

# Woodlands Academy Safeguarding and Child Protection Policy

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April 2021

Signed by:

Committee with oversight for this policy	Full Governing Board
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## Safeguarding (Child protection) Policy 2020\_2021

The Safeguarding (Child Protection) Policy applies to the whole School including the Early Years Foundation Stage

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## **Abbreviations**

DBS Disclosure and Barring Service (DBS)  
DfE Department for Education (previously DCSF)  
ESCB Ealing Safeguarding Children Board  
EYFS Early Years Foundation Stage  
LADO Local Authority Designated Officer  
LSCB London Safeguarding Children Board  
KCSIE (Keeping Children Safe in Education 2020)  
WTSGC (Working together to safeguard Children 2018)

## **Safeguarding Statement:**

Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage. Keeping Children Safe in Education 2020 and Working Together to Safeguard Children 2018 puts a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

We recognise that **all** adults at our school have a full and active part to play in protecting and safeguarding the children in our care, and that the pupils' welfare is of our paramount concern. We also acknowledge that safeguarding incidents could happen anywhere and it is vital that school staff members are alert to possible concerns arising. This policy is takes into account and abides to the London Safeguarding Children Board Procedures.

## **Aims**

Woodlands Academy aims to ensure that:

- A caring, positive, safe and stimulating environment is provided to care for the social, physical and moral development of the individual child.
- Pupils feel safe, secure, valued and respected in an environment where they feel confident and know how to approach responsible adults if they are in difficulties.
- Effective working relationships are encouraged with all other agencies involved in safeguarding children.
- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## **Legislation and statutory guidance**

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#).

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

## **Definitions**

**Safeguarding and promoting the welfare of children** means:

Protecting children from maltreatment

Preventing impairment of children's mental and physical health or development

Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Page 10 explains the different types of abuse.

**Neglect** is a form of abuse and 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. Page 10 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will

make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

The local authority (LA)

A clinical commissioning group for an area within the LA

The chief officer of police for a police area in the LA area

### **Equality statement**

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

We give special consideration to children who:

Have special educational needs (SEN) or disabilities (see section 9)

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after (see section 11)

### **Procedures**

We will follow the procedures set out by the Ealing Safeguarding Children Board (ESCB) and take account of guidance issued by the DfE to:

- Ensure we have a Designated Safeguarding Lead who has received appropriate training and support for this role
- Ensure we have a nominated governor responsible for Safeguarding
- Ensure every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the designated safeguarding lead and their role
- Ensure all staff, suppliers and volunteers are issued with the most recent copy of the summary of 'Keeping Children Safe in Education'.
- Ensure staff induction includes the school's Safeguarding Policy, Staff Behaviour Code and details of the designated safeguarding lead.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the designated safeguarding lead.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out the school's obligations on the web site.
- Notify social care if there is an unexplained absence of more than one day of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at case conferences
- Keep written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations
- Adopt and follow procedures where an allegation is made against a member of staff or volunteer and report to the Local Authority Designated Officer (LADO), as appropriate, within 24 hours.



- Ensure safe recruitment practices are always followed by having at least one person on each interview panel who has completed the Safer Recruitment training, following stringent pre-employment vetting checks, ensuring staff are DBS checked at the appropriate level and entered on the Single Central Record (SCR) and references are taken up and kept on file.
- Ensure volunteers are appropriately supervised.

## **Responsibilities**

### **Governors**

1. To have a named governor responsible for looked after children and children subject to a child protection plan.
2. To ensure an annual safeguarding report is completed and submitted to the full governing body.
3. To make at least one focus visit per year to audit safeguarding procedures.
4. To track safeguarding data presented at termly governing body meetings.
5. To review the safeguarding and child protection policy annually
6. To participate in training at least every two years

### **Head Teacher**

1. To promote child protection and safeguarding as a priority, communicating it to parents when their child joins the school and via the school website.
2. To support the designated safeguarding lead in logging and reporting safeguarding concerns, ensuring they are able to attend conferences and core group meetings.
3. To support the governing body in their child protection and safeguarding role.
4. To ensure all recruitment is carried out appropriately.
5. To ensure the single central record is maintained and up to date.
6. Ensure all staff, supplies and volunteers are issued with the most recent copy of the summary of 'Keeping Children Safe in Education'.
7. Ensure staff induction includes the school's Safeguarding and Child Protection Policy, Staff Code of Conduct and details of the designated safeguarding lead.
8. To ensure all staff and governors receive approved external training every two years and the designated safeguarding leads update their training at least every two years.
9. To ensure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
10. To act as the 'case manager in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see Appendix 4)

### **The role of the Designated Safeguarding Lead:-**

1. To raise the awareness of teachers, support staff and student teachers, of the need for child protection and of their responsibilities in identifying and reporting possible cases of abuse, including child sexual exploitation and female genital mutilation.
2. To provide a systematic means of monitoring children thought to be at risk.
3. To emphasise the need for good levels of communication between all staff.
4. To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
5. To promote understanding and build relationships with other agencies in order to work together more effectively.
6. To work with the PSHE co-ordinator to promote children's personal, social and health development in ways which foster security, confidence and independence and to work with the Computing co-ordinator to promote e-safety.
7. To develop a network of support which would be made known to staff or parents:- e.g. details of parent support groups; parent networks; relevant telephone numbers.
8. To seek advice from and report cases to social care
9. To monitor the pastoral files, at least termly.
10. To deal with all safeguarding and child protection complaints which are made against staff or volunteers.
11. To build safeguarding and child protection duties into their job description.

