

# Safeguarding and Child Protection policy

Audience:	Parents Academy staff and volunteers Local Governing Bodies Trustees Regional Boards Local Authorities
Approved:	Trustees – July 2017
Other related policies:	Attendance; Behaviour; Missing Pupils; Code of Conduct; Disciplinary; E-safety; Health and Safety; Recruitment; Whistleblowing
Policy owner:	Helen Beattie, Associate School Leader for Safeguarding
Policy model:	Compliance: all REAch2 schools use this policy
Review:	Annually as a minimum, and in line with new editions of Keeping Children Safe in Education
Version number:	3.0 (July 2017)

# REAch2 Safeguarding and Child Protection policy



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

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## **POLICY OVERVIEW**

### **Overarching Principles**

We recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Children's Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying this policy to ensure effective levels of safeguarding and care are afforded to all of our pupils. This policy sets out guidance and procedures that our academy will take to ensure appropriate action is taken in a timely manner to safeguard and promote the welfare of our pupils. Its contents are intended to be in accordance with all relevant Government guidelines and legislation, as well as the inter-agency procedures provided by Lewisham's Local Safeguarding Children's Board.

### **Intended impact**

- To enable all pupils to feel safe and cared for whilst at our academy, and to ensure that they have a safe place to which they can turn;
- To enable all adults involved with our academy to be fully equipped to fulfil their responsibilities in effectively promoting the safeguarding and welfare of all of their pupils.

### **Roles & responsibilities:**

- Pupils will: adhere to academy rules regarding conduct and safe behaviour; report anything that worries them to a trusted adult;
- Parents/carers will: work collaboratively with academy staff to promote the safety of their children and other pupils; support our academy to teach pupils about keeping safe by reinforcing key safety messages; report any safeguarding concerns regarding their own children or another pupil to the academy;
- REAch2 academies will: ensure that all pupils have a safe learning environment and are taught about how to keep safe; train and support all adults involved with our academy to appropriately identify and respond to any pupil at risk of harm; work collaboratively with parents and professional agencies to safeguard our pupils;
- Governors will: ensure this policy is applied robustly throughout the academy; review it regularly (annually at a minimum) to ensure the effectiveness and rigor of safeguarding practice at our academy;
- REAch2 central staff will: learn, understand and follow the safeguarding procedures for each academy within which they work; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility;
- REAch2 Regional Safeguarding Leads/ASL for Safeguarding will: advise and challenge academies and their staff to support them in deploying best practice to meet their statutory safeguarding responsibilities.

### **How this relates to national guidance & requirements:**

Statutory safeguarding and child protection practice for schools and academies is outlined in the following legislation and documents, with which this policy intends to be in accordance:

- Section 175, Education Act (2002);
- Section 26, Counter Terrorism and Security Act (2015);
- Keeping Children Safe in Education (2016);
- Working Together to Safeguard Children (2015);
- Children Missing Education (2016);
- What To Do if You're Worried A Child is Being Abused (2015);
- Inspecting safeguarding in early years, education and skills settings (2016)

### **Any key definitions:**

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2016) as: *'protecting children from maltreatment, preventing 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 outcomes.'*

## **POLICY PRINCIPLES IN DETAIL**

### The role and responsibilities of the Designated Safeguarding Lead

- We will appoint a senior member of staff from our academy's senior leadership team to act as our Designated Safeguarding Lead (DSL) This person will coordinate all safeguarding and child protection procedures at our academy, and will take lead responsibility for this area, which will be specified in their job description;
- We will also appoint one or more Deputy Designated Safeguarding Leads, who will be trained to the same level as the Lead, and to whom activities may be delegated;
- During school hours, the Designated Safeguarding Lead or their Deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other modes of communication;
- The Designated Safeguarding Lead and their Deputies will undergo suitable training, including Prevent training, to equip them with the skills and knowledge required to undertake their role, which will be updated at a minimum every two years; in addition, their skills and knowledge will be refreshed at regular intervals, annually at a minimum;
- The Designated Safeguarding Lead and their Deputies will ensure that all staff know and understand the safeguarding and child protection procedures at our academy, as well as learning and working effectively with the local inter-agency procedures for assessment of early help needs and for referrals of suspected cases of abuse;
- The Designated Safeguarding Lead is expected to oversee and manage all referrals of suspected abuse that are made to Social Care, Police, Channel, and other agencies, and will also support and liaise with any academy staff who have either been involved in making such referrals or who have concerns about a pupil which may subsequently require a referral;
- The Designated Safeguarding Lead and their Deputies will maintain detailed and secure written records of any concerns and referrals.

