intervention to take place at the earliest possible stage. All school staff are well placed to observe outward symptoms which may be due to child abuse. Some of the signs and symptoms are as follows:

1. Physical

Bruising / aggression / moody / bed-wetting / absences / lethargy / make up to cover bruising / hanging about after school / anxious on Friday afternoon and the end of term. (For further information on bruising which indicates abuse and the use of body maps see the Essex Safeguarding Children's Board website).

2. Emotional

Tantrums / attention seeking / mood swings / poor knowledge of right and wrong / isolation / lack of communication. Children can be harmed by witnessing abuse, eg domestic violence. The child might be ignored / belittled / shouted at / terrorised / told they are useless etc.

3. Sexual

Provocative behaviour / new sexual language / fear of adults / secretive / refusing to allow physical contact / desire to cleanse / emphasising sex through play / self-mutilation / pregnancy / bleeding / anorexia / bulimia. Usually perpetrated by people who are known to, and trusted by, the child, eg relatives, family friends, neighbours, babysitters, people working in schools, clubs or activities.

4. Neglect

Weight loss or gain / lack of hygiene / fainting / slow physical development / hunger / tiredness / nightmares / imagining friends. Clear lack of parental care. Often poverty contributes. Can include parents/carers failing to provide adequate food, clothing and shelter / protect a child from physical and emotional harm or danger / ensure adequate supervision or stimulation / ensure access to appropriate medical care or treatment.

Abuse can take place by one or more pupils against another pupil, and may not involve adults. Referrals should be made to local agencies if a child is suspected to be abused by an adult or another child.

At the Ursuline Prep School Ilford we follow guidance from Annex A of Keeping Children Safe in Education 2016

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Radicalisation and Prevent

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

For further details please see our Prevent Policy

Female Genital Mutilation

Female Genital Mutilation (FGM): staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. It is mandatory to refer any instances of FGM to the police.

General signs of abuse

There are many signs of abuse that staff should be aware of. These include:

- Unexplained delay in seeking treatment which is needed;
- Incompatible explanations;
- A series of minor injuries;
- Unexplained bruising:
 - in and around the mouth;
 - black eyes – especially if both eyes are black and there is no bruising;
 - to forehead or nose;
 - grasp marks;
 - finger marks;
 - bruising of the ears;
 - linear bruising (particularly buttocks or back);
 - differing age bruising.
- Bite marks;
- Burns and scalds (including from cigarettes);
- General physical disability;
- Unresponsiveness in the child;
- Soiling and wetting;
- Change in behavioural pattern;
- Frozen look;
- Attention seeking;
- Apprehension;
- Anti-social behaviour;
- Unkempt appearance;
- Sexually precocious behaviour;
- Sexualised drawings and play;
- Female Genital Mutilation;
- Sudden poor performance in school;
- Poor self-esteem;
- Self-mutilation;
- Withdrawal;
- Running away or going missing;

- Reluctance to return home after school;
- Resistance to undressing for PE;
- Resistance to school medicals;
- Difficulty in forming relationships;
- Confusing affectionate displays;
- Poor attendance – repeated infections etc;
- Excessive dependence;
- Poor growth.

No list of symptoms can be exhaustive. They may give rise to concern but are not in themselves proof that abuse has occurred. Where a member of staff is concerned that abuse may have occurred, he or she must report this immediately to the Designated Safeguarding Lead.

With the wide range of ages at our school, some of these signs will be more relevant and evident than others in terms of the ages of the pupils and the nature of the abuse. Staff should take this into account when considering these specific safeguarding issues.

We recognise the importance of partnership between home and school but where issues of child abuse or suspected child abuse arise, our first and only responsibility is to the child. We may not be able to prevent child abuse but by following child protection procedures, we will try our best to protect all our children and this is our prime objective.