12. To attend training at least every two years and keep up to date with changes in legislation.
13. To display the name and role of the DSL clearly around the school to inform parents, staff and agency workers.
14. To keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.
15. To take part in strategy discussions and inter-agency meetings and/or support other staff to do so. (Working together to safeguard children, DfE 2018)

### **All staff and Volunteers:**

1. Must have read, understood and signed the safeguarding Policy and part 1 and Annex A of the DfE's statutory safeguarding guidance, [Keeping Children Safe in Education](#) at least annually.
2. Attend annual safeguarding training and be aware of the school systems which support safeguarding, including this policy, the roles of the DSL and deputies and other linked policies.
3. Be aware of signs of abuse
4. Know what to do in the case that a child makes a disclosure of abuse and how to report this.
5. Follow school child protection procedures
6. Sign and adhere to the school staff conduct policy
7. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.
8. All staff members of staff understand that they are employed in a 'Position of Trust' and that inappropriate behaviour with or towards children is unacceptable. It is an offence for a person in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment even if s/he does not teach the child. (Sexual Offences Act 2003).
9. If the allegation made to the member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LA, without notifying the Headteacher first.
10. Know and adhere to the whistle blowing policy

### **Confidentiality**

All concerns should be reported to the DSL or one of the deputies immediately, using CPOMS. The school data protection policy should be followed and only members of staff named in this policy should be made aware of any concerns. All other information sharing will be at the discretion of the DSL or deputies and any information shared will be to ensure the safety and wellbeing of the child.

Information sharing should be timely to ensure effective safeguarding. Fears about sharing information should not stand in the way of the need to promote welfare and protect the safety of children. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

If staff are in any doubt about sharing information, they should speak to the DSL or deputies.

### **Contextual Safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

At Woodlands Academy we are aware that some safeguarding occurrences and/or behaviours can be associated with factors outside the home and school and could take place between children outside of school. Therefore we at Woodlands Academy and especially our Designated safeguarding lead ensure that we take into account the context in which a safeguarding incident may occur. In order to ensure we take into account wider environmental factors which may pose a risk to a child's safety or welfare.

## **Types of Abuse**

### **Neglect:**

the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. (Keeping children safe in Education, DfE 2020)

**Physical Abuse:** Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts. It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII). There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death. (Keeping children safe in Education, DfE 2020)

### **Emotional Abuse :**

The persistent emotional maltreatment of a child such as to cause 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. (Keeping children safe in Education, DfE 2020)

### **Sexual Abuse:**

involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (Keeping children safe in Education, DfE 2020).

### **Radicalisation:**

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

media in particular has become a major factor in the radicalisation of young people. (Keeping children safe in Education, DfE 2020).

### **Child sexual exploitation:**

is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. (Keeping children safe in Education, DfE 2020).

### **Sexting:**

sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as

'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police. (Keeping children safe in Education, DfE 2020)

### **Domestic Abuse:**

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

(Keeping children safe in Education, DfE 2020)

### **Peer on Peer abuse:**

Staff should recognise that children are capable of abusing their peers. Different forms of peer-on-peer abuse include, but are not limited to, bullying, cyberbullying, gender related violence and sexting. This could include being sexually touched/assaulted, could also include for boys, being subject to initiation / hazing type violence. The school will seek advice from social care if an allegation of abuse is made against another child, in order to proceed in the most appropriate way. (Keeping children safe in Education, DfE 2020)

### **Child on Child Sexual Violence and/or sexual harassment :**

We at Woodlands Academy are aware that sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. We at woodlands Academy make it clear that sexual violence and sexual harassment is not acceptable; will never be tolerated through our PSHE Scheme of work such as PANTS rule. We at Woodlands Academy will challenge behaviour (potentially criminal in nature), as we are aware that dismissing or tolerating these acts risks normalising them. We at Woodlands Academy understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. In accordance with the Human Rights Act 1988 and European Convention on Human Rights. (Sexual violence and/or sexual harassment between children in school or colleges, DfE 2018)

### **Child Criminal Exploitation: County Lines**

We at Woodlands Academy are aware that Ealing is close to County lines criminal activity: this is known as drug networks or gangs which groom and exploit children and young people to carry drugs or money from urban areas to suburban areas. Such as other forms of abuse and or exploitation, county lines exploitation can affect any child

like other forms of abuse and exploitation, county lines exploitation: can affect any child or young person and it can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. (Keeping children safe in Education, DfE 2020)

### **Homelessness:**

We at Woodlands Academy are aware that being homeless or being at risk of becoming homeless has the potential to pose a significant risk to a child's welfare. Therefore here at Woodlands Academy the Designated safeguarding leads and the deputies are aware of the contact details and referral routes into the local authority housing department in order to raise awareness or progress any concerns regarding this risk. At Woodlands Academy we are aware of Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property and therefore we raise these concerns with the safeguarding lead to ensure families are supported at the earliest opportunity.(Keeping children safe in Education, DfE 2020)