### Induction and training

- We will train all academy staff and volunteers to equip them with the necessary skills and knowledge to support them to fulfil their safeguarding responsibilities. This will take place upon induction and will be refreshed regularly, no less than annually, throughout the course of their work with our academy;
- Training and refresher sessions will reinforce understanding of: the types of abuse, including specific safeguarding issues; the adult's role in recognising and responding to abuse; the academy's processes for recording and following up on any concerns. Policies, policy updates, and statutory information will also be shared during induction and refresher sessions (see page 6 'Implementation' for further information)

### Types of abuse and specific safeguarding issues

- We recognise that adults working in our academy are in a unique position to recognise and respond to signs of abuse, and that these can take place and manifest in a variety of ways, including peer on peer;
- Induction training and regular refresher sessions will equip staff and volunteers to understand the different types of abuse, including specific safeguarding issues such as Female Genital Mutilation and radicalisation, and support them to know how to respond to any concerns;
- Annex 1, pages 7 – 8, details our approach to dealing with the risks posed by abuse, and how we identify and respond to any signs of abuse.

### Processes, procedures, and inter-agency liaison

- Our academy has a clear procedure for responding to any possible signs of abuse, using a standardised safeguarding concerns form (see Annex 3, page 10) This will be issued to all staff and volunteers at induction, and copies are available in the academy. Training and refresher sessions will reinforce effective techniques for recording concerns, and will highlight the importance of accurate written records;

- All safeguarding concerns forms, and any other documentation of a safeguarding nature, are held in a safeguarding file separately from any other pupil information, and are stored securely with access limited only to the Designated Safeguarding Lead, their Deputies, and the Headteacher;
- Pupil safeguarding files, including confidential notes on the school's MIS, will contain any relevant information and documentation related to the pupil's safety and welfare. Their contents will be organised chronologically, and will be prefaced by a chronology form detailing the key events and information related to the case;
- Upon receiving a concern which indicates a suspicion of abuse, the Designated Safeguarding Lead or their Deputy will follow local inter-agency procedures, local information sharing protocols and statutory/legal expectations in deciding if a referral to an external agency is warranted;
- In the case of a referral being made due to risk of significant harm, the referrer will make a detailed written record of their actions, including: dates and times of any conversations; the name and role of any professionals that were spoken to; the outcome of the referral; any actions that the referrer and the agency receiving the referral have agreed to;
- Any disagreements between the referrer and a professional or agency will be appropriately voiced and discussed, with the referrer following appropriate escalation procedures if they remain dissatisfied and if the circumstances warrant. Any disagreements or escalation will be recorded in writing by the referrer;
- In the case where a concern does not suggest a risk of significant harm but the pupil remains in need of additional support, the Designated Safeguarding Lead will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support;
- The Designated Safeguarding Lead or their Deputy will be a proactive contributor to any strategy meeting, Child Protection conference/review, core group, Early Help Assessment, and Team Around the Family meeting, and will attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the child and their family as requested by agencies and in line with statutory information sharing guidance.

#### Safer recruitment and the Single Central Record

- We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we must promote a culture of safety within our academy environment by preventing unsafe adults from having access to it;
- In line with best practice for safer recruitment, a minimum of one member of academy staff will undertake a training in 'Safer Recruitment', and will be present on any interview panel;
- Our School Business Manager/Office Manager will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all school employees, Governors, agency workers and third-party staff;
- The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation;
- Please see our Recruitment policy for further detail regarding our adherence to safer recruitment principles for staff and volunteers.