Honour Based Violence

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Forced Marriage

Forced Marriage Forced marriage is a term used when a person is made to marry against their will. Forced marriage takes place when there is an absence of free and full consent of one or both parties, but the parties are forced to get married under duress, including physical and emotional pressure, usually from their families. Every year, hundreds of young people in Britain, both male and female, are forced into marriage against their will. In the UK, forced marriage is considered a serious abuse of human rights and, when it involves a child, a form of child abuse. A child marriage is always a forced marriage as children lack the capacity to make a fully informed and consensual decision to marry or not. According to the organisation Forward UK, “Child marriages must be viewed within a context of force and coercion, involving pressure and emotional blackmail and children that lack the choice or capacity to give their full consent.”

Reasons for Forced Marriages

There are a number of reasons that parents or families may choose to force their children into unwanted marriages, such as:

- a desire to maintain ‘family honour’ in terms of ensuring that young people marry into a particular, approved family or community
- to control unwanted behaviour in a child (such as perceived promiscuity)
- to protect cultural or religious ideals which are misguided or out of date
- when homosexuality in a child or young person is not accepted by his or her parents, and they then force the child or young person into a heterosexual marriage
- to strengthen family or community links, or to ensure that land or assets remain within the family.
- for immigration and citizenship purposes to enable a family or community member living outside the UK to move to the UK on a permanent residence visa.

There are no religious or cultural justifications for forced marriage.

According to the Foreign and Commonwealth Office’s Forced Marriage Unit (FMU), most cases of forced marriage that take place in the UK or involve UK nationals involve South Asian families, although there have also been reported incidents from East Asian families, as well as Middle Eastern, European and African families.

A child who is forced into marriage is at risk of significant harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child’s health and development, and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation is likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

Referral to Social Services or Police

Information about a possible or actual forced marriage may come from the child/young person concerned or a friend or relative. It may also become apparent in relation to other family issues, such as domestic violence, self-harm, teenage pregnancy, child abuse or neglect, family conflict or when a child/young person has gone missing. Any member of staff who has reason to believe that a child/young person may be at risk of forced marriage, or has been subject to forced marriage, whether or not the child/young person is thought currently to be in this country, must immediately refer to Social Services or the Police. Where the Police are the first to be informed, they are to refer to Social Services without delay.

Warning Signs

Potential warning signs for staff:

- A sudden drop in performance, aspirations and motivation.
- A student coming to school but then truanting from lessons. Often young people at risk of a forced marriage are living in virtual imprisonment so school time is their ‘free’ and ‘unsupervised’ time to do ordinary adolescent activities that others do on weekends with their friends.

- Considerable absence authorised by parents for reasons of sickness and family commitments or other commitments overseas. There could be a history of extended family holidays overseas often interrupting the school term.
- History of older siblings also leaving education early and marrying early.
- Self-harming, anxious and depressive behaviour including anorexia, mental health disorders, self cutting, substance abuse, shoplifting, very withdrawn behaviour, very low self-esteem and difficulties in expressing own needs and making decisions.
- The student seems to be subject to excessive restriction and control. This can include:
 - Not being allowed to attend extra-curricular or after school activities.
 - Being accompanied to and from school and during lunch-breaks - never being left alone.
 - Being excessively worried about being seen in the company of the opposite sex or of different racial and religious groups.

The Forced Marriage Unit

The Forced Marriage Unit (FMU) is the Government's central unit dealing with forced marriage casework, policy and projects. The FMU provides confidential information and assistance to potential victims and concerned professionals. It works with partners both in the UK and overseas to ensure that all appropriate action is taken to prevent a forced marriage-taking place.

The FMU also provides advice and information to individuals who have already been forced to marry. All caseworkers in the FMU have wide experience of the cultural, social and emotional issues surrounding forced marriage.

The staff can offer advice and assistance to individuals who:

- Fear that they are going to be forced into a marriage (in the UK or overseas).
- Fear for a friend or relative who may be forced into a marriage (in the UK or overseas).
- Have been forced into a marriage and do not want to support their spouse's visa application.

The staff can assist professionals by:

- Providing information about existing networks within the UK, including Social Services, Police and non-governmental organisations.
- Providing advice about legal remedies in the UK and overseas.

Contact: The Forced Marriage Unit Room, G/55 Old Admiralty Building, Whitehall SW1A 2PA
Telephone: 020 7008 0135/0230/8706 Email: fmu@fco.gov.uk.

