

# **Dean Field Community Primary School**

## **School Safeguarding Policy 2016/17**

## School) Child Protection & Safeguarding Policy 2016/17

The Headteacher is. Mr Leigh Brown.

This policy was developed on Spring 2017.

This policy was signed off by the Governing Body on 10th July 2017

The policy will be reviewed in July 2018.

The Designated Safeguarding lead (DSL) who takes the lead for Child Protection is

Lorraine Stansfield.

The Deputy Designated Safeguarding lead(s) is/are

Leigh Brown (Headteacher). Sarah Tindal (Deputy Head).

The name of the Designated Teacher for Children who are Looked After is

Sarah Tindal.

The named Member of the Governing Body for Safeguarding is

Mrs Joanne Heyworth

Contact number (Work) 01422 244890

# Contents

## **Introduction**

### **Section 1 School Commitment**

### **Section 2 Providing a Safe and Supportive Environment**

- 2.1 Safer Recruitment and Selection
- 2.2 Safe Working Practice
- 2.3 Risk Assessment
- 2.4 Safeguarding Information for Pupils
- 2.5 Partnership with Parents
- 2.6 Partnership with Others
- 2.7 School Training and Staff Induction
- 2.8 Support, Advice and Guidance for Staff

### **Section 3 Ensuring that Children are Safe at School and at Home**

- 3.1 Child Protection Procedures
- 3.2 Supporting the child and partnership with parents
- 3.3 Preventing violent extremism
- 3.4 Child Sexual Exploitation
- 3.5 Female Genital Mutilation
- 3.6 Children Missing from Education
- 3.7 Domestic Abuse
- 3.8 Forced Marriage
- 3.9 Peer on peer abuse

### **Section 4 Allegations regarding Person(s) Working in or on behalf of School (including Volunteers)**

- 4.1 Managing Allegations Procedures

## **Introduction**

The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on [www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk)
- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Information Sharing (2015)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2012
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)

Safeguarding is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children, 2015)

We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

## Section 1 School Commitment

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

The purpose of this policy is:

- To inform staff, parents, volunteers and governors about the school's responsibility for safeguarding children and to develop awareness and identification of abuse
- To establish and maintain an environment where children are and feel safe, can learn, and are encouraged to talk and are listened to.

Everyone working in or for our school service shares an objective to help keep children and young people safe by:

- Reading and understanding Part 1 of Keeping Children Safe in Education (September 2016)
- Reading and understanding the booklet, what to do if you're worried a child is being abused (March 2015)

providing a safe environment for children and young people to learn and develop in our school setting, and identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting.

**Dean Field School** is committed to safeguarding and promoting the well being of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that 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. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding the school ensures that all policies are cross-referenced and reviewed annually. All policies are available to staff, and a register is kept and signed by staff as evidence that they have read and thus agreed to adhere to any policies.



## **Section 2 Providing a Safe and Supportive Environment**

### **2.1 Safer Recruitment and Selection**

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2016) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This school is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;
- (for independent schools/academies/free schools) all members of the proprietor body

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Mrs Dawn Edwards (School business manager)

Mr Leigh Brown (Head teacher)

Mrs Sarah Tindal (Deputy head teacher)

The above people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### **2.2 Safe Working Practice**

The Teaching Standards (2012) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school 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.

In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our Staff Behaviour Policy (Code of Conduct) and Whistle Blowing Policy; safe working practices in our school ensure that pupils are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability

- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LADO)

### 2.3 Risk Assessments

Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, *(such as premises and equipment, on-site activities, off-site activities, venues used, transport)*. Where relevant, risk assessments are carried out for individual pupils, and supported by action plans identifying how potential risks would be managed. *These are electronically entered on Calderdale Evolve system*

Individual risk assessments are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

### 2.4 Safeguarding Information for pupils

All pupils in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for child protection and pupils know who this is. Likewise all pupils know that there is a Deputy DSL who they would talk to if the DSL was not in school, We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Pupils in our school are treated with dignity and respect and their views are listened to. School's arrangements for consulting with and listening to pupils are *Safeguarding (DSLs), Helping hand, School council, Whole school assemblies, Behaviour support team, PSHE, Strong peer, relationships.*

We make pupils aware of these arrangements by *Displays around school, Speaking with children to collect their wishes & feelings & Questionnaire's*

Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

### 2.5 Partnership with Parents

**Dean Field School** shares a purpose with parents to educate and keep children safe from harm.

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 to do so, or it is necessary to do so, in order to protect a child

In general, **Dean Field School** will discuss any concerns with the family and, where possible, obtain their agreement to making a referral. **However, this will only be done where such discussion and agreement will not place a pupil at increased risk of significant harm.**

Even if the above procedure has not been completed the child should not be detained in school beyond the end of the school day. In exceptional circumstances where the child is distressed or considered to be at significant risk, designated teachers must liaise with care services as to the appropriate course of action.

## **2.6 Partnership with others**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies. *(Insert details of relationships the school has for promoting a safe and supportive environment e.g. LA, Multi-Agency Screening Team (MAST), Early Intervention Panel (EIP) CAMHS, Police, Health, Education Welfare, Childline in Partnership with schools, NSPCC, National Youth Advocacy Service, Surestart, Children's Fund, Womens Centre, Noah's Ark child & adult Counselling service, Pennine Housing, Lifeline, Recovery Steps,)* There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

As a school we will cooperate with Social Care where they are conducting child protection enquiries. Furthermore school will endeavour to attend appropriate inter-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child In Need reviews and Initial and Review Child Protection Case Conferences. We will provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

## **2.7 School Training and Staff Induction**

The school's Designated Safeguarding Leads undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's Schools Safeguarding Advisor. The DSL also attends other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.

The Head teacher and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. *Dean Field School* ensure that this takes place *by (the DSLs)*

*Dean Field School provides annual updates through face-to-face delivery or by coordinating online training, and/or the school accesses external face-to-face training.*

All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and child protection procedures and are informed of school's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

## **2.8 Support, Advice and Guidance for Staff**

Staff will be supported by *(Dean Field) school, LA and professional associations.*

The designated safeguarding lead for Safeguarding/Child Protection will be supported by *(Headteacher nominated governor, supervision arrangement with other designated person)*

Advice is available from the Schools Safeguarding Advisor (Rezina Kelly 01422 392134).

Safeguarding is also an agenda item for *(whole school staff meetings, DSL meetings)* and therefore there is an opportunity for discussion and to raise concerns on a *(weekly/fortnightly/monthly)* basis.

It is recognised that staff should receive regular supervision and support if they are working directly and regularly with children whose safety and welfare are at risk, and therefore the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead receive *half termly supervision*

Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and this Child Protection Enquires may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues, the most relevant to our setting are detailed below.

**Procedures for Staff** *provides annual updates through face-to-face delivery or by coordinating, and/or the school accesses external whole school face-to-face training.*

All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and child protection procedures and are informed of school's child protection arrangements on induction. All staff sign a register to say that they have received, read and understood the policy.

## **Section 3 Ensuring that Children are Safe at School and at Home**

### **3.1 Child Protection Procedures**

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.

We recognise that children who have SEND (special educational needs or disabilities) may be particularly vulnerable to abuse and may find communicating their feelings more challenging than other children. All staff must pay particular consideration when looking at signs of signs of abuse. Staff must make time to listen to children to ensure they are able to communicate in a way they feel comfortable to do so.

The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016).

All staff follow the schools Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and the Calderdale Safeguarding Children Board guidance.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of 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 child protection (or the deputy DSL in the absence of the designated person) prior to any discussion with parents.

Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention referral.

Special attention must be paid to children with special educational needs and/or disabilities to ensure they are able to communicate in their own way if they are feeling unsafe at school or at home.

If a member of staff has any safeguarding concerns or anxieties about a child they should:

- Complete a 'CFC' form and pass it immediately to a [DSL] designated safeguard lead member)  
This may result in early intervention, Child In Need Plan or Child Protection referral dependent upon the outcome of any pre-assessments and whether there is any (potential) risk of harm to the child.
- Further action may involve other agencies or child protection referral.
- If a member of staff has a suspicion that any abuse has occurred they should:
  - i) Listen carefully to any disclosure which the child wishes to make, taking careful note of what is said, recording accurately after the event
  - ii) Provide reassurance to the child that discussing this was the right thing and you can now take action
  - iii) Report their concerns to the designated person immediately, following the safeguarding flowcharts displayed in the staffrooms

## **THEY MUST NOT**

- i) Ask leading questions or make promises or judgment
- ii) inform the parent at this stage
- iii) question the child in detail or undertake own investigation
- iv) make any detailed physical examination

## **Role of the designated teacher for Child Protection**

The designated teacher is the head teacher. He is responsible for the management and co-ordination of the school's response to all matters related to child protection. The head teacher works in partnership with the school's DSL's

The designated teacher and DSL's maintain a record - THE SCHOOL CHILD PROTECTION FILE - which contains details of all incidents of (suspected) abuse appertaining to pupils on the roll of the school. This is kept in a locked cabinet in the office. Pupil files are marked with a red sticker to alert staff to the fact that there may be child protection issues.

## **Staff and Social Media**

All staff and adults working within the school setting must read and sign the school confidentiality statement agreeing that they will refrain from discussing any school related matters, confidential or otherwise on any social media site such as face book or twitter.

They must also refrain from adding pupils to friend's lists or any 'E' communication. Although it cannot be enforced it is also advised that staff do not add former pupils and parents or former parents to aforementioned friends lists as this may place the member in a compromising situation.

In order to safeguard staff we have a zero tolerance policy against aggression towards staff. Any physical or verbal aggression directed at staff causing anxiety, intimidation or emotional distress will be dealt promptly and police assistance may be called. Further legal action may then be taken.

## **Written report**

Reports of child abuse must be confirmed in writing within twenty four hours and the relevant form must be completed in full, within the shortest timeframe possible to ensure safeguarding of all pupils. The report must include the following details:-

1. Date and time of events
2. Reasons for suspicion
3. Details of incident
  1. Description or sketch of any physical injuries which have been observed without recourse to detailed or intimate examination.
  2. Comment by child or others about how the injury occurred, preferably quoting the words used.
6. Description of the child's attitude and behaviour.

Reports to care services should be addressed to MAST

## **Evaluation**

This policy has been drawn directly from the procedures issued by the Children's Care Team in partnership with Calderdale Children's Safeguarding Board and is underpinned by the following principles:

- Early Intervention at levels 2 and 3 of the Continuum of Need is the key to ensuring that any potential risk to children is avoided wherever possible
- Partnership between caring agencies and professions, working together to support children and their families, often as part of a plan to deliver services to safeguard children
- Partnership wherever possible between school, agencies, children and families as part of this process
- A belief that each child is an individual, who has the right to be loved, valued, respected and above all protected from harm

- Parents have a right to expect recognition of the importance of their role as the people who are charged with the responsibility of ensuring children's needs are met
- A belief that school has a duty to protect children in situations where it is felt that parents or carers are not offering them the basic protection they require
- The needs of the children are paramount in our work with parents and carers
- The rights of the child, parent, carers will be respected whatever their cultural, racial or religious backgrounds and whatever their gender, disability, age or sexual orientation
- Children will be consulted and participate in decision-making processes in the light of age and understanding
- A commitment to quality, professionalism and the highest possible standards.

It will be reviewed annually by the governing body when all stakeholders will be consulted. New legislation will be added immediately as an addendum until the formal timetabled review takes place.

We encourage parents to discuss any concerns they may have with Class teachers, DSLs Deputy head & Headteacher and we encourage use of Parent View as an opportunity to provide feedback to the school. We make parents aware of our policy [via the schools website & prospectus](#), *any other information will be via newsletters* and parents know that this policy and others are accessible at all times via the school website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community.

We keep parents up to date with our Safeguarding curriculum by [Newsletter, inviting parents to assemblies](#)

### **3.2 Supporting the child and partnership with parents**

- School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely 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
- We will provide a secure, caring, supportive and protective relationship for the child
- Children will be given a proper explanation (appropriate to age and 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.

### **3.3 The Prevent Duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, [Dean Field school](#) is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.

In order to fulfil the Prevent Duty staff have received [information/training](#) to help them to identify children who may be vulnerable to radicalisation, and the school is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).

The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. The Prevent Coordinator is Sadia Hussain who can be contacted on [sadia.hussain@calderdale.gov.uk](mailto:sadia.hussain@calderdale.gov.uk), or on 07702656834.

Dean Field School will also incorporate the promotion of fundamental British Values into the *Safeguarding Curriculum and/or PSHE* in order to help build pupils' resilience and enable them to challenge extremist views. *School will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments (insert how or whether you are able to provide this...)*

Radicalisation will also be considered within current E-Safety policies, procedures and curriculum in terms of having suitable filtering in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

### **3.4 Child Sexual Exploitation**

Dean Field School is aware that Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where children receive something as a result of engaging in sexual activities. Staff *have/will* be made aware of some of the key indicators of CSE by *training provided by DSL....* In addition Dean Field school appreciates that it has a role to play in the prevention of CSE within its Safeguarding curriculum *eg. Healthy Relationships....*

If staff do identify children for whom CSE may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, including a CSE Risk Assessment. Dean Field School also appreciates that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police.

### **3.5 Female Genital Mutilation**

Dean Field School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. Dean Field School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.

Staff are aware of the indicators of FGM and if they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

### **3.6 Children Missing from Education**

Dean Field School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. Dean Field School will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a pupil from a school roll.

Dean Field School understands that it is essential that contact is made with the Education Welfare Service (Lindsay Cummings 01422 266126) as soon as a child or young person is believed to have left the school without suitable education provision being provided. In addition Dean Field School will contact the Authority to inform them where any pupil has been absent for 10 consecutive days without a reason being provided for the absence.

### **3.7 Domestic Abuse**

Dean Field School understands that the cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings.

### **3.8 Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff at [Dean Field School](#) understand that likewise this is a potential Safeguarding issues and thus they would pass on concerns to the DSL.

### **3.9 Peer on Peer Abuse**

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

## **Section 4 Managing Allegations**

4.1 Where an allegation is made against any person working in or on behalf of the school the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.

### **Allegation; Against a Member of Staff**

In addition to safeguarding all pupils, we also have a duty of care to our employees. We therefore ensure effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

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.

[We adhere to CMBC staff code of conduct policy-all staff have read and signed the policy. All staff are regularly briefed on the expectations and of the standards to be followed; all new members of staff are issued with a copy of the policy].

It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The framework for managing cases of allegations of abuse against people who work with children is set out in '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*' (March 2010) which provides an overview of how allegations should be handled.

## **INITIAL CONSIDERATIONS**

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above at all, or may do so without warranting consideration of a police investigation or enquiries by local authority children's services. In these cases local arrangements will be followed to resolve cases quickly and without delay.

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

In the first instance, the head teacher, or chair of governors (if the allegation is about the head teacher), will immediately discuss the allegation with the LADO. The purpose of an initial discussion is for the LADO, and the head teacher, to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask senior leaders to provide or obtain any additional information which may be relevant, such as previous history, whether the child or their family have made similar allegations and the individual's current contact with children.

This initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded, by both the head teacher and the LADO, and agreement reached as to what information should be put in writing to the individual concerned and by whom. The head teacher should then consider with the LADO what action should follow in respect of the individual and those who made the initial allegation.

The head teacher should inform the accused person about the allegation as soon as possible after consulting the LADO. He or she should provide them with as much information as possible at the time. However, where a strategy discussion is needed, or police or the local authority's social care services need to be involved, the head should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the person. We would consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school until the allegation or concern is resolved.

If the allegation is not demonstrably false or unfounded, and there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or local authority children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss the next steps with the head teacher, or chair of governors. In those circumstances the options will depend on the nature and circumstances of the allegation and the evidence and information available. Suspension will not be the default position – an individual will only be suspended if there is no reasonable alternative.

In some such cases further enquiries will be needed to enable a decision about how to proceed. If so, the LADO should discuss with the head teacher, and chair of governors, how and by whom the investigation will be undertaken. In straightforward cases the investigation should normally be undertaken by a senior member of the school. However, in other circumstances, lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator. Calderdale LA provides for an independent investigation of allegations, as part of our service agreement with HR services.

The LADO contact is Cheryl Baxter Contact number is 01422 394086

Chair of governors is Mrs Judith Prestley Contact number is 01422 878967

## **SUPPORTING THOSE INVOLVED**

We have a duty of care to our employees. We will therefore act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice.

## **CONFIDENTIALITY**

It is extremely important that when an allegation is made, every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police might depart from that rule, e.g. an appeal to trace a suspect, the reasons should be documented and partner agencies consulted beforehand.)

We therefore take advice from the LADO, police and local authority social care services

## **REFERENCES**

Advice from HR will be sought

## **OVERSIGHT AND MONITORING**

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

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

## **SUSPENSION**

Advice will be sought from HR

## **INFORMATION SHARING**

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

*This policy has been written and reviewed in accordance with the school's Equality Policy and is therefore in full accordance with all statutory responsibilities outlined in the Equality Act 2010.*