#### Teaching pupils to stay safe

- We recognise the importance of teaching our pupils how to stay safe, and that opportunities to do so form an inherent part of a broad and balanced curriculum;
- Learning opportunities will take the form of: PSHE lessons, Computing lessons, Sex and Relationships education, assemblies, circle time, class/form time, and visiting speakers, as well as smaller group and focussed intervention for particular vulnerable pupils as needed;
- The ethos of our school and its curriculum will support the promotion of British Values, which is known to build resilience to exploitation and radicalisation;
- We will model and teach safe behaviour and appropriate language (including how to stay safe online), and will promote a culture of safety within our academy where everyone's opinion is valued and everyone has someone safe to whom they can turn;
- We will actively collect feedback from our pupils, and will regularly engage with Pupil Voice to seek the views of pupils on their experiences of feeling safe at our academy.

## **IMPLEMENTATION**

This policy applies to all adults involved with our academy, including paid staff, volunteers, visitors, and Governors. It will be publically available on our academy website, and will be available in paper form upon request from the office. We will also make available and/or signpost all relevant statutory and legislation safeguarding and child protection documentation to staff and volunteers for their reference.

All academy staff and volunteers, including Governors, will be issued with a copy of this policy, along with a copy of the academy's Code of Conduct, Whistleblowing policy and Part 1 of Keeping Children Safe in Education (2016) at the beginning of the academic year. They will be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents. Any new staff who join our academy subsequent to the annual policy issue will receive a specific safeguarding induction, where this policy, plus our academy's Code of Conduct, Whistleblowing policy and Part 1 of Keeping Children Safe in Education (2016) will be shared and discussed. These staff will also be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.

This policy will be reviewed annually in line with updates of statutory guidance, and additionally on a regular basis by Governors to assess the impact of our academy's processes and procedures in safeguarding pupils and promoting their welfare.

## **ANNEX 1 – types of abuse**

We are aware that all children are potentially vulnerable to abuse. It can: take place at home, in the academy environment, or in the wider community; be committed by adults and by other children; be inflicted by people known to the child and by strangers; be a consequence of an act of deliberate harm and from failing to take necessary steps to prevent the child from coming to harm.

The four main types of abuse referred to in Keeping Children Safe in Education (2016) are:

- Physical;
- Emotional;
- Sexual;
- Neglect.

High quality training, which is regularly updated, ensures all adults involved with our academy are familiar with the definitions of abuse the acts that constitute each of the four categories, and the signs of each type of abuse/neglect so that children who may be in need of help or protection are appropriately identified.

In addition to the above, we recognise that there are a number of specific safeguarding issues that require special consideration due to their complex nature.

### Peer on peer abuse:

- Some children may abuse their peers, which can manifest in many ways including: bullying, online abuse, gender-based abuse, 'sexting', and sexually harmful behaviour;
- Harmful behaviour in our academy is not tolerated, and we will take swift action to intervene where this occurs, including referrals to Social Care and/or Police where appropriate;
- We will use lessons and assemblies to help children understand, age-appropriately, what abuse is, and encourage them to tell a trusted 'safe' adult if someone is behaving in a way that makes them feel uncomfortable.

### Gangs and youth violence

- We recognise that children are vulnerable, at any age, to being drawn into a gang environment and being targeted as perpetrators, or victims, of violence to others;
- We understand the positive impact that education, and spotting and responding to early warning signs of gang behaviour and violence, can have on affecting a positive outcome for a child and for building resilience to gang culture;
- We will be vigilant to any signs of our pupils being drawn into, or affected by, gangs and youth violence, and will work with local agencies to safeguard any perpetrators and/or victims.

### Child Sexual Exploitation

- It is understood that any child of any age is vulnerable to the risks of sexual exploitation, and that this is not limited to older children or adolescents;
- We are alert to the signs and indicators of a child becoming at risk of, or subject to, sexual exploitation, including going missing from education;
- The Designated Safeguarding Lead is the named professional for this issue, and will work with local agencies as required to safeguard pupils at risk of, or subject to, sexual exploitation.

### 'Honour based' violence, including Female Genital Mutilation, Breast Ironing and Forced Marriage

- 'Honour based' violence refers to actions committed under a belief of protecting or defending the honour of a family or community. Regardless of the motivation or circumstances, we recognise that these acts are illegal and abusive, and should be responded to as such;
- We are aware of, and will adhere to, the legal duty placed on teachers to notify the Police of any confirmed cases of Female Genital Mutilation carried out on a girl under the age of 18;

- We are alert to the signs and indicators of a child being at risk of 'honour based' violence, and will work with local agencies as required to safeguard these pupils.

