

Ellesmere College Safeguarding and Child Protection Policy

Ellesmere College fully recognises its responsibilities for child protection and is committed to safeguarding and promoting the welfare of children and young people. This policy reflects current legislation, accepted best practice whilst reflecting the specific needs of pupils at Ellesmere College. The guidance should be read in conjunction with the following guidance:

- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (3 September 2018)
- Disqualification under the Childcare Act 2006 (update August 2018)
- Sexual Violence and Sexual harassment between children in Schools and Colleges (May 2018)
- Children Missing from Education (September 2016)
- Information Sharing (July 2018)

All staff are expected to share this commitment. It is essential that all staff read our policy and keep it at the centre of their thinking when working with children. This provides information on how to recognise and report concerns that a child may have been harmed. All staff will also receive and adhere to the following Leicester City Council leaflets:

- Safer working practice for staff in education settings
- Keeping children safe is everyone's responsibility

All staff will have a safeguarding briefing and sign to say that they understand our procedures for reporting child protection concerns and agree to abide by them. There will be an annual update for all staff as part of our training, along with access to a range of wider information and briefings as applicable. Designated Senior Leaders will undergo updated child protection training at least every two years along with any specific update sessions as seen as appropriate (e.g. safer recruitment training every 5 years).

Governors will play an active role in scrutinising safeguarding procedures and will review documentation including safeguarding records, single central records, as well as qualitative information provided by staff. Governors will attend training in order to fully discharge their duties in terms of safeguarding.

This policy, the school audit, and the annual Local Authority summary will be reviewed annually by the Health and Safety Committee who have responsibility for overseeing matters related to safety across the school. Key contacts are:

Designated Safeguarding Lead: Rebecca Tobitt

Deputy Safeguarding Leads: Steph Beale, Angela Smith, Linda Oakley, Kirsten Davis, Sally Gough and Kirsty Matthews

Safeguarding Governor is Vicki Gifford (Vice Chair of Governors)

Local Authority Designated Officer: Jude Atkinson / Elisha Wardel: 0116 454 2440 or email Lado-allegations-referrals@leicester.gov.uk

What do the terms mean?

Safeguarding: This is the process of protecting children from maltreatment; preventing the impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best possible outcomes.

Child Protection: Part of safeguarding and promoting welfare. This refers to anything we do to protect children who are suffering, or at risk of suffering, significant harm.

Child: All young people who are taught at Ellesmere College.

Staff: All adults working with children in whatever capacity whether paid or unpaid.

This policy applies to all staff, governors and volunteers working in Ellesmere College and focuses on five main elements:

1. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with students.
2. Raising awareness of child protection issues and equipping students with the skills needed to keep them safe.
3. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
4. Supporting students who have been abused in accordance with his/her agreed child protection plan.
5. Establishing a safe environment in which students can learn and develop.

We recognise that because of the day to day contact with students, school staff are well placed to observe the outward signs of abuse.

The school and staff will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to and where pupils are treated with unconditional positive regard.
- Ensure students know that there are adults in the school whom they can approach if they are worried.
- Include opportunities for students to develop the skills they need to recognise and stay safe from abuse.
- Report any inappropriate behaviour/activities to our Designated Safeguarding Leaders as detailed in this policy.

Staff in Ellesmere College will follow the Leicester City Local Safeguarding Children Board (LSCB) Child Protection Procedures in all cases of abuse or suspected abuse and have regard to the statutory obligations placed on them by Section 175 of the 2002 Education Act. We will therefore:

