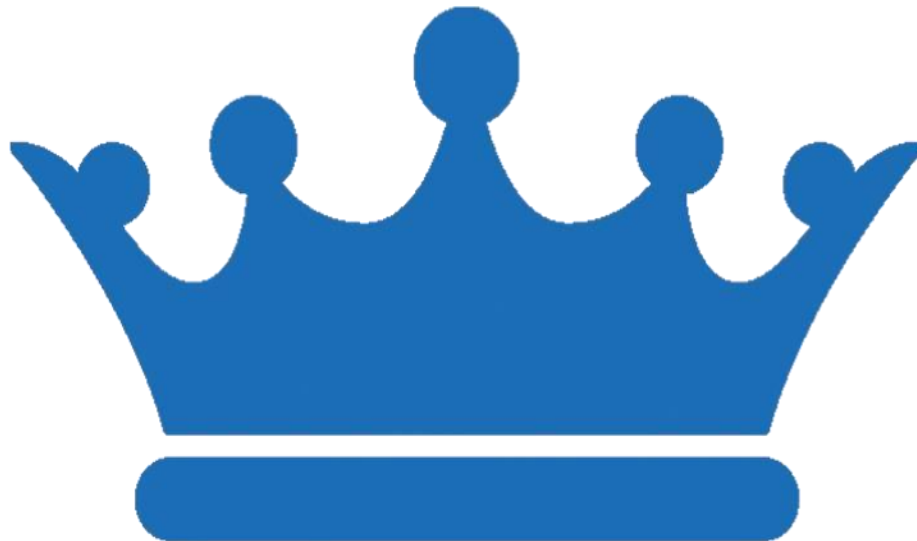


# Child Protection and Safeguarding Policies and Procedures

Renew Date	September 2021
Person Responsible	Designated Safeguarding Lead



## Whole-School Policy on Child Protection

### Kingsway Park High School

#### Named staff/personnel with specific responsibility for Child Protection

<b>Academic Year</b>	2020/2021
<b>Designated Safeguarding Lead (DSL)</b>	Margaret Barbour
<b>Deputy Safeguarding Lead (DDSL)</b>	Emma Barnes – Mental Health Lead
<b>Cared for Children Lead</b>	Sharon Pearson – School Family Link Worker
<b>Senior DSL</b>	Leanne Clarke – Assistant Headteacher + Inclusion Lead
<b>Nominated Governor</b>	Pat Colclough - Patricia.Colclough@Kingswaypark.org
<b>Chair of Governors</b>	David Roberts - DRoberts@kingswaypark.org

**Training for Designated Staff in School (DSL's)** should refresh their multi-agency training every 2 years).

<b>Name of Staff Member / Governor</b>	<b>Date when last attended Safeguarding Training</b>	<b>Provided by Whom (e.g. RBSCB, Governor Support Services, Fair Access Team)</b>
Margaret Barbour	July and September 2019	RBSCB
Emma Barnes	July and September 2019	RBSCB
Leanne Clarke	September 2019	Calderdale Safeguarding Board

**Whole School Staff Safeguarding Children Training** (all staff should receive induction and a training update at regular intervals).

Who attended (e.g. all teaching and welfare/support staff, Governors and volunteers)	Date	Training Delivered by
All Staff	September 2020	Leanne Clarke Margaret Barbour Emma Barnes Sharon Pearson

**Annual Review date for this policy**

Review Date	Changes made	By whom
September 2021	Inclusion of all new legislation	Margaret Barbour

---

**Introduction**

Specific guidance given by the secretary of state uncle. Section 157 and Section 175 of the Education Act 2002 places a duty on Local Authorities to exercise their functions with a view to safeguarding and promoting the welfare of children who are students at a school, or who are students under 18 years of age attending further education institutions. This policy is based on legislation and statutory guidance as follows:

***Working Together to Safeguard Children (HM government July 2018).  
 Keeping Children Safe in Education DfE (Statutory guidance revised September 2020).  
 Governance Handbook.***

***What to do if you are worried a child is being abused – Advice for practitioners (DfE 2015).***

**Legislation and Statutory Guidance**

We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners, the Local Authority, Clinical Commissioning Group for an area within the LA and the Chief Officer of Police for a Police area in the LA area, including the Greater Manchester multi-agency safeguarding procedures <https://www.rbscp.org/professionals/multi-agency-procedures/> and the Rochdale Children’s Needs and Responses Framework <https://www.rbscp.org/UserFiles/Docs/Procedure/CN%20and%20RF%20Jan%202018.pdf>

[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.

[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.

Revised January 2020 Guidance for Safe Working Practice for those working with Children in Education and Early Years Settings

Storing and processing of personal information is governed by the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018.

[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.

---

Safeguarding and promoting the welfare of children means:

- Protecting the 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.

This policy is a statement of the aims, principles and strategies relating to Safeguarding children. Our policy applies to all staff, governors and volunteers working in Kingsway Park High School. It is the responsibility of **everyone** to ensure our students are safe. Visitors to the school are expected to follow the guidelines in our visitor's leaflet.

**All staff will read part 1 of the statutory guidance Keeping Children Safe in Education DfE (Statutory guidance revised September 2020).**

## **Our Statement of Purpose**

Kingsway Park High School is committed to providing a secure and supportive learning environment where children can develop and grow into mature, responsible and successful members of adult society. Our school fully recognises the contribution it can make to protect children and support students in school. To provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. Staff should ensure all safeguarding concerns are handled sensitively and professionally. At all times the needs of the child should be prioritised.

All Staff are aware of their statutory responsibility in relation to safeguarding.

Staff are properly trained in recognising and reporting safeguarding issues.

**There are 3 main elements to our Safeguarding policy:**

### **Prevention**

Provision of positive school atmosphere, teaching and pastoral support to students.

### **Protection**

By following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns/disclosures.

### **Support**

To students and school staff to maintain their welfare and well-being.  
This Policy applies to students, staff and volunteers in the school.

At Kingsway Park we recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, and especially those at risk of or who are suffering significant harm.

Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty.
- Equip children with the skills they need to stay safe and/or communicate their fears or concerns about abuse.

**Kingsway Park are committed to:**

- Providing a curriculum which will enable all children to develop to their full potential.
- Creating an environment whereby high standards of work, effort and behaviour are expected and rewarded.

- Developing an inclusive school community whereby everyone feels valued and secure, understands expectations and procedures, shows understanding of others, respect for diversity, promotes equality of opportunity and fosters a sense of pride in our school.