#### Radicalisation

- Under the Counter Terrorism and Security Act (2015) academies are required to have 'due regard to the need to prevent people from being drawn into terrorism', otherwise known as the 'Prevent duty';
- We are alert to the signs and indicators of a child showing signs of radicalisation and of being at risk of being drawn into terrorism, and will work with local agencies and the Channel programme as required to safeguard these pupils;
- We recognise that a broad and balanced curriculum will support pupils in developing resilience to extremist ideology, therefore teaching and learning must promote pupils' spiritual, moral, cultural, mental and physical development, prepare them for the opportunities, responsibilities and experiences of life, promote community cohesion and British values, and provide a safe space in which pupils can understand, discuss and learn to challenge sensitive topics.

#### Children Missing Education

- We recognise that a child missing from education can be an indicator of abuse or neglect, including a risk of exploitation, 'honour based' violence and radicalisation, as outlined above;
- Robust procedures are in place for monitoring and responding to pupil attendance, as outlined in our academy's Attendance policy;
- In line with Children Missing Education (2016) and Lewisham procedures, we will work with local agencies and make timely referrals as required to ensure that circumstances where children are missing from education are swiftly and appropriately responded to.

We will signpost our staff and volunteers to the full list of specific safeguarding issues and the accompanying guidance documents outlined in Part 1, Keeping Children Safe in Education (2016), about which all staff and volunteers should be aware.

## ANNEX 2 – contact information

Name of Designated Safeguarding Lead	David Petty
Role of Designated Safeguarding Lead	Deputy Head Teacher
Contact details for Designated Safeguarding Lead	<a href="mailto:Deputyhead@tidemillacademy.org">Deputyhead@tidemillacademy.org</a>

Name of Deputy Safeguarding Lead/s	Jacqueline Vincent
Role of Deputy Safeguarding Lead/s	Family Liaison Officer
Contact details for Deputy Safeguarding Lead/s	<a href="mailto:FLO@tidemillacademy.org">FLO@tidemillacademy.org</a>

Name of Chair of Governors	David Mason
Contact details for Chair of Governors	<a href="mailto:Chairdirectors.tidemillacademy@gmail.com">Chairdirectors.tidemillacademy@gmail.com</a>
Name of Safeguarding Governor	As above
Contact details for Safeguarding Governor	

Lewisham's Children's Social Care contact details	<a href="mailto:Mashagency@lewisham.gov.uk">Mashagency@lewisham.gov.uk</a> 0208 314 6660
Lewisham's Out of hours Social Care contact details	0208 314 6000

Lewisham's LADO name	Finola Owens
(Local Authority name) LADO contact details	<a href="mailto:Finola.owens@lewisham.gov.uk">Finola.owens@lewisham.gov.uk</a>

Lewisham Prevent agency name	Lewisham Prevent Programme (Martin Gormlie)
Lewisham Prevent agency contact details	<a href="mailto:Prevent@lewisham.gov.uk">Prevent@lewisham.gov.uk</a>

Lewisham Virtual Head (LAC)	Patrick Ward
Lewisham Prevent agency contact details	<a href="mailto:Patrick.ward@lewisham.gov.uk">Patrick.ward@lewisham.gov.uk</a>



## Safeguarding Record of Concern Form

Please complete and return to David Petty (Deputy Head) or Jaqueline Vincent (Family Liaison Officer)

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Name of referrer: \_\_\_\_\_ Date: \_\_\_\_\_

Please outline concern(s):

Date received: \_\_\_\_\_

Briefly outline action:

Meeting with parent/carer: Y/N

Feedback to referrer:

## **ANNEX 4 – local agency procedures**

The Multi-agency Safeguarding Hub (MASH) provides a single point of access for all professionals to report safeguarding concerns to children's social care. Professionals can also request commissioned targeted family support through the multi-agency early help panel.

For urgent child protection referrals, contact the MASH on 020 8314 9181. If you think a child or young person may be in immediate danger, call 999 or contact your local police on 101.

### **Making a MASH request**

If, as a professional, you have safeguarding concerns or are requesting commissioned family support for targeted early help, you can use the online MASH request form after reading the below information.

Please note that residents and other members of the public can still make referrals in person or over the phone.