### **So-called 'Honour-based' violence**

So-called 'honour-based' violence is defines as incidents which have been committed in order to protection or defend the honour of a particular family and/ or culture. This can take many forms such as Female genital mutilation and forced marriages. Deliberate harm of a child both emotionally or physically is abuse and will not be tolerated. As these kind of incidences can involve large communities Therefore the DSG and her deputies know the importance to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. We at Woodlands Academy know that all forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Therefore staffs are aware to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. (Keeping children safe in Education, DfE 2020)

### **Female Genital Mutilation**

Female Genital Mutilation (FGM) is known as "All procedures which involve the partial or total removal of the external genitalia or injury to the female genital organs whether for cultural or any other non-therapeutic reasons" (The World Health Organisation, 2014) FGM is Physical abuse as it **is** the deliberate hurting of a child causing injuries such as bruises, broken bones, burns or cuts. It is also Emotional abuse as it is the emotional maltreatment or neglect of a child Sexual abuse as it is forcing a child to change their private areas and FGM is also considered as neglect, due to the family not taking action to meet the needs of the child by protecting them from abuse. We at Woodlands Academy are aware that it is not a religious practice as no holy book as named this as an acceptable action. We at Woodlands Academy are aware that from 31<sup>st</sup> October 2015, all regulated professionals (health workers, teachers, social workers) are required to report known or disclosed cases of FGM direct to the Police on 101, where we would also follow up with social care. (Keeping children safe in Education, DfE 2020)

### **Recognising signs of abuse:**

<b>Physical Abuse</b>	- Bruising - position of marks
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	<ul style="list-style-type: none"> <li>- Changes in behaviour or attitude to work</li> <li>- Flinching</li> <li>- Aggressive behaviour</li> <li>- Appearing withdrawn</li> <li>- Reluctance to change clothes</li> <li>- Fear of adults - mistrust</li> <li>- Eating/over/under (obsessive behaviour)</li> <li>- Reluctance to make physical contact</li> <li>- Reluctance to go home</li> <li>- Relationships with peers/adults</li> <li>- Emotions - inappropriate responses</li> <li>- Children always have an unlikely reason for their injuries</li> <li>- Refusal to talk about injury - different accounts of injury</li> <li>- Tell you they've been hit/other source</li> <li>- Frequent absences</li> <li>- Protection of abuser</li> <li>- Show no pain - appear 'hard'</li> <li>- Untreated injuries</li> </ul>
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Emotional Abuse	<ul style="list-style-type: none"> <li>- Possessive</li> <li>- Aggressive frustration - taking it out on others</li> <li>- Masturbation</li> <li>- Easy target for bullying</li> <li>- Fear</li> <li>- Lack confidence</li> <li>- Attention seeking</li> <li>- Avoidance of eye contact</li> <li>- Learning problems</li> <li>- Self-mutilation</li> <li>- Upset easily</li> <li>- Collecting things - obsessive behaviour</li> <li>- Behaviour problems</li> <li>- Tiredness</li> <li>- Having older peers as friends</li> <li>- Secretive , withdrawn - aloof/catatonic</li> <li>- Few friends - not joining in</li> </ul>
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Neglect	<ul style="list-style-type: none"> <li>- Behaviour problems</li> <li>- Hungry and food content in pack lunch inappropriate</li> <li>- Soak up attention</li> <li>- Unexplained injuries - conflicting reasons given</li> <li>- Clothing in poor condition or dirty</li> <li>- Loners - lack friends (withdrawn - medication)</li> <li>- Medical problems/attention</li> <li>- Stealing</li> <li>- State/quality of person collecting or responsible for child (parent or carer)</li> <li>- Personal hygiene and appearance, skin colour, physique</li> <li>- Thumb sucking (hunger) rocking</li> <li>- Tired/lack of concentration</li> <li>- Inadequate supervision</li> <li>- Crying easily</li> <li>- Absence/lateness</li> <li>- Excuses/lying</li> <li>- Aggression (retaliating)</li> <li>- Depression - low self-esteem</li> <li>- Difficulty contacting parent</li> <li>- Relationships problems</li> </ul>
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Sexual Abuse	<ul style="list-style-type: none"> <li>- Physical signs /marks on body</li> <li>- Pressure marks for being restrained, scratches, bruising, burns, bite marks</li> <li>- Repeated infections - urinary</li> <li>- Imitating sexual acts</li> <li>- Masturbating</li> <li>- Touching themselves/others</li> <li>- Pulling trousers down</li> <li>- knowledge about sexual information</li> <li>- Withdrawn Low concentration</li> <li>- Erratic mood changes - aggressiveness, tears, etc.</li> <li>- Inappropriate sexual awareness – role play</li> <li>- Refusing to stay or go with certain people</li> <li>- Low concentration - change of work produced</li> <li>- Seek physical contact with adult</li> <li>- Inappropriate touching of adults by children/adults and children or fear of “physical contact” with others (flinching)</li> <li>- Signs of discharges on clothing</li> <li>- Blood on underwear</li> <li>- Some not wanting to go to the toilet</li> <li>- Always doing something other than work</li> <li>- Eating problems - over/under eating</li> </ul>
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### **What to do when a child makes a disclosure**

All concerns should be reported to the designated safeguarding lead - or in her absence, the deputy designated safeguarding lead.