Abuse from one or more pupil against another pupil

In most instances, the conduct of students towards each other will be covered by the school's Behaviour Policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

It is likely that, to be considered a safeguarding allegation against a pupil, one or more of the following features may be found about the allegation:

- It is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- It is of a serious nature, possibly including a criminal offence
- It raises risk factors for other pupils in the school
- It indicates that other pupils may have been affected by this student
- It indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol
- Initiation/hazing type violence

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Procedures to Follow

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact the Local Authority Children's Safeguarding Board to discuss the case. The DSL will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the Local Authority will refer the case to the multi-agency agency safeguarding hub where the police may become involved.

Parents, of both the pupil being complained about and the alleged victim, should be informed and kept updated on the progress of the referral. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's Behaviour Policy. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation.

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, will be treated as being 'at risk'.

Sexting

At The Ursuline Prep School we will support the victims of peer on peer abuse by Sexting. In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Children going Missing from Education

A child missing education from school due to repeated or unexplained absence, or by leaving the school unexpectedly is a potential indicator of abuse or neglect, or where a family may be in need of additional support.

The school is under a legal duty to deal with children who miss schooling in these circumstances, particularly on repeat occasions and for those children who leave school without clear indications of where they will be continuing their education.

The school will carry out daily registration and all absences will be dealt with in accordance with the school's absence procedures. These procedures cover those instances where:

- there is a repeated pattern of absence
- the reason for absence is unclear or unexplained
- a member of staff has concerns about the nature of a pupil's absence

In these instances the school's Designated Safeguarding Lead (DSL, or the Deputy DSL, should record the welfare concerns and any details in the Safeguarding Log. This is kept separate from the child's other records.

When a pupil leaves the school, the school will make contact with the receiving school to ensure the child is registered at the school and has started to attend. If the school has welfare concerns, the DSL will forward the appropriate records to the receiving school.

When a pupil leaves the school without clear indication of a receiving school, the school will contact the Local Authority Safeguarding Children Board to advise them of the situation and to start their tracking procedures.

In cases of serious concern the DSL will contact the Prevent helpline, in line with the Safeguarding Policy and Procedures, for further advice.

Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children including:

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

DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF

This document outlines school procedure for managing cases of allegations that might indicate that a person is unsuitable to continue to work with children in their present position, or in any capacity. It refers to Part 4 of KCSIE (September 2018).

Duties as an employer and an employee

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) 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
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This part of the guidance relates to members of staff who are currently working in school regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police.

As an employer, the Board of Governors has a duty of care to its employees. The Board of Governors and Headmistress will ensure there is effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer 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 judgment. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

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

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

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

Whistle Blowing Policy

The School operates a 'whistle blowing' policy. This means that if any member of staff, parent or child has any concerns about the behaviour of another member of staff (or volunteer) they should raise them with the Headmistress.

Procedures

Reporting an allegation

- All allegations against a member of staff (including volunteers) should be reported to the Headmistress.
- In her absence any allegations against a member of staff should be reported to the Chair of Governors.
- If the allegation is against the Headmistress, the allegation should be reported to the Chair of Governors **without notifying the Headmistress first**.
- If the allegation is against the Chair of Governors, the allegation should be reported to the Local Authority Designated Officer **without notifying the Chair of Governors**.
- Details of the allegation should be written out on a cause for concern form and should be signed and dated by the person making the referral (not the child).

Contacting the local authority

- In the first instance, the Headmistress, or where the Headmistress is the subject of an allegation the Chair of Governors (the 'case manager') should immediately discuss the allegation with the designated officer(s) at the local authority.
- All unnecessary delays will be eradicated and the School will not conduct its own investigation of allegations without prior consultation with the designated officer and/or the police.
- The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action.
- The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children.

Contacting the police

- There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary

No further action

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

Informing the accused person

- The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s).
- It is extremely important that the case manager provides them with as much information as

possible at that time.

- However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

Suspension

The Chair of Governors and Headmistress will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at school or whether alternative arrangements can be put in place until the allegation or concern is resolved.

