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Safeguarding
Policy

20

15

'Safeguarding Children is Everyone's Responsibility'

Named Personnel with Designated Responsibility for Safeguarding

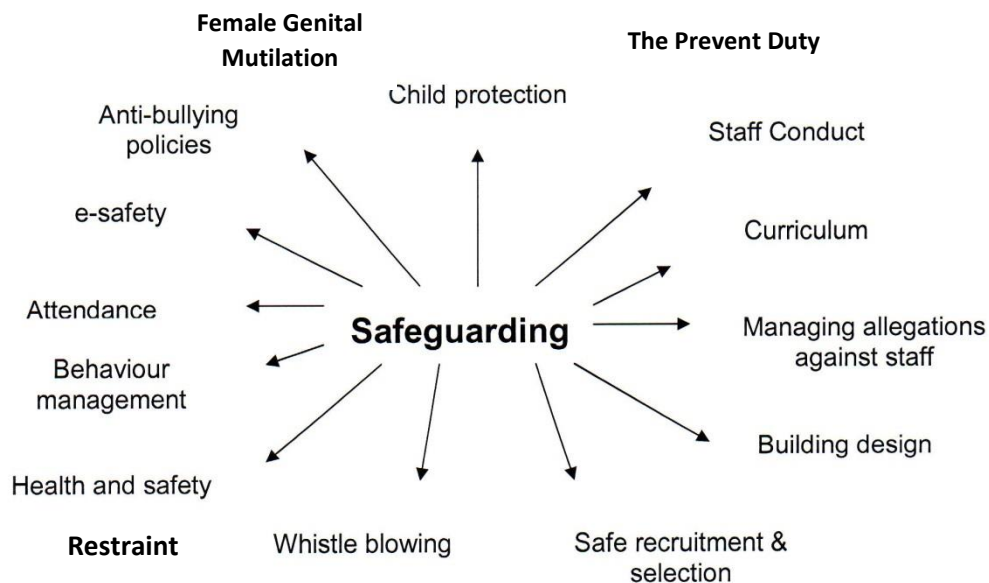
Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor
2015-2016	Michelle Thomas (Grazebrook) Nicole Reid (Shacklewell) Derek Hewie (Woodberry Down)	Alex Webb (Grazebrook & Shacklewell) Sally Sawdon (Woodberry Down)	Ben Plant

Named Personnel with Designated Responsibility Regarding Allegations Against Staff

Academic Year	Designated Senior Manager	Deputy Designated Senior Manager	Nominated Governor
2015-2016	Michelle Thomas	Nicole Reid Derek Hewie	Ben Plant

Named Personnel with Designated Responsibility Regarding Extremism and Radicalisation

Academic Year	Designated person with responsibility regarding extremism and radicalisation. Known as the Single Point of Contact (SPOC)
2015-2016	Michelle Thomas (Grazebrook) Nicole Reid (Shacklewell) Derek Hewie (Woodberry Down)



At our schools we are committed to creating and maintaining a safe and secure environment for children, staff, volunteers and visitors. We promote a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others.

In our schools we will fulfil local and national responsibilities as laid out in the following documents:

- *Keeping Children safe in Education (DfE July 2015)*
- *Working Together to Safeguard Children (March 2015)*
- *The Prevent Duty (DfE June 2015)*
- *The Procedures of City and Hackney Safeguarding Board*
- *The Children Act 1989*
- *The Children Act 2004*
- *The Education Act 2002 2175/s157*
- *What to do if you're worried a child is being abused (DfE March 2015)*
- *London Child Protection Procedures*
- *Information Sharing (DfE March 2015)*
- *Hackney Learning Trust Safeguarding Statement*

Introduction

We believe that our schools must provide a safe, positive and caring environment in which children can grow in their social, physical and moral development. We recognise the vital contribution our schools can make in safeguarding children from harm and we carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

The four main elements to this policy are:

- ***Prevention*** through the curriculum and pastoral support offered to children and their families
- The school's child protection ***infrastructure and procedures*** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns
- ***Support*** for children who may have suffered significant harm, and their families
- ***Staff recruitment, management and support systems*** which protect children

This policy applies to all adults, including volunteers, working in or on behalf of the school.