Included in the curriculum is material that will help children develop realistic attitudes to the responsibilities of adult life.

A continuous effort towards creating and developing positive working relationships between Kingsway Park, staff, parents and other agencies will be maintained.

### **Aims of the Policy**

- To ensure all staff, volunteers and visitors are aware of their roles and/or responsibility to safeguard the welfare of children.
- Staff are expected to continuously demonstrate high standards of personal and professional conduct, in and out of the workplace.
- To provide a clear process and framework to enable the reporting of anything that might indicate that a child is at risk or of suffering significant harm.
- To inform staff, volunteers and visitors of the named Designated Safeguarding Person for Kingsway Park High School and other key staff with specific related responsibilities.
- To make all staff aware of relevant Government documents and Rochdale Safeguarding Children Partnership Policies and Procedures.
- To provide information to parents of our roles and responsibilities, what they can expect from the school and what is expected of them.
- To provide a safe, secure positive environment to enable students to disclose any kind of abuse, maltreatment or significant harm.

### **Structure of the Policy**

In order to do this, this policy will consider:

1. Prevention. Protection. Support.
2. Roles and Responsibilities.
3. Named people.
4. Procedures.
5. Recording Monitoring and Review.

Appendices: Related Policies, Guidance and Documentation

## **1. Prevention**

### **SAFER RECRUITMENT AND RETENTION**

Kingsway Park High School is committed to adopting recruitment and selection procedures and other human resources management process that help deter, reject or identify people who might pose a risk to children or are otherwise unsuited to work with them.

Two of the most important features of safer recruitment are **deterrence** and **prevention**.

In order to **deter** unsuitable applicants, the School will ensure that the rigour of the process and the determination of the selectors, to do all in their power to avoid the appointment of unsafe people are so clear that unsuitable applicants will not apply for posts.

In order to **prevent** selection of unsuitable applicants, as much information as possible will be gleaned about individuals before the final selection decision is made to prevent those unsafe people, should they apply, from gaining access to children.

### **GUIDANCE FOR SAFER WORKING PRACTICES FOR STAFF AND VOLUNTEERS WHO WORK WITH CHILDREN AND YOUNG PEOPLE.**

**The document brings together the Government Office North West Guidance for Safer Working Practice for Adults who Work with Children and Young People and the Safer Recruitment Consortium Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings. (Both documents were originally published in 2009 were later archived by the government. Safer Working Practice for Adults who work with Children and Young People in Education Settings has since been updated and was re –issued in 2015 by the Safer Recruitment Consortium).**

Guidance for safe working practice for those working with children in education and early years settings code of conduct has been revised January 2020.

Dress and appearance of staff should adopt a presentation appropriate to their professional role. Staff should be dressed decently, safely and appropriately to avoid being vulnerable to criticism and/or allegation.

Staff need to be aware that gifts given or received could be interpreted as a bribe. It is permissible for gifts of appreciation to be given and accepted, but regular occurrences may be perceived as favouritism.

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.

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.

We will always have at least one senior member of staff on any interview panel who has undertaken safer recruitment training.

**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 decides to move 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](#).
- 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](#).
- 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.

## **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.

## **Volunteers**

We will:

- Never leave a volunteer unsupervised.
- Carry out a risk assessment if necessary 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.

## **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.

All governors will also have a section 128 check. A section 128 direction disqualifies an individual from being a maintained school governor.

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

Where we place a student 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.

## **Adults who supervise students on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

Where individuals have the responsibility of supervising a student we always verify that individual's identity in addition to them being supervised at all times.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a student under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

## **Duty of Care**

All adults who work with and on behalf of children are accountable for the way in which they exercise authority; manage risk; use resources; and safeguard children and young people.

Staff should work in an open and transparent way whether working in a paid or voluntary capacity adults should:

- Understand the responsibilities, which are part of their employment or voluntary role. They should always act and be seen to act in the child's best interests.
- Avoid any conduct which would lead any reasonable person to question their motivation and intentions. They should take responsibility for their own actions and behaviour.
- Not use their position to gain access to information for their own or others' advantage, use their position to intimidate, bully, humiliate, threaten, coerce or undermine children or young people or use their status and standing, to form or promote relationships which are of a sexual nature, or which may become so. This includes creating, developing or participating in communication by social media methods.
- Not behave in or may have behaved in a way that indicates they may not be suitable to work with children.

Kingsway Park ensure that appropriate safeguarding and child protection policies and procedures are adopted, implemented and monitored. We ensure that codes of conduct/practice are continually monitored and reviewed. We foster a culture of openness and support and ensure that systems are in place for concerns to be raised.

Any person in charge of/or working with children and young people in any capacity is considered both legally and morally to offer them a duty of care.

Kingsway Park High School will implement the statutory guidance as set out in '**Keeping Children Safe in Education**' DfE (Statutory guidance revised September 2020 – effective from 2<sup>nd</sup> September 2019) plus any updates as they arise.

## **1. Protection**

### **Environment, Expectations & Curriculum**

Kingsway Park High School will provide and promote a **safe working environment** by:

- Ensuring the physical environment meets legal Health and Safety requirements.
- Ensuring access to the building and grounds is restricted and monitored.
- Providing clear guidelines about safe working practices in specialised subjects/areas such as science labs, technology rooms and PE.
- The e-safety policy is a separate document to the safeguarding policy providing clear guidelines about the safe use of ICT and the internet. The designated safeguarding lead holds responsibility including safeguarding and child protection in relation to online safety.
- Providing clear and consistent **expectations** of behaviour, work ethos and care for others.
- Ensuring staff are familiar with and follow the **RBSCP Multi Agency Safeguarding Procedures ([WWW.RBSCP.org](http://WWW.RBSCP.org))** and KPHS safeguarding procedures.

Kingsway Park High School will provide opportunities through the curriculum and ethos to promote a positive, supportive and secure environment to ensure that students and staff recognise when they are at risk and how to get help when they need it. Opportunities to acquire the knowledge and skills that will help them to stay safe and be healthy will be thread throughout the curriculum, for example:

- Healthy Lifestyles – P.E, Food Science and Nutrition, Relationships and Sex Education, human biology, Mental Health and Mindfulness
- Staying safe - anti-bullying, personal safety, community awareness and cohesion, drugs, alcohol awareness, online safety, and awareness of criminal and sexual exploitation.
- Social, moral, spiritual, and cultural aspects
- British Values – democracy, rule of law, tolerance of different cultures and religions, mutual respect, and individual liberty
- Social and Emotional Aspects of Learning.