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the designated officer(s) or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered especially in a case where there is cause to suspect:

- a child or other children at the school is/are at risk of harm
- the case is so serious that it might be grounds for dismissal.

However, a person should not be suspended automatically: the case manager and Chair of Governors must consider carefully whether the circumstances warrant suspension from contact with children at the school until the allegation is resolved, and may wish to seek advice from the school's legal team and the designated officer(s).

In cases where the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager and Chair of Governors should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the designated officer(s), police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned
- providing an assistant to be present when the individual has contact with children
- redeploying to alternative work in the school so the individual does not have unsupervised access to children
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The

case manager, Headmistress and Chair of Governors should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected. Written confirmation should be sent within one working day giving as much detail as appropriate for the reasons for the suspension. The person should be informed at the point of their suspension who their named contact is for support within the organisation and provided with their contact details.

Children's social care services or the police cannot require the Chair of Governors and Headmistress to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Chair of Governors, who is the employer of staff at the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the designated officer(s) should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

Strategy discussion

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children 2018. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Wherever possible, a strategy discussion should take the form of a face-to-face meeting. However, on occasions a telephone discussion may be justified. The strategy meeting should:

- Decide whether there should be a police investigation and consider the implications
- Consider whether any parallel disciplinary process can take place and agree protocols for sharing information
- Consider the current allegation in the context of any previous allegations or concerns
- Where appropriate, take account of any entitlement by staff to use reasonable force to control or restrain children (see updates to the latest DfE advice)
- Consider whether a complex abuse investigation is applicable
- Plan enquiries if needed, allocate tasks and set timescales
- Decide what information can be shared, with whom and when
- Ensure that arrangements are made to protect the child/ren involved and any other child/ren affected, including taking emergency action where needed
- Consider what support should be provided to all children who may be affected
- Consider what support should be provided to the member of staff and others who may be affected
- Ensure that all investigations are sufficiently independent
- Make recommendations where appropriate regarding suspension, or alternatives to suspension Identify a lead contact manager within each agency
- Agree protocols for reviewing investigations and monitoring progress by the designated officer(s), having regard to the target timescales

- Consider reports for consideration of barring
- Consider risk assessments to inform the employer's safeguarding arrangements.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future.

In straightforward cases, the investigation should normally be undertaken by a senior member of the school staff. However, an independent investigator may be needed depending on the nature or complexity of the allegation.

Supporting those involved

Support for employees

The school has a duty of care to its employees. The Headmistress should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty.

- Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police.
- The individual should be advised to contact their trade union representative, if they have one, or a colleague for support.
- They should also be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Liaising with the parents or carers of a child or children

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers.

- Parents or carers should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process.
- The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence.
- Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in

section 141F of the Education Act 2002 (see paragraph 125).

- If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

Support for a child or children

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

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while the matter is being investigated. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Association of Chief Police Officers' (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

The case manager should take advice from the designated officer(s), police and children's social care services to agree the following:

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

Record keeping

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Timescales

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

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

Oversight and monitoring

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

Police forces should also identify officers who will be responsible for:

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

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

Information sharing

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

Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

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

Disciplinary Action

The designated officer(s), case manager and the Chair of Governors should discuss whether disciplinary action is appropriate in all cases where:

- It is clear at the outset or decided by a strategy meeting that a police investigation or LA children's social care enquiry is not necessary;
- The school is informed by the police or the Crown Prosecution Service that a criminal investigation and any subsequent trial is complete, or that an investigation is to be closed without charge, or a prosecution discontinued.

The discussion should consider any potential misconduct or gross misconduct on the part of the member of staff, and take into account:

- Information provided by the police and / or Children and Families' First Response Team;
- The result of any investigation or trial;
- The different standard of proof in disciplinary and criminal proceedings.
-

In the case of supply, contract and volunteer workers, normal disciplinary procedures may not apply. In these circumstances, the designated officer(s) and school should act jointly with the providing agency, if any, in deciding whether to continue to use the person's services, or provide future work with children, and if not, whether to make a report for consideration of barring or other action.