All requests that come through the MASH will be triaged by the multi-agency team and you may be contacted by a professional representing your agency to discuss your request.

### **Before you make a request**

- The following information will help you determine if you need to make a MASH request, and which part of the MASH request form you need to use:
- Our continuum of need document will help you assess the level of support needed or risks present. Professionals should refer to the continuum of need document before making a MASH request.
- If you believe a child and their family need some additional support you should discuss this with the family first and agree who is best placed to provide that support. An early help assessment can help you get a full picture of the family's situation and plan how to meet that need.
- If you think a child or family has needs at the targeted level, which are not being met by services currently involved with the family, you can use the form to request help and support from the MASH.
- If you are a professional working with a child and you require supporting information from children's social care (e.g. CAFCASS, probation, housing conducting statutory safeguarding checks, assessments), use the form to request supporting information.
- If you are worried that a child is at risk of significant harm through abuse or neglect, please call the MASH immediately on 020 8314 9181 to discuss your concerns and then use the form to request child protection from the MASH.

## Continuum of Need – London Borough of Lewisham

### Identifying levels of need and what to do next

Our Continuum of Need document is a guide to assessing and meeting the needs of children and their families. It is not a 'tick list' and should be used as an aid to assist professional judgement and decision making. It is important that assessments of need are based on a 'big picture' view of the child and their circumstances.

Any concerns about a child having been seriously harmed or being at risk of serious harm should be reported immediately by telephone to the MASH on 020 8314 6660. In an emergency always call 999.

This table tells you what action to take once you have identified the level of need using the Continuum of Need document on the next page		
Level of need identified	Early help assessment required?	Referral/action/support
Level 1 Universal	No assessment required	Child, young person or family accesses relevant universal services for advice/support such as GP, school, dentist, children's centre.
Level 2 Universal+	<p>If a single clear issue or area of need identified – early help assessment (EHA) may not be necessary.</p> <p>If a number of issues or needs at Level 2 are identified, an EHA must be undertaken</p>	<p>Offer support yourself, work with a professional partner or direct to relevant universal or early help support service for additional support</p> <p>Contact the early help support service if advice is required: Based on results of early help assessment – access appropriate early help service/s. Establish team around the family (TAF) meeting.</p>
Level 3 Targeted Response	<p>If an early help assessment has already been done, new information should be sent to the services already involved, to update the EHA plan</p> <p>If not already done, EHA should be undertaken and recommendations made for services required to meet assessed levels of need should start to populate a plan.</p>	<p>Appropriate support can be accessed by the lead professional and TAF.</p> <p>Request for targeted family support via the early help panel which may include the commissioned family support service can be made using the help and support section of the online MASH request form following a consultation with the early help team 020 8314 7333.</p>
Level 4 Specialist/Statutory	Likely that an EHA has been done but if not the EHA process should not be used at this point and referral should not be delayed.	Immediate referral should be made to the Multi-agency Safeguarding Hub (MASH) using the online request form <a href="http://www.lewisham.gov.uk/MASH">www.lewisham.gov.uk/MASH</a>
<p><b>Safeguarding</b>            What to do if you are concerned about the safety of a child or young person:            • If a child is in immediate danger and needs immediate protection you should contact the police and/or the ambulance on 999.            • If a child has been harmed or is at imminent risk of significant harm or you need general advice or information about a safeguarding matter please contact the Multi-agency Safeguarding Hub (MASH): 020 8314 6660. For out-of-hours help, contact the emergency duty team (EDT) on 020 8314 6000.</p>		

## **ANNEX 5 – managing allegations**

Keeping Children Safe in Education (2016) defines an allegation of abuse against a member of staff as any case in which it is alleged that an adult (including volunteers) at the school or academy 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 a risk of harm to children.

This policy is designed to work in full accordance with the statutory guidelines set out within Part Four, Keeping Children Safe in Education (2016), as well as with local guidelines issued by Lewisham Local Authority, both of which set out each stage of the process for managing allegations in detail. Headteachers, members of the Senior Leadership Team and the Chair of Governors will familiarise themselves with both of these documents; however, key principles that we will follow are detailed below.