External agencies may be used to support content and delivery of a range of different areas covered in the curriculum to support students and staff where necessary to provide expertise. Protecting children from radicalisation is promoted through the Prevent Duty (DfE June 2015) and this will be covered in the Social Science curriculum.

Discovery or disclosure of Female Genital Mutilation (FGM) is managed by the mandatory reporting duty introduced in October 2015 and Multi-Agency statutory guidance April 2016.

Where appropriate, additional personalised curriculum opportunities will be used to target specific needs for potentially vulnerable young people, for example to raise levels of self-esteem. Opportunities both within the curriculum and extra-curricular events underpin the development of confidence, self-management and independence which helps develop personal, social, and physical and emotional well-being.

Specific work is provided in response to events that have occurred in order to minimise repetition therefore reducing future risk. For example, children missing from home or school, child sexual exploitation (CSE), child criminal exploitation (CCE) or unplanned sexual activity.

We continuously ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently, to reduce the extent of harm to the young person with full consideration to the impact on that individual child's emotional needs, mental health needs and their well-being.

Children with Special Educational Needs are at a higher risk from abuse and/or neglect. Early identification and support by the SENDCo, pastoral team and teaching staff is effective due to continuous training.

Social contact outside of the workplace with students is not acceptable. Staff may have friendships with families of Kingsway Park High School students out of school. In this case staff must be mindful of their professional responsibilities both inside and out of their working hours.

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 (SEND) or disabilities.
- 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.
- Have a Social Worker.

## **1. Support**

Kingsway Park High School will provide appropriate **support** for students to place them in the best possible position to stay safe and be healthy. We offer:

- Appropriately differentiated learning opportunities within lessons.
- Personalised/bespoke learning support / intervention as appropriate including alternative/off site provision.
- Implement a clear, consistent and positive behaviour policy and provide details of key expectations within their student planners.
- Implement a clear anti-bullying policy and provide key related information for students within their student planners indicating where they can seek advice/help in relation to safeguarding concerns.
- Ensure that staff who deal with specific disabilities such as sensory impairment and/or emotional and behavioural problems are particularly sensitive to signs of abuse – recognising that statistically these children are potentially more vulnerable than others.
- Regular contact with the Personal Tutor and dedicated non-teaching Year Manager providing the opportunity to raise any concerns.

- Specific work within the KASEL (Kingsway Access, Social, Emotional Learning) Centre to address ESD, mental health difficulties raising self-esteem, developing friendships, restorative justice, organisation, and managing workload. This includes support in relation to anxiety and stress caused by grade reviews and exams. Counselling and crises response is also offered.
- Effective links with agencies such as Macmillan Nurses, Child and Adolescent Mental Health Services Healthy Young Minds (HYM), #Thrive, Educational Psychology and Clinical Psychology Services, Children's Social Care (CSC) Sexual Health teams, Drug and Alcohol misuse services, School Health practitioners and Education Welfare to provide timely and appropriate support as required.
- Confidential online support system in place 'Kooth' and 'chat health' which is also accessible out of school hours (NHS helpline).
- Referrals into the Early Help and Safeguarding hub (EHASH) to request external support for families.
- Clear procedures for dealing with sick children, including appropriately trained staff and provision for managing conditions such as diabetes.
- Appropriately trained first aiders on duty throughout the school day, and clear procedures relating to first aid and medicines.
- Home visits by the Safeguarding Team, Year Managers, Mentors, School Family Link Worker, the Attendance Officers and/or EWO (Educational Welfare) as appropriate.
- Attendance and punctuality clinics.
- Consideration of the completion of an Early Help Assessment (EHA) to establish quickly which other practitioners are working with a child and engage other services thereby addressing issues or problems early. Early help is offered to minimise the chance of escalation, a collaboration between school, agencies and families is sought in the first instance.
- School representation at Team Around the Family (TAF) meetings, Child in Need (CIN) meetings, Child Protection Conferences and Core Groups or any other meetings relating to Safeguarding or Looked After Children (LAC) known as Cared for Children (CfC) or on behalf of any student presenting as vulnerable.

## **TALKING AND LISTENING TO CHILDREN**

### **If a child wants to confide in you, you *SHOULD*:**

- Be accessible and receptive.
- Listen carefully and uncritically, at the child's pace.
- Be 'professionally curious'.
- Take what is said seriously.
- Reassure children that they are right to tell.
- Tell the child that you must share the information.
- Make sure that the child is ok. It is important to understand the resilience or lack of for the individual child.
- Make a careful record of what was said using KPHS templates. The record must reflect the views of the child.

## You should NEVER:

- Investigate or seek to prove or disprove possible abuse.
- Investigate, suggest or probe for information.
- Ask leading questions of children/young people.
- Confront another person (adult or child) allegedly involved.
- Speculate or accuse anybody.
- Make promises about confidentiality or keeping 'secrets'.
- Assume that someone else will take the necessary action.
- Jump to conclusions, be dismissive or react with shock, anger, horror, etc.
- Offer opinions about what is being said or the persons allegedly involved.
- Forget to record what you have been told.
- Fail to share the information with the correct person (the Designated Safeguarding Lead).
- Examine a child – first aid protocols and safeguarding procedures MUST be followed.

## Children with communication difficulties, or who use alternative communication systems:

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, any suspicions should be reported in exactly the same manner as for other children.
- Opinion and interpretation will be crucial (be prepared to be asked about the basis for it and to possibly have its validity questioned if the matter goes to court).
- Supporting students at risk.

Kingsway Park recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Our school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school their behavior may still be challenging and defiant, it is also recognised that some children who have experienced abuse may in turn abuse others. This requires a considered sensitive approach in order that the child can be supported appropriately.

Children who have been subject to adverse childhood experiences (ACE's) will demonstrate behaviours indicating impact.

## What information do you need to obtain?

- Schools have **no investigative role** in Child Protection (Police and Children's Social Care will investigate possible abuse).
- never prompt or probe for information, your job is to listen, record and share information;
- Ideally, you should be clear about what is being said in terms of **who, what, where and when**.
- The question which you should be able to answer at the end of the listening process is 'might this be a Child Protection matter?'.
- If the answer is yes, or if you're not sure, record and share immediately with the Designated Safeguarding Lead / Headteacher / Line Manager.
- Report all concerns using the My Concern' safeguarding reporting system in school.

## If you do need to ask questions, what is and isn't OK?

- **Never** asked closed questions i.e. ones which children can answer yes or no to e.g. did he touch you?
- **Never** make suggestions about who, how or where someone is alleged to have touched, hit, etc. e.g. top or bottom, front or back?
- If we must, use only '**minimal prompts**' such as 'go on ... tell me more about that ... tell me everything that you remember about that ... ..'.
- Timescales are very important: '**When was the last time this happened?**' is an important question.

## What else should we think about in relation to disclosure?

- Is there a place in school which is particularly suitable for listening to children e.g. not too isolated, easily supervised, quiet etc.?
- We need to think carefully about our own body language – how we present will dictate how comfortable a child feels in telling us about something which may be extremely frightening, difficult and personal.
- Be prepared to answer the 'what happens next' question.
- We should never make face-value judgments or assumptions about individual children. For example, we 'know that [child.....] tells lies.
- Think about how you might react if a child DID approach you in school. We need to be prepared to offer a child in this position exactly what they need in terms of protection, reassurance, calmness and objectivity.

Think about what support **you** could access if faced with this kind of situation in school. Speak to your line manager, Designated Safeguarding Lead or any member of SLT who will support you. **Your own well-being is important.**

Our school recognises that timely information sharing is essential to effective safeguarding and staff are informed that having worries about appropriate sharing of information must never stand in the way of the need to promote the welfare and protect the safety of children. Our staff are aware that they can never promise a child that they will not tell anyone about a report of abuse and that they have a professional responsibility to pass on concerns about a child to the DSL.

School handles personal information about children in line with the provisions of the Data Protection Act (DPA) 2018 and GDPR however, we are clear that this legislation does not prevent or limit the sharing of information for the purposes of keeping children safe.

School follows the DfE's [information sharing advice for safeguarding practitioners](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead.



## **RAISING AWARENESS**

The School will **raise student awareness** about how and where to seek help/advice if required through:

- Information in personal planner.
- Information such as leaflets/posters in various locations around school (e.g. Childline, Early Break etc.).
- Specific lessons and Assemblies.
- Tutor time. Personal tutors. Pastoral team.
- VLE student portal.
- Focused assemblies prior to special events.
- Student Signs Document 'What if'.
- Kingsnet.

The School will **raise staff awareness** about all matters relating to Safeguarding through:

- Information contained in this policy.
- Reference card for all staff details of Designated Child Protection officers within KPHS and 'What to do if you have child-protection concerns or a child makes a disclosure' procedure.
- 'See and Do' staff information document – reviewed annually.
- Reference card for Designated Child Protection Officers providing details of their responsibilities and correct procedure plus useful authority contact details – updated annually.
- 'Quick notes' on Student SIMS records.
- Related school training programme.
- Handbook for new staff and volunteers – updated annually.
- Mandatory reading of Keeping Children Safe in Education Part 1 reviewed annually.
- Kingsnet.
- My Concern safeguarding reporting system.
- Regular safeguarding training and briefings.

The School will **raise parent and carer awareness** through:

- Making this policy accessible which will inform parents that we will take action if suspicions are raised.
- Parent's evenings.
- Individual communications and meetings between home, school and other agencies as appropriate.
- Helping parents access appropriate agencies and courses such as Parenting Courses.
- Home visits by School Family Link Worker/Attendance Team/Pastoral Team/Safeguarding Team.
- Information on school website.
- Kingsnet.

## **SPECIFIC TRAINING**

Kingsway Park High School is committed to ensuring its staff have appropriate and current training in Safeguarding matters.

**The Senior Designated Safeguarding Lead (SDSL), Designated Safeguarding Lead (DSL) and Deputy Safeguarding Lead (DDSL)** have attended appropriate training and will update additional training as appropriate. The commitment towards Safeguarding refresher training will be actioned every 2 years for SLT and pastoral team. Designated Safeguarding Lead training by the Authority is offered and accessed annually.

**The Designated Safeguarding Team** attends termly network meetings in relation to Safeguarding.

Students 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 student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student'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.

**The Designated LAC Lead** attends termly network meetings in relation to Cared for Children. The Designated Safeguarding Team have an overview of the LAC processes.

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 person who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

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

As part of their role, the designated person 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.
-

**Other Designated Safeguarding Officers** have attended appropriate training and will attend Safeguarding refresher training every 2 years as a compulsory action.

**All staff** have annual, additional special inset/twilight sessions arranged when required, for changes in legislation to be delivered. Safeguarding express briefings are communicated by email regularly.

**All teaching, support, site and admin staff have been provided with:**

- Information which provides guidance about basic Safeguarding procedures in case of disclosure or concern.

**All visitors are provided with:**

- Essential information relating to Safeguarding procedures.

**In addition, teaching, support and admin staff receive:**

- Regular guidance relating to Safeguarding through inset programmes.
- The School induction programme will ensure that **all new members of staff** receive appropriate training in the first instance. A briefing on the first day highlights KPHS procedures. A specific staff handbook 'See and Do' is provided offering guidance in spotting signs which may cause concern.
- Information in every room in school including toilets, highlighting safeguarding procedures.

**The Headteacher, Director of Resources and Chair of Governors** including other persons deemed appropriate by the Headteacher have attended appropriate Safer Recruitment training and safeguarding training.

**The KASEL Team** in particular attend a range of related training programmes as required to maintain relevant current practice for a needs led service provision.

Key front-line staff who have contact with children and families by an external provider are provided with supervision every half-term by an external provider. This provides them with support, coaching and training to promote the interests of children and allow for confidential discussions in relation to sensitive issues.

## **2. Roles and Responsibilities**

**It is the responsibility of all adults within the school community to actively promote safe working practices and the Safeguarding of children.**

**Parents/Carers** are responsible for keeping school up to date with emergency contact, parental responsibility details, information relating to absence and any other matters relating to the safety/well-being of their child.

Students who need medication administered during the school date must have a health care plan. Staff medication must be securely stored out of reach of children at all times.

**Every member of staff** is responsible for reporting any concerns relating to child protection immediately following the school's agreed procedures.

Is responsible for reading and applying the content of 'Keeping Children Safe in Education' (DfE Statutory guidance revised September 2020) Part 1 Annex A.

Is responsible for being familiar with other relevant documentation which applies to their particular role within the school.

Is responsible for accurate completion of attendance registers.

**Every member of teaching and support staff** is issued with and responsible for wearing a photo ID card at all times.

**Other members of KPHS staff** wear a recognisable and KPHS branded uniform.

**All qualified First Aiders within the KPHS rota** are responsible for ensuring incidents are dealt with and recorded correctly according to KPHS First Aid Procedures and Practice and on 'My Concern' online recording system. Under no circumstances are images of injuries to be taken.

**All temporary/supply staff** will be provided with the basic information they require regarding their safeguarding responsibilities whilst working within the school. They will wear 'visiting teacher ID badges.

**All visitors who enter the main body of the school** are always issued with visitor's badges to be worn. A visitor's leaflet relating to safeguarding procedures is also issued on arrival.

**Faculty and Department Leaders** are responsible for ensuring safe working practices within their areas.

**Any member of staff leading an off-site activity** is responsible for ensuring the correct checks and procedures are followed well-in advance of the planned activity.

**The Designated Lead for attendance** in conjunction with the Attendance Officers and EWO is responsible for ensuring attendance policy and practice takes all due account of relevant safeguarding issues and legislation. This includes informing CSC/EWS if the school excludes a student who is subject to Child Protection Plan (CPP), or if a child with a CPP has an unexplained absence of more than 2 days or 1 day following a weekend.

Referral to Child Missing Education (CME) Service if a child leaves school without providing appropriate destination details.

**The Designated Lead for Work-related placements** is responsible for ensuring that related school policy and practice takes all due account of relevant safeguarding issues and legislation.

**The Designated Senior Person for Safeguarding** is responsible for the management and co-ordination of the school's response to all matters related to child protection. Additional responsibilities include whole staff training and supervision for front line staff.

**The Director of Resources** is responsible for ensuring that only approved contractors work within the school and grounds, and that appropriate levels of supervision are maintained. The Director is responsible for ensuring regular Health and Safety checks are made and is also responsible for ensuring the Single Central Record is maintained accurately.

**The Headteacher** is responsible for managing allegations against staff and complaints or concerns raised against the school.

**The Headteacher, Director of Resources and Chair of Governors** are responsible for ensuring that Safer Recruitment practices are employed including appropriate Disclosure and Barring Service (DBS) and other checks – and updating of these as appropriate.

**The Governing Body** is responsible for '*ensuring that their functions relating to the conduct of the school are exercised with a view to Safeguarding and promoting the welfare of children who are students at the school*' section 175 of the Education Act 2002, which came into effect from 1<sup>st</sup> June 2004.

**The Chair of Governors** is responsible for managing allegations against the Headteacher.

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

If parents, carers or other individuals wish to raise a complaint with school, they will be directed to do so via the school complaints procedure. The school will deal with all complaints seriously.

## **Whistleblowing**

All staff are aware of their professional duty to raise concerns in relation to safeguarding which may include the attitude or actions of colleagues. We operate a 'protected disclosure' protocol to protect staff from being treated unfairly.

Staff are required to inform the Headteacher of any cautions, convictions or criminal offences and if there have been charges brought.

Any situations relating to staff behaviour that raises concerns should be reported immediately.

## **Confidentiality between professionals within school.**

Confidentiality is an issue which needs to be understood by all those working with children particularly in the context of Child Protection.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them.

Whenever possible consent should be obtained before sharing personal information with third parties.

In some cases, consent may not be possible or desirable, but the safety and welfare of a child dictate that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child.

Staff should be conscious of having discussions about sensitive matters in communal areas.

### **Mobile Phones and Cameras**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when students are not present. Staff members' personal phones are to remain in their bags or cupboards during contact time with students and care must be taken to secure personal devices so that children are unable to access them.

Staff will not take pictures or recordings of students on their personal phones or cameras.

We will follow the General Data Protection Regulations 2017 (GDPR) and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Under no circumstances must staff take, accept or store images on their personal equipment.

## **3. Named People**

### **Designated Safeguarding Lead (DSL)**

Margaret Barbour

### **Deputy Designated Safeguarding Lead (DDSL)**

Emma Barnes

### **Senior Designated Safeguarding Lead**

Leanne Clarke – Assistant Headteacher/Senior Designated Safeguarding Lead

### **Other Designated Safeguarding Staff**

**Nicola Griffith**                SENDCo

**Chris Kolbuck**                Acting Headteacher

**Ian Carey**                      Acting Headteacher

**Or any member of SLT**

<b>Named Governor for Safeguarding</b>	Pat Colclough	
<b>Health and Safety including offsite activities</b>	Chris Kolbuck	Acting Headteacher
<b>Allegations/concerns relating to staff</b>	Chris Kolbuck / Ian Carey	Acting Headteacher's

### **Year Managers**

#### **(Further information and advice about individual children)**

Lauren Parker	Year 7
Mark Brocklehurst	Year 8
Susan Suthers-Latif	Year 9
Jenny Reilly	Year 10
Ann Saville	Year 11

#### **Pastoral Manager**

Paul Burns

#### **Assistant Year Managers**

Danny Collins  
(Alternative Provision Lead)

**Sharon Pearson  
(School Family Link Worker and Cared for  
Children Lead)**

#### **KPHS Attendance Officer**

Joanne Eaton

#### **Education Welfare Officer (EWO)**

Yvonne O'Hara

### **Local Authority Support**

<b>Rochdale Local Authority</b>	Main Switchboard	01706 647474
<b>School Health Practitioner</b>	Lynn Shackleton	01706 261955
<b>Senior Education Welfare Officer</b>	Janet Entwistle	01706 925115
<b>Senior Safeguarding Officer for Education</b>	Claire Heap	01706 925179

<b>Safeguarding Unit</b>	01706 927700	Rbsb.admin@rochdale.gov.uk
<b>Complex Early Help Safeguarding Hub (EHASH) – previously (MASS)</b>	0300 303 0440	
<b>Out of Hours Duty Social Team</b>	0300 303 8875	EDT.emergency@rochdale.gov.uk
<b>Local Authority Equality and Community Cohesion Officer</b>	Muhammed Abdul Aleem	01706 926437
<b>Encompass Helpline</b>	0204 5139990	
<b>Forced Marriage Unit</b>	02070 080151	fmu@fco.gov.uk
<b>Non-emergency dedicated helpline to raise concerns about extremism</b>	02073 407264	Counter.extremism@education.gov.uk
<b>Emergency anti-terrorist hotline</b>	0800 789 321	
<b>Local Authority Designated Officer (LADO)</b>	0300 303 0350	
<b>NSPCC Whistleblowing Helpline Number</b>	0800 0280285	
<b>PPUI Public Protection and Investigation Unit</b>	0161 856 8067/4559/4558	
<b>Police</b>	0161 8725050 or 101 / GMP Website also allows reporting of a crime/concern online.	
<b>Police Emergency</b>	999	

#### **4. Procedures**

1. Always report all concerns using 'My Concern' safeguarding reporting system.
2. Stay calm and seek advice and support for yourself as soon as you are able.
3. Always make a written record using Kingsway Park recording / disclosure template. Write the day and date, and wherever possible record the time on all records. This includes when you obtained the information and when you write the report (there is sometimes a gap between the two events). Sign the report. It is not appropriate to send sensitive/confidential information by e-mail, but you may send as an attachment if absolutely necessary. The Pastoral Team are best places to take statements and/or disclosures.



4. If this is about a concern or suspicion you have about a child, include the nature of your concerns; what gave rise to them, where, when and how.
5. All recording must be factual. Distinguish between fact and opinion.
6. If a child makes a disclosure to you, you must thoroughly record the context and content of your involvement. Record details including what the child said to you, in their own words.
7. Ensure that interactions with children are child-centred, appropriate and professional
8. Be honest and clear about confidentiality boundaries. Children need to know that staff may not always be able to uphold confidentiality where there are child welfare concerns and will need to share them with someone who is responsible for child protection.
9. Listen, believe and take seriously what the child is saying to you.
10. Allow children time and space to talk to you, but avoid interrogating, investigating or examining children in your care.
11. If you see a child with an injury, always ask them how they sustained the injury. Do not ask a child to remove clothing to show you an injury. Report all injuries/burns etc to the Designated Safeguarding Lead/First Aid Lead and enter on My Concern reporting system.
12. Seriously consider if you are dealing with a concern or an immediate risk of harm. If an immediate risk of harm, report verbally to the Designated Safeguarding Lead without delay.

Kingsway Park High School will follow the Rochdale Borough Safeguarding Children Partnership Child Protection Procedures, which are regularly updated and available by accessing [www.rbscp.org](http://www.rbscp.org)

**Always refer to a Designated Safeguarding Lead and agree what action, if any, is to be taken. Chris Kolbuck/Ian Carey (Acting Headteacher's), Leanne Clarke (Senior DSL) – Assistant Headteacher/Inclusion Lead, Margaret Barbour (DSL), Emma Barnes (DDSL) and Nicola Griffith (SENDCo).**

**If you have a concern about a member of staff or adult within the school you must refer your concern to the Headteacher. If the Headteacher is not available, speak to another member of the Senior Leadership Team (SLT).**

**Note: The Chair of Governors is responsible for managing concerns regarding the Headteacher.**

1. The Designated Safeguarding Officer should always speak with the parent/carer unless you consider, that to do so, would pose additional risk to the child (in the case of suspected sexual abuse or fabricated/induced illness) or that an injury is so serious as to warrant immediate medical treatment and/or referral to Childrens Social Care.
2. The Designated Safeguarding Officer should always, in all cases follow the Rochdale Partnership Safeguarding Children Board multi Agency Child Protection Procedures.

These can be accessed via [www.rbscp.org](http://www.rbscp.org) to guarantee updated information.

3. All concerns, actions, statements and contact must be recorded, dated and kept even if it is determined that no action should be taken – occasional minor incidents/injuries can form a pattern over time which can only be detected through careful logging and may then lead to more serious concerns and the need for action.
4. The DSL should be kept informed of all Safeguarding concerns and kept up to date with progression or otherwise of all cases.
5. All Safeguarding records are kept centrally in the secure 'My Concern' safeguarding reporting system in school. Archived files are kept in a secure, restricted access area of KPHS pastoral care folder. Paper files are stored securely in a locked room within the school building. Key holders are restricted to the Designated Safeguarding Lead, Business Manager and Safeguarding Administrator.

**Remember – the Safeguarding of the children in our care is the responsibility of  
ALL OF US**

**Not referring a concern may jeopardise the safety of a child.**

Where it is believed that a child is suffering from or is at risk of significant harm, we will follow the Rochdale Multi-Agency Safeguarding Children procedures located at [www.rbscp.org](http://www.rbscp.org)

### **5. Recording, Monitoring and Review**

Well-kept records are essential to good Child Protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records, or parts thereof, should be shared with other agencies.

There is also a need to share important education and CP information at the point of a child's transition to another education establishment. The RBSCP protocol on sharing information has been adopted by KPHS.

- All safeguarding concerns must be submitted to the Designated Safeguarding Lead using the My Concern safeguarding system.
- The formal templates for recording all Safeguarding concerns/reports must be used at all times to ensure that a standardisation of accurate records are maintained. These may be attached to the My Concern system as evidence (templates can be located in Kingsnet – Safeguarding).
- All documents relating to Safeguarding must be sent to the Designated Safeguarding Lead.
- Dated and accurate records of all reported concerns and referrals for current students are stored securely in a restricted area within the My Concern safeguarding reporting system and archived files are located in the pastoral care folder or locked room within school.
- If a student leaves the school, a copy of any relevant records is sent to the appropriate person at the receiving school. Standard school records will be retained until the student reaches the age of 25 years. Safeguarding records will be retained until the child reaches the age of 36 Years. The RBSCP protocol for transferring information has been adopted by KPHS.
- The Director of Resources stores all racist incident forms and reports these regularly to the Local Authority.
- In any instance where a member of the First Aid Team is required to attend, a detailed school log is kept using the My Concern online reporting system. If the child is sent to A&E, a SIRC form must be completed and sent to **Jane Nelis (SEN Team/Medical Lead) and Maggie Dooley (SLT)** it will then be sent onto the Local Authority. Accident at Work forms are completed by relevant professionals and administered by the Director of Resources.
- A record is held centrally of all relevant training using the Blue-Sky System.
- The SLT staff with responsibility for all Key Stages monitor incidents of (for example) harassment, discrimination, racial abuse and gang activities. The inclusion team and related agencies deal with these and develop strategies to reduce their occurrence.
- The progress of students in identified vulnerable groups for example LAC (CfC) and SEN, is monitored and interventions applied as appropriate – this includes the monitoring of academic progress, attendance and punctuality, fixed period exclusions.
- Student Voice has been created and developed within the school and is used to ascertain student perception regarding matters relating to their safety and well-being.

- The Headteacher reports regularly to the Governing body and the DSL reports to the Governing body annually.
- The Designated Safeguarding Lead maintains appropriate training and development to ensure practice remains current. In addition, the DSL ensures other Safeguarding staff are appropriately trained in order to maintain their commitment to their specialist role.
- This policy and related procedures will be reviewed every academic year – and more often as necessary (for example in the light of new legislation), action as necessary will be taken to ensure the procedures are rigorously applied.
- Safeguarding procedures and responsibilities will be re-visited by all staff at the start of each year.
- The Governing Body will undertake an annual review of child protection and Safeguarding activities within the school, including allegations against staff.
- The Designated safeguarding lead will collaborate with SLT on a rolling quality assurance programme to ensure procedures are robust and fit for purpose.
- The Designated safeguarding lead will complete RBSCP Bi- annual safeguarding audit for submission on an annual basis to ensure standards are met.

### **Appendices**

Appendix 1 – Protecting children from radicalisation: the prevent duty.

Appendix 2 – Female Genital Mutilation (FGM) and the mandatory reporting duty.

Appendix 3 – Children Missing Education (DfE statutory guidance) and homelessness.

Appendix 4 – Forced Marriage and Honour Based Violence.

Appendix 5 – Child Sexual Exploitation (CSE).

Appendix 6 – Peer on Peer Abuse includes sexually harmful behaviours.

Appendix 7 – Child Criminal Exploitation (CCE).

Appendix 8 – Private Fostering.

Appendix 9 – Allegations of abuse made against staff.

Appendix 10 – Domestic Abuse

## **Appendix 1**

### **Protecting children from radicalisation**

**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

**Terrorism** is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk. The local authority Equality and Community Cohesion Officer, Muhammad Abdul Aleem can assist schools in providing appropriate training.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in student's behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a student is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves.
- Becoming susceptible to conspiracy theories and feelings of persecution.
- Changes in friendship groups and appearance.
- Rejecting activities, they used to enjoy.
- Converting to a new religion.
- Isolating themselves from family and friends.
- Talking as if from a scripted speech.

- An unwillingness or inability to discuss their views.
- A sudden disrespectful attitude towards others.
- Increased levels of anger.
- Increased secretiveness, especially around internet use.
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions.
- Accessing extremist material online, including on Facebook or Twitter.
- Possessing extremist literature.
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations.

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a student, they will follow KPHS Safeguarding procedures including discussing their concerns with the DSL.

Staff should always act if they are worried.

## **Appendix 2**

### **Female Genital Mutilation (FGM) and the mandatory reporting duty**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a student is at risk of FGM.

Indicators that FGM has already occurred include:

- A student confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/student already being known to social services in relation to other safeguarding issues.

A girl:

- Having difficulty walking, sitting or standing or looking uncomfortable.
- Finding it hard to sit still for long periods of time (where this was not a problem previously).
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.

- Having frequent urinary, menstrual or stomach problems.
- Avoiding physical exercise or missing P.E.
- Being repeatedly absent from school or absent for a prolonged period.
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behavior.
- Being reluctant to undergo any medical examinations.
- Asking for help, but not being explicit about the problem.
- Talking about pain or discomfort between her legs.

Potential signs that a student may be at risk of FGM include:

- The girl's family having a history of practicing FGM (this is the biggest risk factor to consider).
- FGM being known to be practiced in the girl's community or country of origin.
- A parent or family member expressing concern that FGM may be carried out.
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues.

A girl:

- Having a mother, older sibling or cousin who has undergone FGM.
- Having limited level of integration within UK society.
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman".
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period.
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to consider the context of the discussion).
- Being unexpectedly absent from school.
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication.

These indicators and risk factors are not intended to be exhaustive.

## **Forced Marriage**

Forcing a person into marriage is a crime. A forced marriage is someone entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a student is being forced into marriage, they will speak to the student about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the student about the concerns in a secure and private place.
- Activate the local safeguarding procedures and refer the case to the Local Authority's designated officer.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

## **Appendix 3**

### **Children Missing Education (DfE statutory guidance)**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from Gypsy, Roma or Traveller families. Come from new migrant families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.

We will follow local procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.



This includes informing the Local Authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the Local Authority, when applicable, when removing a child's name from the admission register at non-standard transition points. As part of this process, school investigates unexplained absences and reports attendance to the Local Authority.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the Local Authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

The school will make every reasonable effort to obtain multiple emergency contact numbers for all children and will follow Rochdale Council CME guidance which outlines Rochdale Borough Council's systems for identifying and maintaining contact with children missing from education and the steps taken to identify those at risk.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and Family Worker will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

## **Appendix 4**

### **Forced Marriage**

Forced marriage is a human rights abuse and a crime. It can constitute both child abuse and sexual abuse. The United Nations considers it a form of trafficking, sexual slavery, and exploitation. Some, however, still see it as a private, personal, domestic, family, religious, or cultural issue.

A clear distinction must be made between a **forced** marriage and an **arranged** marriage. The tradition of arranged marriages has operated successfully within many communities and many countries for a very long time. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the child/young person.

Forced marriage, whether a religious or civil ceremony, cannot be justified on religious grounds. Every major faith condemns it and freely given consent is a prerequisite of Christian, Jewish, Hindu, Muslim and Sikh marriages

In forced marriage, one or both spouses do not consent to the marriage and some element of duress is involved. Duress includes both physical and emotional pressure and abuse.

Forced marriage is primarily, but not exclusively, an issue of violence against females. Most cases involve young women and girls aged between 13 and 30, although there is evidence to suggest that as many as 15% of victims are male. The school follows Rochdale Multi-Agency Safeguarding Children procedures for cases of dealing with forced marriage for a child/young person under 18 years of age and any individual in school who receives information, or has reason to believe that a child/young person is at risk of or subject to a forced marriage, should speak with the DSL in school who should then make a CP referral to EHASH in line with the procedures. Seek advice from the forced marriage unit 020 70080151 or <https://www.gov.uk/guidance/forced-marriage>.

### **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

## **Appendix 5**

### **Child Sexual Exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the Local Authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections or becoming pregnant.
- Displaying inappropriate sexualised behavior.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and/or alcohol.
- Going missing for periods of time, or regularly coming home late.
- Regularly missing school or education, or not taking part in education.