- Ensure we have Designated Safeguarding Leads (DSLs) for child protection who have received appropriate training and support for this role.
- Ensure that the Governing Body are aware of their responsibility to safeguard the welfare of students in the school and that we have a nominated governor responsible for child protection (Mrs Vicki Gifford).
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Safeguarding Lead responsible for child protection and their role.
- Ensure that partner agencies and those hiring Ellesmere have a child protection policy and active monitoring situations where Ellesmere pupils are engaged (e.g. work placements)
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.
- Ensure that we are aware of pupils deemed Looked After or those in private Fostering arrangements, and for all pupils, where possible, hold at least two emergency contact numbers.
- Notify children's social care if there is an unexplained absence of more than two days of a student who is on a child protection plan. Follow the local authority guidance on reporting and tracking lost students. Inform the Local Authority of any child absent for more than 10 consecutive days without College consent.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences or providing written reports to conferences.
- Keep written records of concerns about students, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main student file, and in locked locations (pre-July 2018) and via CPOMS (Post August 2018)
- Follow set procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed, and that every interview panel has at least one member of staff trained in safer recruitment training.
- Maintain an up to date single central record of those in contact with students including Disclosure and Barring Service DBS, and ensure additional checks are conducted to ensure those teaching are not prohibited from doing so (Secretary of State Prohibition Orders). In line with the Disqualification under the Childcare Act 2009 (Update: August 2018):

- Staff who are employed to provide care (and education) for a child or children up to and including reception age (so children who fall into the age range from birth to 1st September of the child's 5th birthday). This includes supervised activity such as breakfast clubs and after school clubs both during and after school hours for children in the early years range. Staff involved in later year's provision for children who have not yet attained the age of eight. This relates to provision out of school hours, after school clubs, breakfast clubs but does not include education or supervised activities such as the school choir or sports teams.
- Ensure that all staff, Governors and volunteers understand that there is a procedure to be followed in dealing with child protection allegations made against teaching and non-teaching staff. This procedure must be followed on all occasions. All staff will be made aware of this process via regular training or induction.
- Ensure that this policy on Safeguarding and Child Protection is reviewed annually and is in line with Leicester's LSCB policy and any new national guidance.
- Ensure staff complete the LSCB competence profile and that training against safeguarding is logged on the schools training log.
- Have specific risk assessments and plans in place for all pupils who have a history of child on child abuse.

We recognise that students who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of students at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum and pastoral support programmes such as PANTS programme, drawing and talking, internet safety
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour for learning policy which is aimed at supporting vulnerable students. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as children's social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.
- Seek and engage the support of specific agencies in relation to safeguarding pupils including Channel, CEOP's and the NSPCC.
- Ensuring that, where a student on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

We encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and

beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the students, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to students.

It is noted that the provisions of Section 175 of the Education Act 2002, place a general duty on Ellesmere College to provide for the welfare of children and young people in our care and, as such, staff will adhere to other related school policies. These are:

- Anti-Bullying Policy
- Attendance Policy
- Behaviour for Learning Policy
- Drugs Policy
- Equalities Policy
- Educational Visits and Offsite Activities Policy
- E-Safety Policy and GDPR
- First Aid Policy and Procedure
- Health and Safety Policy
- ICT Acceptable Use Policy
- Recruitment and Selection Policy (safer recruitment)
- Sex and Relationships Education Policy and Procedures
- Staff code of conduct
- Restraint Policy

Categories of Risk

Students may need to be protected from the following:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse, including child on child sexual violence and sexual harassment
- Neglect

The following is not an exhaustive list of signs and College staff will be made aware of, and there will be copies on the safeguarding notice board, of support documents such as:

- LCSB Neglect Toolkit
- Sexual

Physical Abuse

- This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating.
- In fact anything that causes physical harm to a child.

- Physical harm can also be caused when a parent/carer feigns the symptoms of or deliberately causes ill-health to a child they are looking after. This is sometimes called “Fabricated or “Induced Illness”.
- In some cultures and in some countries Female Genital Mutilation or Female Circumcision is practised. However, whilst there is no intent to harm a child, FGM is seen as a physically abusive act due to the fact that there may be short and long term medical problems. It is illegal in this country.