Concerns will be discussed with relevant staff who may have additional information to pool, as soon as is appropriate.

Staff will be released and covered if they need to attend internal or external child protection meetings.

Staff meeting time will be allocated annually to ensure teaching and support staff is

- aware of who to talk to
- confident about reporting concerns
- skilled in identifying concerns

Referrals to outside agencies will usually be made by the designated safeguarding lead or the deputy designated safeguarding lead, although in exceptional circumstances, any adult may raise concerns directly with social care.

If a child chooses to tell a member of staff about alleged abuse, there are a number of things that must be done to support the child:

- Inform the DSL immediately.
- Don't make promises, e.g. to keep secrets.
- Stay calm and be available to listen, do not show that you are shocked or upset.
- Listen with the utmost care to what the child is saying and believe them.
- Don't "put words in the child's mouth" but note the main points carefully. Allow time to talk freely without using leading questions.
- Reassure the child and let them know that they were right to inform us.
- Inform the child that this information will now have to be passed on.
- Keep a full record - date, time, what the child did, said etc.; on CPOMs at [woodlandsealing.cpoms.net](http://woodlandsealing.cpoms.net). Body maps are also available on this platform if necessary.

All Parents/Carers are made aware of the school's responsibilities in regard to safeguarding procedures through publication of the school's Safeguarding and child protection policy on the school web site. Reference will be made to it in the prospectus/brochure and home school agreement.

The DSL will ensure a systematic means of monitoring children known or thought to be at risk of harm, they will ensure that we contribute to assessments of need and support plans for those children.

When children leave the school, the DSL will ensure that their safeguarding file is copied for any new school as soon as possible, but transferred separately from the main pupil file and securely. The original file will be stored securely until the child reaches the age of 25 years.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.

The DSL will ensure a structured procedure within the school, which will be followed by all of the members of school community in cases of suspected abuse.

Our policy and procedures will be reviewed annually and updated by the Governing Body, which will ensure that they are in line with London Safeguarding Children Board's policies and procedures.

### **If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out on page 12.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow local safeguarding procedures.



### **If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps below.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

### **If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Figure 1 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

### **Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Within Ealing, Early Help may include the implementation of an EHAP or a referral to SAFE for additional support. Regular Team around the Child/Family meetings will be held in school to track progress towards identified targets and the case will be reviewed constantly and escalated or closed as necessary following implementation and completion of all agreed actions.

### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, see below, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

### **If a child is suffering or likely to suffer harm, or in immediate danger**

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

## **The Prevent Duty**

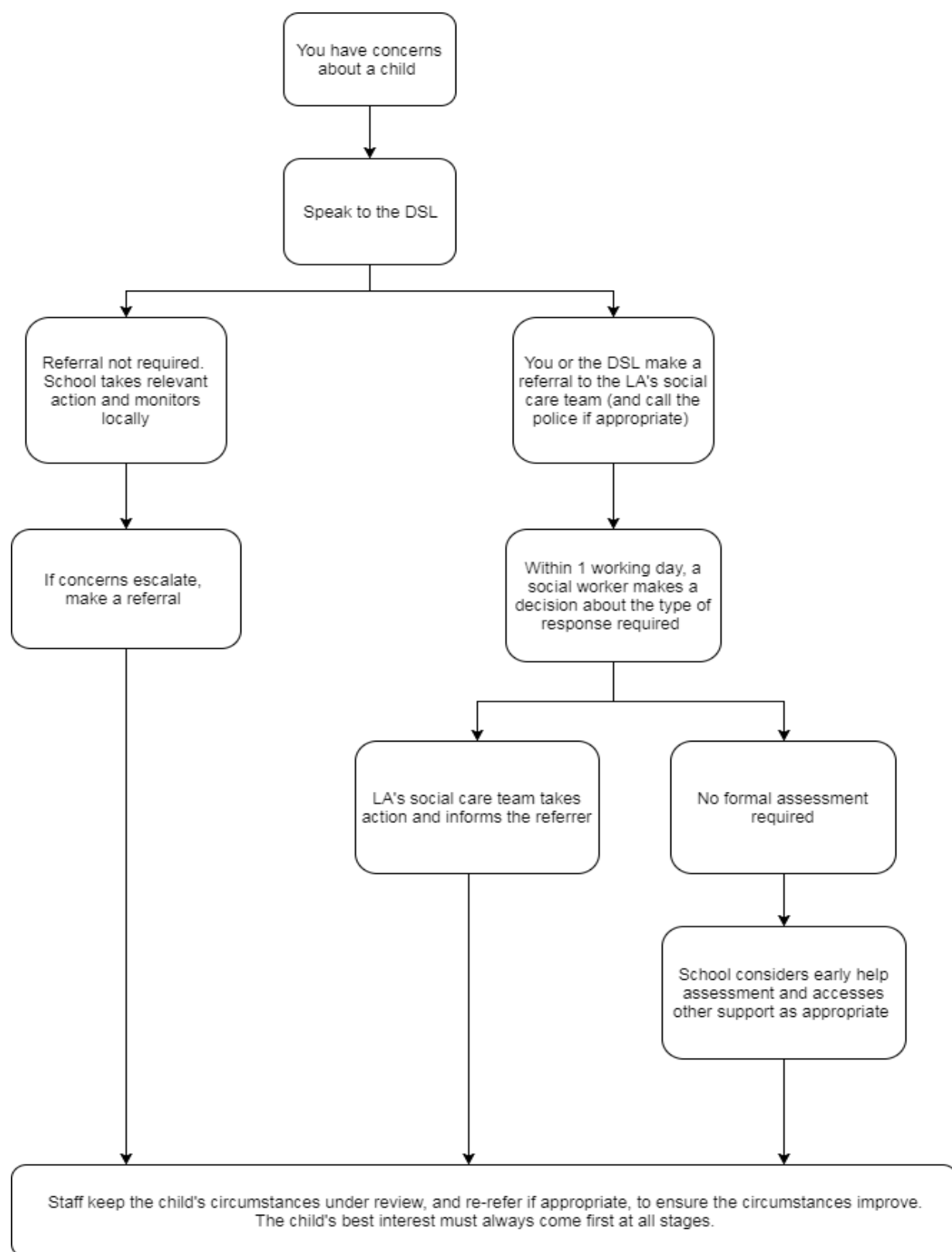
Protecting children from the risk of radicalisation is seen as part of Woodlands Academy's wider Safeguarding duties, and is similar in nature to protecting children from other harms whether these come from within their family or are the product of outside influences. Prevent duty is not intended to stop pupils debating controversial issues but to build resilience to radicalisation as we will teach values that will challenge extremist views. Via our PSHE programme pupils will have the opportunity to learn about the dangers of extremism and be able to identify signs of radicalisation. We will provide a safe space where pupils and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