School may seek advice and support from the multi-agency complex safeguarding team if there is a concern about a child being subject to CSE.

## **Appendix 6**

### **Peer on Peer Abuse**

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer on peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation) and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator, as well as the victim.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE, 2016). Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers however, it can also affect boys and young men, those with learning difficulties or disabilities, lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ) children and young people and those who are from different communities.

## **Types of abuse**

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail.

### **Physical abuse for example biting, hitting, kicking, hair pulling etc.**

Physical abuse may include hitting, kicking, nipping, shaking, biting, hair pulling or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour including accidentally, before considering the action or punishment to be undertaken.

### **Sexually harmful behaviour/sexual abuse for example, inappropriate sexual language, touching, sexual assault etc.**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it, as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, to sexually touching another or sexual assault/abuse.

'Up Skirting' is now a criminal offence and this includes taking pictures under a persons clothing without them knowing, with the intention of viewing their buttocks or genitals to obtain sexual gratification.

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

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 (i.e. that it is more likely that girls will be victims and boys' perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's behaviour policy, but this child protection and safeguarding 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 students in the school at risk.
- Is violent.
- Involves students being forced to use drugs or alcohol.
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting).

### **If a student makes an allegation of abuse against another student:**

- You must record the allegation and tell the DSL, 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 children’s mental health services, 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 students, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent.
- Ensuring students know they can talk to staff about concerns and worries.
- Ensuring staff are trained to understand that a student 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.

**Bullying for example physical, name calling, homophobic etc:**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated or has the potential to be repeated over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An imbalance of power – young people who bully, use their power such as physical strength, access to embarrassing information or popularity to control or harm others. Power imbalances can change over time and in different situations even if they involve the same people.
- Repetition – bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically, verbally or for a particular reason e.g. size, hair colour, gender, sexual orientations and excluding someone from a group on purpose.

**Cyber Bullying**

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone for the same reasons as above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 (section 1), which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003 (section 127) which states that electronic communications which are grossly offensive or indecent, obscene or menacing or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another, could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

## **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession or distributing indecent images of a person under 18 onto someone else, young people are not even aware that they could be breaking the law as stated, as these are offences under the Sexual Offences Act 2003.

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 student 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 student to delete it
- Ask the student(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 students 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 student(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 students.
- 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 students 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 students 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 student in the imagery is under 13.
  
- The DSL has reason to believe a student 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 students involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student 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 student at risk of harm.

## **Referring to the police**

If it is necessary to refer an incident to the police, this will be done via referral to EHASH, or through contacting Police directly via 101.

We recognise that student's 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.
- Student's being more prone to peer group isolation than other student's.
- The potential for student's 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 student's with SEN and disabilities.

## **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded.

## **Curriculum coverage**

Students are taught about the issues surrounding sexting as part of our PSHE education and computing programmes. Teaching covers the following in relation to sexting:

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

Students also learn the strategies and skills needed to manage:

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



## **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised and which is connected with prejudices around belonging, identity and equality in wider society, in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

## **Teenage Relationship Abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour in a heterosexual or same gender relationship in order to gain power and maintain control over the partner.

It is vital for professionals to understand that the child who is perpetrating the abuse may also be at risk of harm. Professionals should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this.

Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others which may prevent the abuse as a whole.

Professionals should make every effort to understand the environmental context of the child's life when assessing the risk posed to the child or young person. Individual experiences do not necessarily cause the abuse the victim is experiencing, but this may be used by perpetrators who have power and control over them. Staff must use their professional judgement in identifying when what may be perceived as 'normal developmental childhood behaviour' becomes abusive, dangerous and harmful to others.

## **Appendix 7**

### **Gangs:**

#### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team or gang etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse and harassment.

## **Child Criminal Exploitation (CCE)**

County Lines is the term used to describe the internal trafficking of children for exploitation. Children trafficked in this way are used by gangs to commit crime on their behalf and as a result are often dealt with by the criminal justice system rather than being recognised as victims and safeguarded. Child criminal exploitation (CCE) can expose victims to injuries, trauma, sexual violence, debt bondage and danger.

The arranging or facilitating of the travel of children (and vulnerable adults) for the purpose of them selling drugs, firearms or sex on their behalf is exploitation and can fall under the Modern Slavery Act's definitions of exploitation.

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or possessions (although we are aware this is not typical in Rochdale cases).
- Associating with other young people involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs and alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education.
- Not taking part in education.

The DSL may seek advice from the multi-agency complex safeguarding team if a child is thought to be at risk of CCE.

## **Appendix 8**

### **Private Fostering**

A private fostering arrangement is one that is made without the involvement of a Local Authority for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. The legislation governing private fostering is the 'Children (Private Arrangements for Fostering) Regulations 2005'

Most frequently, young people are in private foster care for the following reasons:

- Children from other countries sent to live in the UK with extended family.
- Host families for language schools.
- Parental ill-health.
- Where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams).
- Teenagers estranged from their families.

There may also be private foster care arrangements for the following reasons:

- Children brought from outside the UK with a view to adoption.
- Children at independent boarding schools who do not return home for holidays and are placed with host families.
- Trafficked children.

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt. Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

Given the 'hidden' nature of much private fostering, local authorities have a duty to raise awareness of the need to notify the local Children's Services department and

schools have a vital role within this, as the people who see children and families on a day to day basis.

Further information is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf)

## **Appendix 9**

### **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 or volunteer has:

- Behaved in or may have behaved in a way that indicates they may not be suitable to work with children.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Staff must inform the Headteacher if anything in their life could impact on their ability to safeguard or the school's reputation. 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 child protection 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**

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.
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work.

## 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. DSL, Headteacher and/or line manager will offer support.
- 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.

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 Governing board/Local Authority 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.

### **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 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 student(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 student.

### **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 or 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.



## **Appendix 10**

Children can witness and be adversely affected by domestic abuse where it occurs between family members at home. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The abuse may or may not include violence.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Within Rochdale, our Police force uses Operation Encompass. This means that if police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This enables the DSL to consider any support that may be required according to the child's needs and to update school safeguarding records. The DSL may wish to contact the Operation Encompass helpline (telephone number 0204 523 9990) to seek advice about what support may be useful for the child and/or to check the local authority domestic abuse webpage for up to date information about local support service; [Rochdale domestic abuse information](#).