Emotional Abuse

- The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on a child’s emotional development.
- It may involve telling the child that they are worthless or unloved or inadequate.
- It may feature age or developmentally inappropriate expectations being imposed on a child.
- A child may feel frightened or in danger.
- There is exploitation and corruption of a child.
- Emotional Abuse is featured in the other categories but it can stand alone

Sexual Abuse

- Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening.
- Activities may involve physical contact, including penetrative or non-penetrative acts.
- It may include non-contact activities such as involving children in looking at, or in the production of, pornographic material, watching sexual activities or encouraging children to behave in sexually inappropriate ways.
- Child of child sexual violence and sexual harassment

Neglect

- The persistent failure to meet a child’s basic, physical and/or psychological need which results in serious impairment of the child’s health and development.
- It may involve a parent or a carer failing to protect a child from physical harm or danger.
- Failure to ensure access to appropriate medical care and treatment.
- Failure to respond to a child’s basic emotional needs.

Signs and Symptoms of Abuse

The following information does come with a “health warning”. Obviously students who display any of the following behaviours are not automatically being abused or are at risk. However we should always bear in mind that when dealing with difficult behaviour there may be an underlying reason where such behaviour is occurring. Whilst never an excuse it could be a reason.

Possible signs of physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Refusal to discuss injuries.
- Improbable explanations for injuries.
- Untreated injuries or lingering illness not attended to.
- Shrinking from physical contact.
- Fear of returning home or of parents/carers being contacted.
- Fear of undressing for P.E
- Fear of medical help.
- Aggression/bullying.
- Running away.
- Change in behaviour without explanation.
- Deterioration in work.
- Unexplained patterns of absence.

Possible signs of emotional abuse:

- Self-harm or mutilation.
- Compulsive stealing/scrounging.
- Drug/solvent abuse.
- Obsessive rocking, thumb sucking.
- Social isolation.
- Desperate attention seeking behaviour.
- Eating problems.
- Depression, withdrawal.

Possible signs of neglect:

- Constant hunger.
- Inappropriate clothing.
- Frequent lateness or non-attendance to school.
- Untreated medical problems.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing/scrounging.
- Constant tiredness.

Possible signs of sexual abuse:

- Bruises, scratches, burns or bite marks on the body.
- Scratches, abrasions, or persistent infections in the anal or genital regions.
- Sexual awareness inappropriate to the child's age.
- Frequent public masturbation.
- Attempts to teach other children about sexual activity.

- Refusing to stay with certain people or go to certain places.
- Aggressiveness, anger, anxiety, tearfulness.
- Withdrawal from friends.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation including the criminal exploitation of county lines. Signs may include:

- Underage sexual activity
- Inappropriate sexual or sexualised behaviour
- Sexually risky behaviour
- Repeat sexually transmitted infections
- For girls, repeated pregnancy, terminations, miscarriage
- Receiving unexplained gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things or expensive habits
- Changes in the way they dress
- Going to hotels or other unusual locations to meet others
- Seen at known places or with known people of concern
- Moving around the country, appearing in new towns and cities, not knowing where they are
- Getting in / out of different cars driven by unknown adults
- Having older boy / girlfriends
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality
- Self-harming, suicidal thoughts / attempts, eating disorders
- Drug or alcohol misuse
- Getting involved in crime, gangs / police involvement
- Injuries from physical or sexual assault

Child on child sexual violence and sexual harassment

Ellesmere College does not accept any forms of sexual violence or harassment of pupils and deals with disclosures on a case by case basis. This includes:

- sexual violence and sexual harassment is not acceptable and will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language

The college through its PSHE work will support pupils understand about aspects such as consent and also developing and maintaining positive relationships. The school will also, as applicable, use appropriate interventions such as the PANTS and e-safety programmes to support pupils learning and referral to Early Help. The college will also have clear monitoring procedures for children showing sexualised behaviours.

The school will consider circumstances such as the stage of development of the child and utilise the Brook Sexual Behaviours Traffic Light Tool to inform the context of the allegation. The school will follow the Sexual Violence and Sexual harassment between children in Schools and Colleges (May 2018) guidance.