We recognise that:

- *Some children may be especially vulnerable to abuse*
- *Children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging*
- *Children can be victims and perpetrators of abuse*
- *Children who harm others may have been abused themselves*
- *Allegations can be made against staff, however careful and safe our recruitment practices*

Infrastructure and Procedures

The procedures for safeguarding children will be in line with the Local Safeguarding Children's Board and in Hackney this is City and Hackney Safeguarding Children's Board.

Safer Recruitment and Selection

The schools pay full regard to the statutory guidance for schools and colleges; **Keeping Children Safe in Education (2015)**. We ensure that all appropriate measures are applied in relation to everyone who works in our schools and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service \(DBS\)](#).

See Appendix 1 – Flowchart of Disclosure and Barring Service criminal record checks and barred list checks

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- Our schools are committed to keeping an up to date single central record detailing a range of checks carried out on our staff
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- Our schools will ensure that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA)
- Staff responsible for recruiting and appointing must be suitably qualified **and it is best practice to** have successfully completed the on-line Safer Recruitment training or other appropriate Safe Recruitment training.

Safe Practice

Our schools will comply with the current Guidance for Safer Working Practice for Adults who work with Children and Young People and ensure that information in this guidance regarding conduct is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question
- discuss and/or take advice from school management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Information about Safeguarding for Pupils

Through personal, social, health and economic (PSHE) education lessons and other curriculum opportunities, pupils are taught to understand and manage risks they may encounter during school life and work out with staff how these risks may be overcome; taking into account their wishes and feelings. They are regularly reminded about e-safety and bullying procedures and also taught how to conduct themselves and behave in a responsible manner.

All pupils know there is a designated safeguarding lead responsible for safeguarding and who this is; that they have a right to speak to this member of staff in confidence. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

Partnership with Parents

Our schools share a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

We will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding policy is available on request.

Partnerships with Others

Our schools recognise that it is essential to establish positive and effective working relationships with other agencies that are partners of the City and Hackney Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School Training and Staff Induction

The school's designated safeguarding lead and governor with designated responsibility for safeguarding will undertake child protection training for designated safeguarding leads and refresher training at two yearly intervals.

All other school staff, including non teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with our safeguarding policy and informed of the school's safeguarding arrangements on induction.

Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. All parents have access to the Anti-bullying Policy (within our Behaviour Policy) and for pupils the subject of bullying is addressed at regular intervals in the (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing safeguarding procedures.

E-Safety

Our schools recognise that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.

The schools have an E-Safety policy that is known to all staff and pupils.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- *seek their consent for photographs to be taken or published (for e.g. on our websites or in newspapers or publications)*
- *seek parental consent*
- *use only the pupil's first name with an image*
- *ensure pupils are appropriately dressed*
- *encourage pupils to tell us if they are worried about any photographs that are taken of them*

Children Missing from School and Education

Our school's follow the *Safeguarding Children Practice Guidance; Children Missing from School from the London Child Protection Procedures* and will refer all cases of concern to the Education Welfare Officer (EWO) and Children's Social Care.

Where parents inform us that they wish to 'home educate' their child, we will inform the EWO or Education Welfare Service (EWS), who will implement the "Elective Home Education" procedure.

In Hackney, the Social Inclusion Service within Education is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

Female Genital Mutilation

In our school's we recognise the need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. Staff know that they have a **mandatory duty** to report when they suspect that FGM will potentially take place or may have already taken place. **Appendix 2 shows a flowchart of action.**

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. If CSE is suspected staff know to record and report this to a Designated Safeguarding Lead, who will then follow referral procedures.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.

Confidentiality

The school will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2015\)](#), and have a clear and explicit confidentiality policy.

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

Pupil Information

The School's record-keeping policy for child welfare and child protection is consistent with DfE guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)

- *emergency contact details (if different from above)*
- *details of any persons authorised to collect the child from school (if different from above)*
- *any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)*
- *if the child is or has been subject to a child protection or care plan*
- *name and contact detail of G.P.*
- *any other factors which may impact on the safety and welfare of the child*

The schools will collate, store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be locked away and only accessible to the head teacher and the designated safeguarding lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection. Original copies will be retained according to school policy on retention of records.

Roles and Responsibilities

Our Governing Body will ensure that:

- *the school has a Safeguarding Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;*
- *the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;*
- *the school follows the London Child Protection procedures for dealing with allegations of abuse against staff and volunteers*
- *a senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);*
- *they have a named governor lead for safeguarding;*
- *staff undertake appropriate safeguarding/child protection training, at regular intervals;*
- *they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;*
- *a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Headteacher ;*
- *they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged*

Our Headteachers will ensure that:

- *The policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;*
- *Sufficient resources and time are allocated to enable the designated person and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meetings;*

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed **Whistle Blowing Policy (Appendix 3)**;
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves online;
- They have completed the on-line Safer Recruitment training; (best practice)
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A deputy senior manager is appointed to deal with allegations against staff in the absence of the head teacher.

Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals

- Refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- Act as a source of support, advice and expertise within the educational establishment and have access to the online London Child Protection Procedures;
- Liaise with the Headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral;
- Have knowledge of the escalation policy, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years.

Raising Awareness

- Ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main pupil file, as well as ensure the pupil's social worker is informed.

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the designated safeguarding lead of any concerns.

Identifying children who may be at risk of significant harm

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The

relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

- **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people. **There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.**
- **Physical Abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.
- **Emotional Abuse** is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- **Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:
 - ✓ Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
 - ✓ Protect a child from physical and emotional harm or danger
 - ✓ Ensure adequate supervision (including the use of inadequate caretakers)
 - ✓ Ensure access to appropriate medical care or treatment.
 - ✓ It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Taking action to ensure that children are safe at school and at home

All staff should follow the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2015\) – Part One: Safeguarding information for all staff](#).

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff; however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for safeguarding (or the deputy designated safeguarding lead in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse about or by a child / young person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and will complete and submit a **Sharing Concern Form (Appendix 4)**.

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information
- Make a written record of what the child has said using the **Sharing Concern Form**
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child

- Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Following any information raising concern, the designated safeguarding lead will:

- Consider the child's wishes and feelings, but not promise confidentiality
- Consider any urgent medical needs of the child
- Make an immediate referral to Hackney Social Services Children's Referral and Advice Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
- Consult with a member of Hackney Social Services Children's Referral and Advice Team if they are uncertain whether or not a referral is required.

In consultation with Hackney Social Services Children's Referral and Advice Team decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
- Contact the designated officer for safeguarding in another agency if that agency is working with the family

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school file
- If further monitoring is necessary and agree who and how this will be undertaken
- If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care for children living in Hackney needs to be completed using the Multi-agency Referral of a Child in Need form

Action Following a Child Protection Referral

The designated safeguarding lead or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker
- Contribute to the Strategy Discussion and Strategy Meeting
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference
- Share the content of this report with the parent, prior to the meeting
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care

Dealing with Disagreement and Escalation of Concerns

The designated safeguarding lead or other appropriate member of staff will:

- *Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing*
- *Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing*

Supporting the Child and Working in Partnership with Parents

- *We will provide a secure, caring, supportive and protective relationship for the child*
- *Our school's recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents*
- *Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child*
- *Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why*
- *We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child*

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- behaved in a way that has harmed a child or may have harmed a child;*
- possibly committed a criminal offence against or related to a child; or*
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2015\) – Part Four: Allegations of abuse made against teachers and other staff](#))*

We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the above-mentioned document. This includes allegations against staff in their personal lives.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

Initial Action by person receiving or identifying an allegation or concern

- *Treat the matter seriously and keep an open mind*
- *Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this*
- *Immediately report the matter to the DSL or deputy in their absence or where the DSL is the subject of the allegation*

Initial Action by the Designated Safeguarding Lead (The DSL will normally be the Headteacher). If the DSL is the subject of the allegation, then the Chair of Governors will take the following action.

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses
- Contact the LADO within 1 working day
- Discuss with the LADO next steps using the London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff
- Inform the Chair of Governors of the allegation

Subsequent Action by the Designated Safeguarding Lead

- Conduct a disciplinary investigation, if an allegation indicates the need for this
- Contribute to the child protection process by attending professional strategy meetings
- Maintain contact with the LADO
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made

Children Who Harm Others

Our Schools recognise that the harm caused to children by the harmful and bullying behaviour of other children can be significant.

Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied. Our schools recognise that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Referrals

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to children's social care of the victim(s) and perpetrator(s).

Our schools will be mindful of the sections in the London Child Protection Procedures concerning "Harming Others" and "Sexually Active Children" and work closely with social care, the police and other agencies following the investigation of a referral.

Safeguarding Pupils who are Vulnerable to Extremism

Our school's value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Our schools are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

We seek to protect children and young people against the messages of all violent extremism.