What we will do

- Ensure that governors, staff, parents and students are aware of the increased risk of online radicalisation and assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- Be alert to changes in pupil's behaviour which could indicate that they may be in need of help or protection
- When it is appropriate, make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The programme uses a multi-agency approach to protect vulnerable people
- Provide staff with WRAP (Workshop to Raise Awareness of Prevent) training
- Ensure that suitable filtering is in place on our IT system to prevent and ensure that pupils are safe from terrorist and extremist material when accessing the internet in school and whilst using our devices
- Ensure that pupils understand how to stay safe online and provide parents with guidance and advice on how to best to support their children
- Promote British values throughout the curriculum whilst sensitively discussing views and opinions that are contrary to them.

**Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note – if the DSL is unavailable, this should not delay action. See above for what to do.)



### **Concerns about a staff member, supply teacher or volunteer**

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children,

speak to the headteacher. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/chair of governors will then follow the procedures set out on page 23, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

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

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this safeguarding and child protection policy will apply to any allegations that raise safeguarding concerns.

This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

You must record the allegation and tell the DSL, but do not investigate it

- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Sexting**

#### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through a safer schools officer, a police community support officer, local neighbourhood police, dialling 101]

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. For example, teaching covers the following in relation to cyber bullying:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing inappropriate messages, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such messages
- The receipt of such messages

This policy on online safety is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

### **Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

### **Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

Pupils being more prone to peer group isolation than other pupils

The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes:

See SEN Policy for more details.

### **Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, AHT for Inclusion, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

### **Supportive Agencies**

Channel is the multi-agency approach to protect people at risk from radicalisation and aims to: identify individuals at risk of being drawn into terrorism; assess the nature and extent of that risk; develop the most appropriate support plan for the individuals concerned.

Should concerns require support from other agencies, the following are ways in which terrorism and extremism can be reported:

- Anti-terrorist hotline: 0800 789 321
- Crime stoppers: 0800 555 111
- Relevant police force: 101
- [www.gov.uk/report-suspicious-activity-to-mi5](http://www.gov.uk/report-suspicious-activity-to-mi5)
- Channel DfES Helpline 020 7340 7264

To report any online terrorist-related material: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

### **Current Child protection Issues**

The list below shows the current child protection issues as referred to by Ofsted (April 2015). We will be vigilant in looking out for signs or symptoms which might indicate that our children are at risk. Relevant staff will attend additional training as appropriate.

- Child sexual exploitation
- Child criminal exploitation : Count lines
- Bullying including cyberbullying
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- So-called 'Honour based" violence
- Sexual violence and harassment between children in schools and colleges
- Mental health
- Peer on Peer abuse
- Private fostering
- Preventing radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking
- Homelessness

### **Children with family members in prison:**

As there are currently approximately 200,000 children which have a parent sent to prison each year. We at Woodlands Academy are aware that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Therefore if there was a known case to Woodlands Academy the DSL and her deputies ensure that they are aware of local, community based services and the National Information Centre on children of offenders in order to support these children as well as providing them with a safe and secure environment to discuss their feelings and ensure they are not isolated amongst their peers though pairing them up with buddies.