The process for the referral is:

- All disclosures are taken seriously and all pupils involved will be supported and kept safe.
- Follow the advice and guidance about making a referral
- Where the report includes an online element staff will ensure that they seek consent from the child for items related to the incident, and will seek permission from a senior leader from the school should a non-consensual search be made
- Staff should take steps to, where possible, to avoid viewing or sending any images
- Involving two DSL’s in any further actions related to the incident (for more details refer to the DfE Searching, screening and confiscation January 2018 guidance)

Actions following a report of sexual violence and/or sexual harassment will ensure that the immediate consideration is how to best support both the victim and the alleged perpetrator (and any other children involved).

Sexting

Children will be informed about the implications of sexting and how, once a picture has been sent, this image can never fully be removed from the World Wide Web.

Pornography – many children will come across some type of pornographic content when searching the Internet. Children are taught about what to do if they come across this type of material and who to speak to.

In the event of a child receiving or undertaking in sexting, the incident will be recorded on CPOMs and if deemed appropriate passed to Duty and Assessment.

How will access to the internet and social media be managed?

- SLT and staff will monitor the usage of the internet by pupils and staff regularly in all areas, in particular message and communication tools and publishing facilities.
- Pupils/staff will be advised on acceptable conduct and use when using the internet. Only members of the current pupil, parent/carers and staff community will have access to the internet.
- All users will be mindful of copyright issues and will only upload appropriate content onto the LP.
- When staff, pupils etc. leave the school their account or rights to specific school areas will be disabled.

Any concerns with content may be recorded and dealt with in the following ways:

- a) The user will be asked to remove any material deemed to be inappropriate or offensive.
- b) The material will be removed by the site administrator if the user does not comply.
- c) Access to the internet for the user may be suspended.
- d) The user will need to discuss the issues with a member of SLT before reinstatement.
- e) A pupil's parent/carers may be informed.

Female Genital Mutilation (FGM)

Staff should be alert to the possibility of a girl being at risk of FGM, or having suffered FGM. There is a range of potential indicators that a child may be at risk of this. Suspicions may arise in a number of ways that a child is being prepared for FGM to take place abroad. All professionals need to consider whether any other indicators exist that FGM may or has already taken place such as:

- Preparations are being made to take a long holiday / planned absence from school
- Arranging vaccinations
- Knowing the child belongs to a community where FGM is known to be practiced
- Health problems such as bladder / menstrual problems, difficulty in sitting or pain between legs
- Talks about something someone did to them which they are not allowed to talk about

Forced Marriage

A forced marriage is a marriage in which one or both spouses do not (or, in the case of children at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.

Forced marriage is more likely to involve women, and an estimated 85% of cases referred to the UK Government's Forced Marriage Unit involve women. However, both men and women may be vulnerable to forced marriage and should be entitled to the same level of help.

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- An extended absence from school/college, including truancy
- A drop in performance or sudden signs of low motivation
- Excessive parental restriction and control of movements
- A history of siblings leaving education to marry early
- Poor performance, parental control of income and students being allowed only limited career choices
- Evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse
- Evidence of family disputes/conflict, domestic violence/abuse or running away from home

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our school recognises the duties placed on us by the Counter Terrorism Bill (2015) to prevent our pupils being drawn into terrorism. These include:

- Assessing the risk of pupils being drawn into terrorism
- Working in partnership with relevant agencies under the LSCB procedures, including Prevent and Channel
- Appropriate staff training
- Appropriate online filtering along with screen recognition software for key words

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Our school seeks to protect children and young people against exploitation and messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc.

There is no single profile of a terrorist or violent extremist. Factors which may make people more vulnerable include:

- Graffiti symbols, writing or artwork promoting extremist messages or images
- Accessing extremist material online; web sites, social media (Facebook, YouTube)
- Changes in behaviour and friendships
- Voicing opinions drawn from extremist ideology or narrative
- Use of extremist or hate terms to exclude others or incite violence
- Crime and anti-social behaviour
- Issues of personal identity
- Mental health issues
- Domestic violence
- Condoning or supporting violence or harm to others

Concerns should be referred to the Designated Safeguarding Lead who has local contact details for Prevent referrals.