Risk Reduction

The Executive Headteacher, Heads of School and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

Response

Our schools, like all others, are required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationships or drug/alcohol issues.

Indicators of Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.'

Extremism is defined by the Crown Prosecution Service as:

- ***The demonstration of unacceptable behaviour by using any means or medium to express views which:***
- ***Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;***
- ***Seek to provoke others to terrorist acts;***

- **Encourage other serious criminal activity or seek to provoke others to serious criminal acts or**
- **Foster hatred which might lead to inter-community violence in the UK.**

There is no such thing as a “typical extremist.” Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

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

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- *Being in contact with extremist recruiters;*
- *Accessing violent extremist websites, especially those with a social networking element;*
- *Possessing or accessing violent extremist literature;*
- *Using extremist narratives and a global ideology to explain personal disadvantage;*
- *Justifying the use of violence to solve societal issues;*
- *Joining or seeking to join extremist organisations; and*
- *Significant changes to appearance and / or behaviour;*
- *Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.*

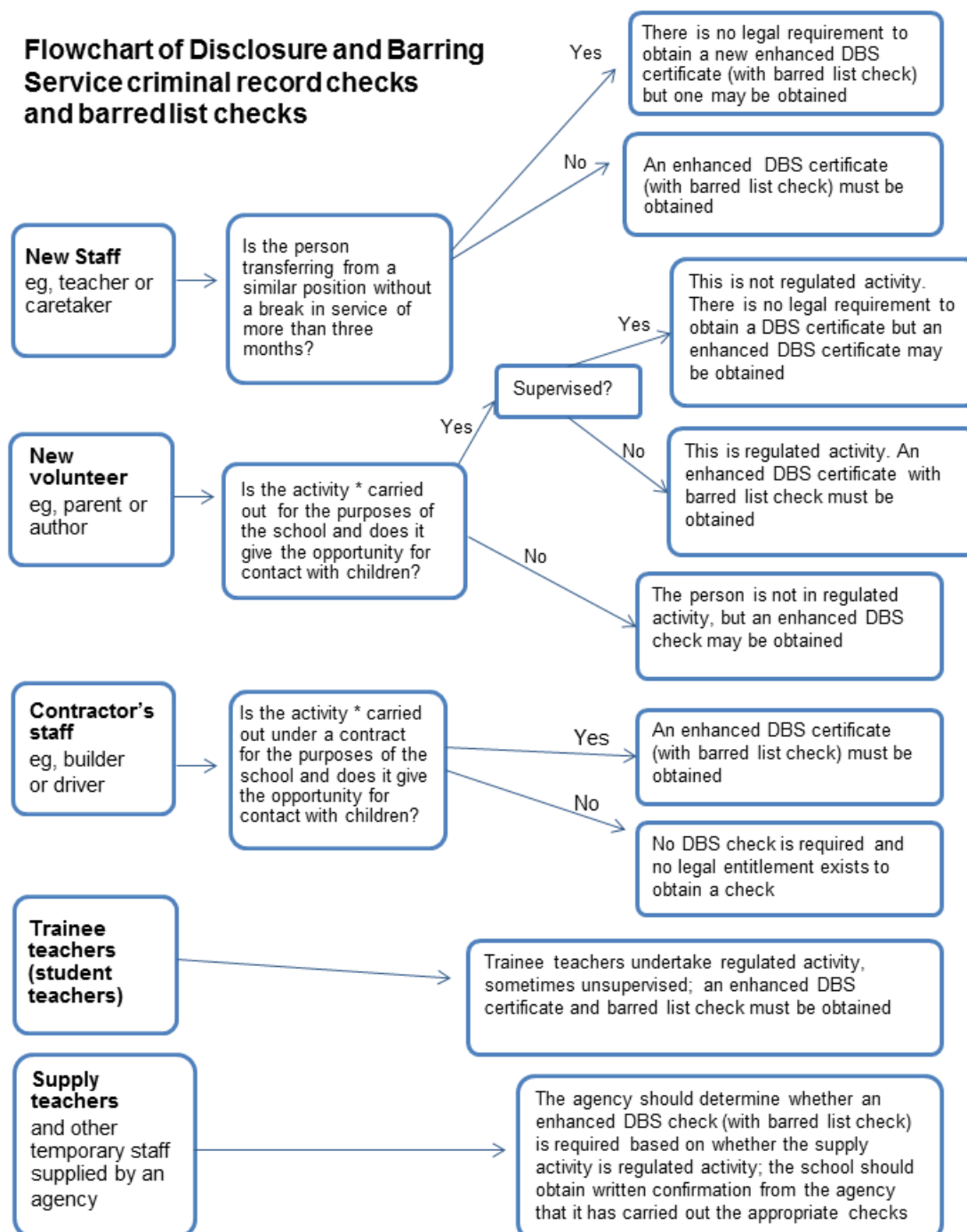
Preventing Violent Extremism

The SPOC is responsible for:

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

Appendix 1

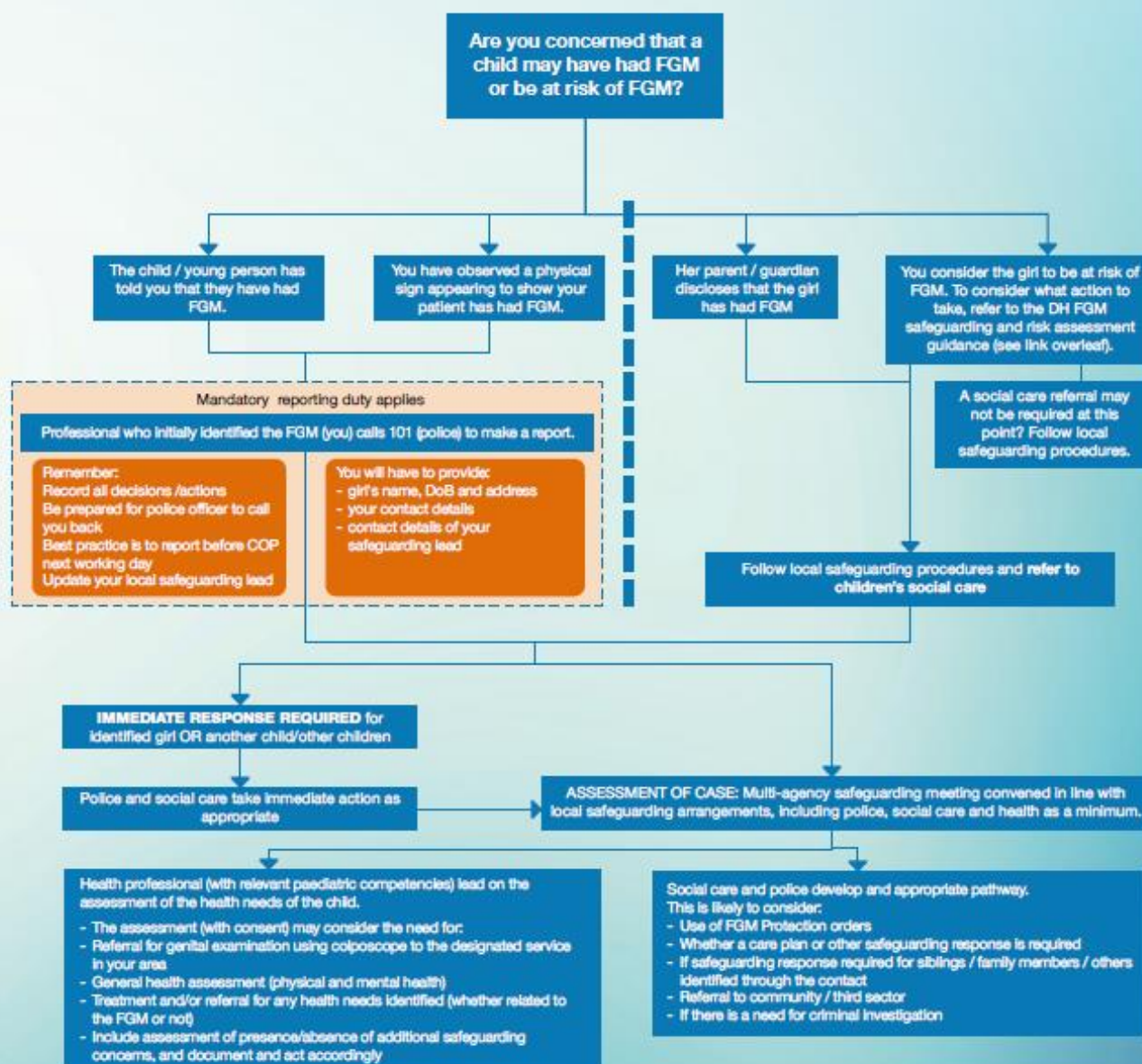
Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'



FGM Mandatory reporting duty



If a girl appears to have been recently cut or you believe she is at imminent risk, act immediately – this may include phoning 999.

REMEMBER: Mandatory reporting is only one part of safeguarding against FGM and other abuse. Always ask your local safeguarding lead if in doubt.

Appendix 3

SAFEGUARDING CHILDREN: WHISTLE BLOWING

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistle blowing

- *Each individual has a responsibility for raising concerns about unacceptable practice or behaviour*
- *To prevent the problem worsening or widening*
- *To protect or reduce risks to others*
- *To prevent becoming implicated yourself*

What stops people from whistle blowing

- *Fear of starting a chain of events which spirals out of control*
- *Disrupting the work or project*
- *Fear of getting it wrong*
- *Fear of repercussions or damaging careers*
- *Fear of not being believed*

How to raise a concern

- *You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken*
- *Try to pinpoint exactly what practice is concerning you and why*
- *Approach your immediate manager, Designated Teacher for Child Protection, or Head teacher*
- *If your concern is about your Head teacher, speak to the Chair of Governors or if you feel you need to take it to someone outside the school, contact Hackney's Local Authority Designated Officer.*
- *Make sure you get a satisfactory response - don't let matters rest*
- *Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can*

A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.

¹ *Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.*

What happens next

- *You should be given information on the nature and progress of any enquiries*
- *Your employer has a responsibility to protect you from harassment or victimisation.*
- *No action will be taken against you if the concern proves to be unfounded and was raised in good faith*
- *Malicious allegations may be considered as a disciplinary offence*

Self Reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further Advice and Support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Appendix 4



Sharing Concern Form

Once completed, please take a copy of this form for your records before handing it to a designated safeguarding officer

*****DO NOT USE THIS FORM FOR URGENT CHILD PROTECTION CONCERNS. FOLLOW CHILD PROTECTION PROCEDURES*****

Name of child:	Date of birth:										
Class:	Year:										
Person sharing concern:	Date concern shared:										
Nature of concern:											
<p>Which of the following Every Child Matters outcomes do you feel are being compromised or likely to be compromised if this concern is not addressed? (Please tick all that apply – double click if completing electronically)</p> <table border="1"> <tr> <td>Being Healthy</td> <td><input type="checkbox"/></td> <td>Staying Safe</td> <td><input type="checkbox"/></td> <td>Enjoying and Achieving</td> <td><input type="checkbox"/></td> <td>Making a Positive Contribution</td> <td><input type="checkbox"/></td> <td>Achieving Economic Well-Being</td> <td><input type="checkbox"/></td> </tr> </table>		Being Healthy	<input type="checkbox"/>	Staying Safe	<input type="checkbox"/>	Enjoying and Achieving	<input type="checkbox"/>	Making a Positive Contribution	<input type="checkbox"/>	Achieving Economic Well-Being	<input type="checkbox"/>
Being Healthy	<input type="checkbox"/>	Staying Safe	<input type="checkbox"/>	Enjoying and Achieving	<input type="checkbox"/>	Making a Positive Contribution	<input type="checkbox"/>	Achieving Economic Well-Being	<input type="checkbox"/>		
<p>Have you or anyone else discussed this concern with the child? YES/NO (Please indicate) If so, what was the outcome? If not, why not?</p>											
<p>Have you or anyone else discussed this concern with the child's parent/carer(s)? YES/NO (Please indicate) If so, what was the outcome? If not, why not?</p>											
<p>Is the parent/carer in agreement with you sharing this concern? YES/NO (Please indicate) N.B. In most circumstances, concerns should not be shared unless parent/carer permission has been sought.</p>											
<p>Have you taken any other action to address this concern so far? YES/NO (Please indicate) If so, what did you do and what was the outcome? If not, why not?</p>											
<p>Is the child receiving any form of specialised/targeted support currently, whether related to the concern or not?</p>											
<p>What action/support would you like to see happen as a result of sharing this concern with the designated safeguarding officer(s)?</p>											
<p>Have you discussed this concern with any other member of staff? YES/NO (Please indicate) If so who, and what was the outcome?</p>											

REPORTING ADULTS'S SIGNATURE _____ DATE _____

<i>Policy reviewed</i>	<i>September 2015</i>
<i>Adopted by Governing Body</i>	<i>December 2015</i>
<i>Review date</i>	<i>September 2016</i>