## **Children and the court system:**

At times children may be asked to be a witness within a criminal court. This could be due to crimes committed against them or for crimes they may have witness. Child arrangements made via the court system can be stressful and cause conflict with the family due to separation. Therefore the DSL and the deputies at Woodlands Academy are aware of the Ministry of Justice's newly launched child arrangement information tool which has clear information on dispute resolution services, which can be used to support parents and carers.

## **Children missing from Education**

We at Woodlands Academy work according to the statutory guidance Children Missing from Education (DfE 2016) as we are aware a child going missing from school is a potential indicator that they are suffering from abuse or neglect, particularly on repeat occasions. We will ensure appropriate safeguarding responses are made to help identify any risk of abuse and neglect including female genital mutilation, sexual abuse or exploitation and to help prevent the risks of their going missing in the future. If staff becomes anxious about these risks they will immediately seek guidance from social care.

## **Supporting Children**

We recognise that a child who has been abused or neglected, who witnesses abuse, or lives in an abusive environment may feel helpless or humiliated. They may blame themselves, have low self-esteem and find it difficult to see the world as a positive place.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows the behaviour of a child in these circumstances may range from that which is perceived to be normal to that which aggressive or withdrawn.

We provide opportunities which equip children with the skills they need to stay safe from harm, and ensure that they know to whom they should turn for help in the following ways:-

- We promote a school ethos that is positive and supportive, which engenders respect for all and values each individual.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAHMS), education welfare service and educational psychology service;
- The PSHE curriculum covers E-safety, Anti-bullying, Safety in and out of school
- Our Relationships and Sex curriculum teaches children about their bodies and how to keep themselves safe from harm.

## **Supporting staff**

We recognise that staff working in the school that have become involved with a child who has suffered harm or who appears likely to suffer harm, may find this situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document 'Working Together to Safeguard Children' (2018) provides advice on this and the circumstances that should be avoided in order to limit complaints against staff of abuse of trust and/or allegations of physical or sexual abuse made against staff. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that DCPLs should have access to support and appropriate workshops, courses or meetings as organised by the LA.

## **Safe staff**

Checks will be undertaken on all adults working in the school to establish the suitability of a person to work with children corresponding to Ealing Council's Safe Recruitment procedures. Records of these checks will be kept in accordance with Part 3 of 'Keeping Children Safe in Education' DfE 2020

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted with or in view of other adults.

All staff members of staff understand that they are employed in a 'Position of Trust' and that inappropriate behaviour with or towards children is unacceptable. It is an offence for a person in a position of trust to have a sexual relationship with a child under 18, even if the relationship is consensual. This applies where the child is in full-time education and the person works in the same establishment even if s/he does not teach the child. (Sexual Offences Act 2003).

### **Allegations against staff**

If an allegation is made against another member of staff, the member of staff receiving the allegation will immediately inform the head teacher or the most senior teacher if the head teacher is not present. The head teacher or most senior teacher will then consult with the Local Authority Designated Officer.

If the allegation made to the member of staff concerns the head teacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LA, without notifying the head teacher first.

The school will follow the LA procedures for managing allegations against staff, a copy of which can be found in the office and on the school's network.

Where another body provides services or activities separately, using the school premises, the Governing Body will ensure that the body concerned has appropriate policies and procedures in place in regard to safe recruitment and safeguarding children and a copy of their safeguarding policy will be kept on file.

The policy for dealing with accusations against school staff and volunteers. Staff will be made aware of the school's policy and procedures for dealing with complaints made against staff and the school's whistle blowing policy and procedures.

Staff will be expected to report to the designated safeguarding lead any concerns which they have about the safeguarding practice of colleagues and volunteers. If the complaint is against the head teacher this must be made to the chair of governors.

### **Mobile phones and camera usage**

Appropriate use of mobile phones is essential at Woodlands Academy. The use of mobile phones does not detract from the quality of supervision and care of children.

Practitioners are able to use their personal mobile phone during their break times. During working hours phones must be out of sight, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Staff Code of Conduct. (Also see Online safety policy for further information).

## **Complaints and concerns about school safeguarding policies**

### **Complaints against staff**

Complaints against staff that are likely to require a safeguarding investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff.

### **Other complaints**

See Complaints policy for other complaints procedures

### **13.3 Whistle-blowing**

See Whistle-blowing policy.

## **14. Record-keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Safeguarding record-keeping arrangements:

- Paper records kept locked for security in Headteacher's office
- If required, available both paper-based and electronic format
- CPOMS secure safeguarding software where all staff can report concerns and members of the safeguarding team can action concerns and update records. All members of the safeguarding team use 2 Factor Authentication to access this information.
- Safeguarding logs, registers and files are password protected with Senior DSL only permitted access
- Information retained for length of time child with school and in line with GDPR guidance
- Electronic communication via secure, password protected email
- In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks.

Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff.

## **15. Training**

### **15.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

### **15.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **15.3 Governors**

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

## 15.4 Recruitment – interview panels

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

## 15.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## 16. Monitoring arrangements

This policy will be reviewed **annually** by the DSL. At every review, it will be approved by the full governing board.