### Staff awareness

- All staff and volunteers will be issued with our academy's Code of Conduct and our Whistleblowing policy, which is intended not only to support them in adopting safe practice in their work with children but also to advise on how to report any concerns about the conduct of a colleague;
- Additionally, all staff and volunteers will be signposted to the Ofsted Whistleblower Helpline, 0300 123 3155, and to the NSPCC Whistleblowing Advice helpline, 0800 028 0285.

### Headteacher, SLT and Governor awareness

- The Headteacher, members of SLT (in case of the Headteacher's absence) and the Chair of Governors (in case of the allegation being against the Headteacher) will know the name and contact details for the Local Authority Designated Officer (LADO), with whom contact must be made as soon as possible upon receipt of an allegation against a member of staff or volunteer at our academy, and always within one working day;
- If further investigation or action is required, the person referring the concern to the LADO will then be nominated as the 'case manager'. If the specific circumstances warrant, or if the case is unusually complex, the case manager role may be taken on by a professional independent to our academy, i.e. a colleague from within REACh2 Academy Trust.

### Information sharing

- When directed to by the LADO, the case manager will inform the accused person of the allegation and will be given as much information as possible about its nature. We have a duty of care to our employee, and will provide effective support to anyone in this situation, as well as ensuring that the matter is dealt with quickly, fairly and consistently;
- As directed by the LADO, the case manager will also tell the parents of the child or children involved of the allegation (if they are not already aware) and will keep them informed as to the progress and outcome of the process.

### Managing the situation

- As directed by the LADO, we will assess the possible risk posed by the accused individual if they are to continue in their role. This assessment may result in suspension if the risk is considered sufficient and if all suitable alternative options have been considered;
- If a member of staff who is judged to be unsuitable to work with children resigns or their services cease to be used, we will assess the situation against the published DBS criteria and will follow up with a referral where necessary. A compromise or settlement agreement will not be used in cases where this would prevent a referral to DBS being made, as to do so could result in a criminal offence and in non-compliance with our legal duty;
- One-off and/or repeated allegations of malicious, false or unsubstantiated conduct will not be referred to in employer references;

- Where an allegation has been found to be malicious, we will consider whether to take further action, either via the Behaviour policy (in the case of a pupil) or via discussion with the Police (in the case of a parent or other adult).

#### Record keeping

- Full details of each stage of the allegations process will be recorded in writing by the Case Manager;
- Where an allegation has been found to be malicious, i.e. the allegation is disproved and there has been a deliberate attempt to deceive, all details and records will be removed from the person's personnel file;
- For allegations found to be substantiated, false or unsubstantiated, details of the allegation and the investigation process, including the outcome, will be kept as per the Disciplinary policy, but usually separately and confidentially to the person's personnel file, with a copy also provided to the person concerned;
- Records will be retained for a period of 10 years from the date of the allegation, or until the accused has reached pension age (if this is sooner).

#### Learning lessons

- As soon as is practicable, the Governing Body will convene to review the facts of the case, reflect on any lessons to be learned, and implement any needed changes to policy and/or procedure. Where applicable, this will include reference to any feedback given by the LADO.

## ANNEX 6-Handling Disclosures

### Responding To Disclosures of Abuse

Staff should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of staff is to listen, record and report and not to investigate.

#### Immediate Response

If a child makes a disclosure the following procedure should be followed:

1. Allow the pace of the conversation to be dictated by the pupil.
2. Ask neutral questions which encourage the child to talk such as: Can you tell me what happened?
3. Listen carefully and calmly accepting what the pupil says
4. Acknowledge how hard it was for them to tell you
5. Reassure the pupil that they have done the right thing; *"I believe you." "It's not your fault." "I'm glad that you told me." "I'm sorry this has happened to you." "I am going to help you."*

#### The member of staff **SHOULD NOT**:

- Ask direct or leading questions.
- Show shock or disbelief.
- Undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any injuries or neglect.
- Criticise the perpetrator; this may be someone they love
- Promise confidentiality. You **CANNOT** keep it confidential but you **CAN** try and find the help that they need.

#### Recording Information

The correct pro-forma for recording child protection concerns is a Safeguarding Record of Concern. Staff are not permitted to use their own recording devices (this includes cameras, phones, and video recording equipment)

- Make brief notes at the time or immediately afterwards. Notes should be taken using the child's words verbatim. The recording must be factual and precise; notes may be used in evidence so must reflect what the child has disclosed.