Children are made subject to a Child Protection Plan under one or more of the above categories.

Disclosures

If you have a concern that a child has been mistreated, either physically, emotionally, sexually or through neglect, then you **MUST** report the matter to a Designated Safeguarding Leader. You must then complete an incident report on CPOMS. In all cases of possible abuse there are **things you should do**:

- Treat the matter seriously and reassure the child if necessary.
- React to what the child tells you with belief.
- Make it clear before the child is well into the disclosure that you will have to inform others.
- Acknowledge how hard it must have been for the child to tell you what happened.
- If you keep a record of what you have been told this should include date, time, the actual words used by the child. Pass this information to a Designated Safeguarding Leader and scan a copy into the CPOMS incident record.
- Explain what you have to do next and what action you will take.
- Keep a careful watch on the child. Ensure the child, and if there is an alleged perpetrator, are separate and remain safe.

There are also **things you should not do**:

- **Do not** react in an extreme way to what a child has told you, e.g., shock, horror, and anger. A child might retract their disclosure if met with revulsion.
- **Do not** promise confidentiality as you have a duty to refer a child who is at risk
- **Do not** contact the parents/carers
- **Do not** interrogate a child.
- **Do not** ask leading questions, e.g., “Were your breasts touched?” Such questions may invalidate your evidence in any later prosecution in court. Instead ask open questions like “Is there anything else you would like to tell me?”
- **Do not** tell a child how they should be feeling
- **Do not** make promises that you cannot keep, e.g. “it’ll be ok now, promise”
- **Do not** examine a child physically. However you may take note of any injuries or marks that are visible, e.g. on the arms, face.
- **Do not** criticise or make a judgement against the child’s alleged perpetrator. They may love her/him and reconciliation may be possible.
- **Do not** speak with anyone to whom the allegations are made against. This is even if the allegations are made against a colleague.
- **Do not** destroy any original notes. These may be used in Court should a case proceed further.

What Happens Next?

After the disclosure and notes have been taken, the Designated Safeguarding Lead should be contacted.

- Designated Safeguarding Lead will then meet with the child to explain what will happen next, and to make sure there is nothing missed out of the notes.
- If this is outside of school during term time contact the late duty manager. If this is outside of school time such as the school holidays please ring the main switchboard and follow instructions to be connected to the safeguarding phone. Alternatively contact Duty and Assessment (Leicester: 0116 4541004)
- The disclosure will then be followed up with the appropriate course of action being taken.
- All child protection information relating to students is confidential and is kept secure. All admin for child protection is carried out by DSLs, with file notes and case conference notes being added by Student Support Officers and a designated safeguarding administration officer.
- Wherever possible the member of staff who was initially disclosed to, will be informed of progress. However, still within the bounds of confidentiality.

It is important to “off load” after a disclosure has been made to you. Please do not take home with you a child’s emotion or their situation. You’re Line Manager or Designated Safeguarding Leader will listen to you. If required the school also offer free access to a counselling service.

ANYONE CAN MAKE A REFERRAL AND STAFF MUST DO SO IF THIS IS NECESSARY TO KEEP A CHILD SAFE.

Working with parents / carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this
- Work to develop productive, supportive relationships with parents/carers whenever it is in the child’s interest to do so
- Provide parents with access to training and information in relation to keeping children safe such as workshops, leaflets and guides

Protecting Yourself

You should at all times avoid putting yourself or being put, into vulnerable situations where your actions can be misinterpreted.

You Should Not

- Meet with a young person on your own in a classroom or confined space. If however, this occasion does arise, e.g. a child wishes to tell you something confidential or make a disclosure, you should tell someone what you are doing. Make sure either the door is open or there is a window or glass panel in the door. Always place yourself so you are visible.
- Offer to pay for a child to go, for example, on a school trip.
- Grab a child by any part of their body
- Grab a child by their clothing or property.
- Push a child.
- Stand in a doorway to prevent a child from leaving
- Place your extended arm in the doorway to prevent a student from leaving
- Threaten students
- Take photographs of students without prior consent of the parent/carer. If this does happen it should be for educational purposes only.
- Move chairs from underneath students in an attempt to move them to another part of the classroom or teaching area
- Make derogatory remarks about a student, their siblings or their parents/carers, either in front of them or to other colleagues.
- Offer to give a lift to a student in your car unless in an emergency. If this is the case you should always seek permission from the parent/carer first. An escort should be found to accompany you.
- Lock yourself in a classroom with your students
- Enter into online chat rooms, friendship groups or exchange personal digital information

Using non-confrontational speech and body language should always be used to diffuse situations. Physical contact and restraint should only ever be used when there is a danger to both staff and students.

The following policies / documents should also be referred to by staff to ensure they protect themselves when working with children:

- ICT Acceptable Use policy
- Positive handling policy
- Behaviour for learning policy
- Staff Code of Conduct

Allegations against staff

The school follows the statutory guidance in Part 4 of the DfE document '*Keeping Children Safe in Education*'. The procedures relating to an allegation are used in all cases where it is alleged that a member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she would pose risk or harm if they work regularly or closely with children

If such an allegation is made, or information received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information will immediately inform the Principal.

The Principal on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) and complete a 'LADO Referral Form' [Appendix 6].
Jude Atkinson / Elisha Wardel: 0116 454 2440 or email Lado-allegations-referrals@leicester.gov.uk

If the allegation made to a member of the staff concerns one of the Principal, the person receiving the allegation will immediately inform the Chair of Governors who will consult as above, without notifying the Principal first.

The school will follow the local Leicester Safeguarding Children Board procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of consultation with the LADO.

Suspension of the member of staff, excluding the Principal, against whom an allegation has been made, needs careful consideration, and the Principal will seek the advice of the LADO and HR advisor in making this decision.

In the event of an allegation against the Principal, the decision to suspend will be made by the Chair of Governors with advice as above.

Allegations against staff are dealt with professionally, impartially and with sensitivity.

It is important to stress that we all have a duty as professionals to support our colleagues. This includes making them aware of our concerns about them and offering advice. If however such unprofessional behaviour towards young people continues then we have a duty to report this.

Staff who are concerned about the conduct of a colleague must remember that the welfare of the child is paramount. The school has a whistle blowing policy and staff should feel

reassured that any concerns or allegations will be dealt with in a professional way. Any concerns should be reported to a member of the senior leadership team.

The following definitions will be used in determining the outcome of any allegation investigation:

- Substantiated – there is sufficient evidence to prove the allegation
- Malicious – there is insufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- False – there is insufficient evidence to disprove the allegation
- Unsubstantiated – there is insufficient evidence to either prove or disprove the allegation
- Unfounded – to reflect cases where there is no evidence or proper basis which supports the allegation being made

Under section 141F of the Education Act 2012 parents and carers will be made aware of the requirement to maintain confidentiality about any allegations made against teachers and staff whilst investigations are ongoing. **For further detail see Allegations against Staff Policy.**

Extended school and before and after school activities

Where the governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply.

Where services or activities are provided separately by another body, the governing body should seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard.

Roles and responsibilities of the Governing Body

The governing body will ensure that:

- The school has a child protection policy and procedures in place, and the policy is made available to parents on request
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (designated safeguarding lead or DSL). There is a lead Governor with responsibility for safeguarding
- There are appointed deputies for child protection, in the event of the unavailability of the DSL
- The DSL and the appointed deputy for child protection undertakes training for designated leads, in addition to inter-agency child protection training, that is provided by, or to standards agreed by, the Local Safeguarding Children Board (LSCB), and has refresher training at two-yearly intervals.
- The Principals, and all other staff and volunteers who work with children, undertake appropriate training which is kept up-to-date by refresher training at three-yearly intervals; and that new staff, temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities through the induction process
- There are procedures for dealing with allegations of abuse against members of staff and volunteers
- The chair of governors (or, in the absence of a chair, the vice chair) deals with any allegations of abuse made against the Principal, in liaison with the Local Authority
- The governing body nor individual governors will have a role in dealing with individual cases or a right to details of cases except when exercising their disciplinary functions in respect of allegations against a member of staff
- Any deficiencies or weaknesses brought to the attention of the governing body are rectified
- Policies and procedures are reviewed annually, and information is provided to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection
- There is an individual member of the governing body who will champion issues to do with safeguarding children and child protection within the school, liaise with the DSL, and provide information and reports to the governing body, and that person is appropriately trained to discharge their responsibilities effectively.

Roles and responsibilities of the Principal

The Principal of the school 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 DSL and other staff to discharge their responsibilities, including taking part in inter-agency meetings and contributing to the assessment of children

- 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
- All staff are made aware that they have an individual responsibility for referring child protection concerns, promptly and using the proper channels
- All staff are made aware of their right to whistle blow
- Allegations against members of staff are referred to the Local Authority Designated Officer (LADO)

Roles and responsibilities of the designated safeguarding lead for child protection

- Provision of information to the Local Authority on how the governing body discharges its duties regarding safeguarding and child protection
- Liaison with the governing body and the Local Authority on any deficiencies brought to attention of the governing body and how these should be rectified
- Referral of cases of suspected abuse or allegations to Social Care and Safeguarding
- Act as a source of support, advice and expertise within the education setting
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments
- Ensure all staff have child protection induction and update training and are able to recognise and report any concerns immediately they arise
- Work with the governing body to review and update annually the schools child protection policy

Record Keeping

Our record keeping systems will enable us to support effective safeguarding practice. We recognise that good record keeping is an important part of our accountability to children and their families and will assist DSLs in meeting their key responsibility to respond appropriately to welfare concerns about children.

Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

Staff members will use CPOMS to record any concerns about a child. For incidents prior to July 2018 there will be a separate child protection file for the child where any forms, responses and outcomes will be recorded. This file will be kept separate from the child's other records. **A separate child protection file will be created regardless of whether formal child protection procedures have been initiated.** The child's general school record will be marked to indicate the presence of this separate confidential file.

If concerns relate to more than one child from the same family at the school, a separate file for each child will be created and cross-referenced to the files of other family members. Common records, such as child protection conference notes, will be duplicated for each file.

The following information will be kept in a child's confidential file and/or secure computer storage files:

- File front sheet [Appendix 4]
- Chronology [Appendix 5]
- All completed concern / incident forms [Appendix 1]
- Any monitoring forms [Appendix 6]
- Any child protection information received from the previous school or current home-school
- Records of discussions, phone calls and meetings with colleagues or other professionals
- Professional consultations
- Letters sent and received
- Referral forms (e.g. to Children's Social Care, other external agencies or education-based services)
- Minutes or notes of meetings e.g. child protection conferences
- Formal plans for or linked to the child e.g. child protection plans, Early Help Assessment, etc.
- The chronology will list specific and significant incidents, events and actions taken in relation to the child and, where appropriate, their family, with a brief explanation or cross-referenced to the relevant record within the file. All relevant contacts between the school and parents will also be recorded.

Secure storage, retention and disposal of records

We recognise our duty to protect personal information under the Data Protection Act (1988) and the current General Data Protection Regulation (GDPR) – 2018. The child's child protection file will be kept separately from their other records in a locked cabinet with electronic copies of information saved in the 'safeguarding drive'. Access to this information will only be to those with direct safeguarding responsibility for children at the school. Child protection records will be retained by the school until the child's 25th birthday. All records will be securely destroyed immediately after the retention period ends.

Transfer of child protection records

When a child transfers to another school, all records will be transferred as soon as possible, and separately from the main educational file. Records of child protection / welfare concerns will be passed directly to the DSL in the receiving establishment under confidential cover.

Quality Assurance of Safeguarding Procedures

The following quality assurance of child protection and safeguarding procedures will be carried out at the school to ensure consistency and adherence to school, local and National guidance:

- Review of child protection incidents at senior leadership team meetings (normally weekly)
- Safeguarding reviews by all DSLs every 4-6 weeks to review files and follow up where necessary
- Audit of safeguarding files, attachments and supporting documents to ensure procedures are being followed and adequate records are being kept, including inspection visits via the designated Governor
- Safeguarding audit at least annually which is shared with the Governing Body
- Case review of students to identify areas of good practice/improvement

Appendix 1

Referral to the Local Authority Designated Officer (LADO)

| Key Dates / Times | | | |
|---|--|-------------------------------------|--|
| Complete as appropriate | | | |
| Referral date | | | |
| Date of initial discussion with LADO | | Name of LADO | |
| Date / time the allegation was reported | | Name of person reporting allegation | |
| Date / time of alleged incident | | | |
| If historic allegation, approximate date or year of incident(s) | | | |

Details of adult who is the subject of the allegation or concern

| | | | | | |
|---|--|-----------|--|---------------|--|
| Full Name | | Gender | | Date of birth | |
| Role / job title | | Ethnicity | | | |
| Name of setting where adult usually works | | | | | |
| Home address | | | | | |
| Adult's relations with the school (i.e. employee / volunteer / contractor) | | | | | |
| How long employed / volunteering | | | | | |
| Any pre-existing capability concerns regarding this member of staff? (not necessarily safeguarding related) | | | | | |
| Does this person work with children or vulnerable adults in any other capacity? | | | | | |

| | |
|--|--|
| <p>Give details (use further notes section if necessary)</p> | |
| <p>Does this person have children of their own? Give details (use further notes section if necessary)</p> | |
| <p>Have there been any previous allegations or concerns regarding this person? Give details (use further notes section if necessary)</p> | |
| <p>Is the adult aware that an allegation or concern has been raised? Give details (use further notes section if necessary)</p> | |

The allegation or concern / complaint

| | |
|---|--|
| <p>Summarise the allegation or concern below – use the notes page or additional sheet if required</p> | |
| <p></p> | |
| <p>How did the allegation / concern emerge? e.g. child / parent / colleague / other adult</p> | |
| <p>Does the child / young person have an injury? If so describe the injury. <i>If the injury has not been seen, describe what has been disclosed</i></p> | |

| | |
|--|--|
| Was the alleged incident witnessed? If so give details. | |
| Have parents / carers of the child been informed? Give details, including reasons if not informed at this stage. | |
| What safeguards are in place currently ? | |

Details of the child / young person subject to the allegation or concern

If more than one child / young person involved please give details in further notes section

| | | | |
|---|--|---------------|--|
| Full name | | Gender | |
| Ethnicity | | Date of birth | |
| Home address | | | |
| Parents / carers names and contact details | | | |
| Who has parental responsibility for the child / young person? | | | |
| Has the child / young person made any previous allegations? | | | |

| | |
|---|--|
| <p>Are any other professionals or agencies working with this child / young person? Please give details.</p> | |
|---|--|

| |
|--|
| <p>Further notes Please use this space to expand on any of the questions above or give other relevant information. You may also attach other documents if required.</p> |
|--|

| | |
|--|--|
| | Other documents attached <input type="checkbox"/> |
|--|--|

Referrer's Details

| | | | |
|---|--|------|--|
| Name | | | |
| Role | | | |
| Name of setting | | | |
| Contact details - telephone | | | |
| Contact details – email | | | |
| Name of DSL for allegations if different from above | | | |
| Method of referral | | | |
| Signature | | Date | |