## 17. Links with other policies

This policy links to the following policies and procedures:

Anti-Bullying Policy  
Behaviour  
Staff Code of Conduct  
Staff, Parents and Pupils Acceptable Use Policies  
Complaints  
Health and safety  
Attendance  
Online safety  
Equality  
Sex and relationship education  
First aid  
Curriculum  
Designated teacher for looked-after and previously looked-after children  
Privacy notices  
Remote Learning Policy  
Whistleblowing policy

## **The Early Years Foundation Stage Framework (2017)**

***“Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements are designed to help providers create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence”.***

- It is paramount that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. Children sign the Woodlands Academy promises at the beginning of the year to agree to follow the school's rules. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

- At Woodlands Academy we comply with legal welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage (2012).
- We take the necessary steps to safeguard and promote the welfare of children.
- Promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action if they are ill at school.
- Manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs.
- Ensure that adults looking after children, or having unsupervised access to them, are suitable to do so and have appropriate qualifications, training, skills and knowledge.
- Organise staffing arrangements to ensure safety and to meet the needs of the children.
- Ensure outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.
- Plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. Some of the ways we achieve these requirements are listed below.
- All adults who work with our children receive the appropriate level of DBS check and as part of the induction process discuss with the teacher the need for confidentiality at all times.
- All staff employed by the school undertakes regular Safeguarding training and are expected to follow the school guidance when following up a cause for concern.
- Staffing is organised to ensure the safety of the children with appropriate ratios throughout the EYFS.
- All staff are trained to the level appropriate to their responsibility.
- Four practitioners in EYFS are trained in Paediatric First Aid. Procedures are in place to ensure parents/carers are informed of accidents involving their child.
- Procedures are in place to ensure the security of children and the safe release of children into the care of the parent/carer or an identified adult.
- Routines are in place to support children's growing understanding of personal hygiene.
- Children's behaviour is managed effectively through the use of a whole school system, which is adapted to the stage and development of individual needs.
- Risk assessments are undertaken and reviewed regularly.
- Premises, furniture and equipment is regularly checked, repaired and washed etc as required.

### **Record Keeping and Training**

It is the responsibility of the DSL to ensure that all adults in school receive a copy of the policy and follow the school's internal Safeguarding procedures and Ealing Council's record keeping procedures. All safeguarding records are kept in a secure place away from school files, i.e. a lockable cabinet in the Headteacher's office. It is also the responsibility of the DSL to make any referrals necessary to Ealing Council's Social Care service via Ealing Children's Integrated Response Service (ECIRS).

All adults who work in schools, whether paid or voluntary, are legally required to participate in Safeguarding training at least every two years. Opportunities will be provided to receive training consistent with London Safeguarding Children Board's standards, in order to develop their understanding of the signs and indicators of abuse, and their knowledge about what to do if they feel a child may be suffering abuse.

### **Whistle blowing**

All staff should be aware of their duty to raise concerns about the attitude and actions of colleagues. (See Whistleblowing policy).

### **Children who are Looked After:-**

There will be a designated teacher in school, currently the designated safeguarding lead, who has been trained to promote the educational achievement of children who are looked after.

Staff working with 'Children who are Looked After' should know:-

1. Their exact legal status
2. Contact arrangements with birth parents or those with parental responsibility
3. The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
4. Details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

### **Working with Parents**

It is our desire to work in partnership with all parents. The welfare of children is paramount however and it is the school's duty to safeguard all children. When working with parents, staff will need to have a non-judgmental attitude; respect confidentiality; recognise feelings of guilt, shame, betrayal and anger and in appropriate circumstances recognise their duty to contact social care before discussing events with parents. This Safeguarding policy will be made available on the school's web site and where possible parent information sheets or briefings will be provided on an annual basis.

### **Vetting Procedures and The Single Central Record**

The school keeps a Single Central Record of Recruitment and Vetting checks and a record of ID Checks for all staff, students and volunteers who work or deliver services at the school.

The school will ensure that stringent pre-employment vetting checks are made, which include:

1. Identity checks (only using photo ID)
2. Barred List Check (with DBS Check or separately if appropriate)
3. Enhanced Disclosure & Barring Service (DBS) Check (number)
4. Prohibitions Order check for teachers
5. Verification of the person's right to work in UK
6. Overseas record checks
7. Verification of qualifications
8. Obtaining written references
9. Verification that the person has mental and physical fitness for role

### **The Single Central Record will include details of:**

1. Name
2. Role
3. Organisation
4. DBS number
5. Date of DBS Disclosure
6. Confirmation that the headteacher or a person delegated by them has had sight of this disclosure
7. Confirmation that the headteacher or a person delegated by them has seen proof of identification such as a passport or Photo ID from a statutory agency or organisation contracted by the Local Authority. Copies of disclosures must not be kept on site.
8. For national and external organisations recognised by the LA such as NHS healthcare professionals or LA maintenance teams a formal letter from their organisation that clearly outlines that staff have all received DBS clearance.
9. Prohibition Order checks on teachers

### **Disclosure and Barring Service (DBS)<sup>1</sup>**

The school provides regulated activity (children) as set below:

1. Regulated activity includes unsupervised activities e.g. teaching, training, instructing, care or supervision of children or providing guidance or advice on well-being, driving a vehicle for children only.
2. Temporary and maintenance workers are not in regulated activity, it is the school's responsibility to ensure the safety of the children through supervising these staff at ALL time
3. Frequency and intensity comes into play with children. Even if a role is unregulated e.g. volunteer, if they were to be at the school once a week or four times in a month, because of the frequency they would need to have a DBS check carried out, but not a Barred List check.
4. Those roles that used to be in Regulated Activity but are no longer in Regulated Activity (i.e. they are fully supervised) can still have an enhanced DBS check but no Barred List Check.
5. Parent volunteers on school trips need to be supervised at ALL times and it is the school's responsibility to ensure this happens.