The aim of an investigation is to obtain, as far as possible, a fair, balanced and accurate record in order to consider the appropriateness of disciplinary action and / or the individual's suitability to work with children. Its purpose is not to prove or disprove the allegation.

If, at any stage, new information emerges that requires a child protection referral, the investigation should be held in abeyance and only resumed if agreed with designated officer(s) and the police. Consideration should again be given as to whether suspension is appropriate in light of the new information.

The investigating officer should aim to provide a report within ten working days. On receipt of the report the Chair of Governors and Headmistress should decide, within two working days, whether a

disciplinary hearing is needed. If a hearing is required, it should be held within 15 working days and should follow the School Disciplinary Procedure.

Unsubstantiated and false allegations

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

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference. Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school.

Resignations and 'settlement agreements'

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. **A referral to the DBS *must* be made if the criteria are met.** If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement that prevents the school from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgment about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

Following a criminal investigation or a prosecution

The police should inform the employer and designated officer(s) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the designated officer(s) should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options

will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

Referral to the Disclosure and Barring Service (DBS)

The school will report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met. For the sake of clarity, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The report to the DBS should include as much evidence about the circumstances of the case as possible. The Chair of Governors and Headmistress have a legal duty to respond to requests from the DBS for information.

There is a legal requirement for the school to make a referral to the DBS if an individual has engaged in conduct that harmed (or is likely to harm) a child, or if a person otherwise poses a risk of harm to a child.

Referral to the National College for Teaching and Leadership (NCTL)

The school is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Where a referral has been made to the DBS, it is not necessary for a referral also to be made to NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an NCTL referral.

Referral to Ofsted

Ofsted will be informed as soon as is practicable, but at the latest within 14 days, of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations.

Learning lessons

At the conclusion of a case in which an allegation *is* substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officers(s), case manager and Chair of Governors should consider how future investigations of a similar nature could be carried out.

Appendix 1

Safeguarding children monitoring/incident form

Name of Child:

DOB:

Status: monitoring due to concerns

subject to child protection plan

Concern/risks

Attendance and punctuality

Periods of exclusion (including dates)

Contact with parents/family

Health and physical appearance

Behaviour and emotional presentation (including any sexualised behaviour)

Concerning incidents

Peer relationships

Academic performance and achievement

Views of child and parents

--

Outcomes of monitoring

continue monitoring carry out CAF referral to SSC

referral to health services referral for education support services

referral for behavioural support referral on behalf of parent/carer

Action taken

--

Name of staff member:

Date:

Appendix 2

Safeguarding basic information record

This record is to be placed at the front of the pupil's welfare record

Name of pupil:

Date of birth:

Address:

Child's status:

child in need child protection looked after

Parent/carer details:

Contact number:

Name of GP:

Contact details:

Other agencies involved:

Name	Agency	Contact details

Appendix 3

School Central Safeguarding Record

Status	Name of child and class	Name of social worker	Contact number
Children being formally monitored			
Children in need			
Children subject to a child protection investigation			
Children subject to a child protection plan			
Looked after children			



Cause for Concern Reporting Form

This form is to be completed on all occasions when there is cause for concern in relation to the welfare of a child and given to your Designated Safeguarding Lead.

Details of the staff member reporting concerns
Full Name

Details of pupil(s):
Full Name:
DOB:
Home Address:.....

Do these concerns relate to a specific incident? If YES complete Section A; if NO complete Section B

Section A:
Date and Time of Incident:
Place of Incident
Date this form completed
Form completed by (please print).....
Brief circumstances of incident, to include any precipitating factors and injuries sustained (if applicable)
.....
.....
.....
.....

Names(s) of potential witnesses

Section B:

Details of concern (specific or cumulative?), give dates, nature of concern and actions taken:

Any other relevant information

Discussed with Designated Safeguarding Lead : (Y/N)

Form passed to Designated Safeguarding Lead: (Y/N)

For attention of Designated Safeguarding Lead and headteacher

Strategy Meeting with Children's Social Care/Police: YES/NO

Basis of Decision/Further action agreed (if any)

.....