### **Disclosure and Barring Service checks<sup>2</sup>**

<b>These are the types of checks available to those working with children: Type of check</b>	<b>What the check involves</b>	<b>Positions eligible for this level of check</b>
<b>Standard check</b>	Check of the Police National Computer records of convictions, cautions, reprimands and warnings	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
<b>Enhanced check</b>	Check of the Police National Computer records plus other information held by police such as interviews and allegations. This information must be relevant to the sector and be approved by the police for inclusion on the certificate.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and in Part 5 of the Police Act 1997 (Criminal Records) Regulations.*
<b>Enhanced criminal record check with children's and/or adult's barred list information</b>	Check of the Police National Computer records plus other information held by police plus check of the DBS Children's Barred List plus check of the DBS Adults' Barred List.	The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in Regulation 5 of the Police Act 1997 (Criminal Records) Regulations as able to check the barred list(s).

For staff working in a regulated activity the school will apply for the: Enhanced criminal record check with children's and/or adults' barred list information, check.

For staff (or volunteers work who work frequently) in a regulated activity and are supervised (and as such this could be classed as an unregulated activity) the school will apply for an: Enhanced check.

At Woodlands Academy the expectation is that governors will have an enhanced DBS clearance.

### **Monitoring and Evaluation:-**

Child protection and safeguarding issues will be monitored in general terms by the Safeguarding governor, receiving information from the head teacher. Governors will receive a termly safeguarding report at the full governing body meeting. The policy and procedures will be reviewed annually by the senior management team and the safeguarding governor and where necessary built into the school improvement plan. The review will be reported to governors.

## **Appendix 1**

### **Dealing With Safeguarding Issues**

#### **Summary**

Follow this route if you have a suspicion or evidence or a disclosure of:-

- physical abuse - particularly any unexplained injuries
- sexual abuse
- emotional abuse
- neglect

The person making the referral to the Designated Safeguarding Lead logs an incident on CPOMS as soon as possible– see appendix 2.

Report to the DSL, on the same day, while the child is still in school.

The DSL collects as much information as possible from the staff who know the child.

The DSL decides if a referral should be made to ECIRS. The parents may be asked for information in any case which is not about sexual abuse. Advice may be sought from ECIRS.

If social services have or need to become involved the verbal referral will be backed up by a written referral to ECIRS.

The DSL will give feedback on any action plan, to the staff involved.

Written referrals and subsequent reports of the event will be stored in the locked filing cabinet in the Head's office and logged electronically in a secure drive accessible to DSL and Deputies.

The DSL and relevant staff will continue working with the parent, if applicable

Support for the child will be planned and delivered

The class teacher and other involved staff will continue to monitor the child and refer back to the DSL if applicable



Appendix 2:

CPOMS Incident recording form (accessed at woodlandsealing.cpoms.net)

Student

Begin typing a student's name

Incident

Categories

☐ Behaviour

☐ Child Protection

☐ COVID-19 Welfare Checks


☐ Safeguarding

Linked student(s)

Begin typing a student's name

Type a student's name to link them to this incident.

Maps



Date/Time

Thu 22 April 2021

9:15AM

Status

Active

Assign to

Begin typing a staff member's name

Files

Click to browse or drag a file to upload

Alert Staff Members

Begin typing a staff member's name

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner

☐

Submit Incident

Speakers: 100%

## **Appendix 3**

### **Safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

#### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

#### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

We believe the individual has engaged in [relevant conduct](#); or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or

The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

## **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

## **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

## **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

## **Governors**

All governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board will have their DBS check countersigned by the secretary of state.

All proprietors, trustees, local governors and members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)), where necessary.
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

## **Appendix 4**

### **Allegations of abuse made against staff**

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

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

Possibly committed a criminal offence against or related to a child, or

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or

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

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

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

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

## **Suspension of the accused until the case is resolved**

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

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

Redeployment within the school so that the individual does not have direct contact with the child or children concerned

Providing an assistant to be present when the individual has contact with children

Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children

Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the GUMAT.

## **Definitions for outcomes of allegation investigations**

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

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

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

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

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

## **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors where the headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

**If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

**If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

**If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Additional support is available through the MAT's counseling service, based at Featherstone High School.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

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

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

Where the police are involved, wherever possible the Multi Academy Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional considerations for supply staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

## Specific actions

### Action following a criminal investigation or prosecution

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

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

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

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

### Individuals returning to work after suspension

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

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

### Unsubstantiated or malicious allegations

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

## Confidentiality

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

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

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

## Record-keeping

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

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

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

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

## References

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

## Learning lessons

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

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual