



# Safeguarding Children Policy 2020-21

**\*Please read in conjunction with:**

- [COVID-19 Safeguarding Policy Millfields Community School FINAL.pdf](#)

- [Keeping children safe in education 2020.pdf](#)

[https://www.gov.uk/government/publications/keeping-children-safe-in-education--  
2](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

***Millfields Community School recognises the responsibilities and commitment of all staff to safeguard all children.***

***The whole school community - staff, parents, governors, volunteers and students at Millfields have an active part in protecting children from harm.***

***It is the moral and legal duty of all adults in charge of children to be ready to protect children in danger from abuse.***

***All staff working in education have a responsibility to observe, monitor and refer suspected abuse.***

***All staff must be vigilant at all times.***

### **The school aims to ensure that:**

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

### **Introduction**

The Governing Body at Millfields Community School fully recognise that they have a duty to ensure arrangements are in place for safeguarding and promoting the wellbeing of children, (Section 175 of the Education Act 2002 amended 2012). We adhere to the Local Authority's Safeguarding Children Board Procedures. This policy reflects the requirements of [Working Together to Safeguard-Children.pdf](#) and [Keeping children safe in education 2020.pdf](#)

### **1. Definition of Safeguarding**

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as protecting children from maltreatment; preventing impairment of children's physical and mental 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. We aim to protect our children from all kinds of abuse whether physical, emotional, sexual or neglect.

We recognise that all members of the school community including volunteers and governors will at all times play a full and active part in protecting our children from harm.

We aim to:

Provide an environment where children:

- have positive relationships
- have the confidence to talk to the adults they can trust
- feel safe and secure
- feel listened to

Raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse and of children in need.

Ensure that through training all staff (teaching and support staff) will be able to recognise the signs of abuse and understand their responsibilities when a child may be at risk of harm.

Ensure members of our school community including volunteers:

- understand their roles and responsibilities in all aspects of safeguarding
- understand safeguarding duties that will influence all areas of the school's work.

### **2. What is Child Protection?**

Child protection is the process of protecting individual children identified as either suffering, or likely to suffer, significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect.

**Safeguarding and promoting the welfare of children** means:

- 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
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in Keeping Children Safe in Education 2020 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

### **3. Equality statement**

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (See section 11)

#### **4. Staff, volunteers and visiting speakers and agencies**

**All members of staff are required to read this policy and at least section 1 and Annexe A of the Keeping Children Safe in Education, Part 1 for All Staff (September 2020) and act according to the guidance given in both documents. All staff are required to complete an online certificated safeguarding course annually.**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Agency staff, volunteers and visiting speakers and other organisations are all handed a 'Safeguarding Children and Young People' leaflet.

The Teachers' Standards 2012 state that teachers, including heads, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the school community.

All staff should be aware of the dangers inherent in:

- Working alone with a child (e.g. a door should always be open or a clear view into the room maintained)
- Physical interventions (never prolong contact, follow guidance in Positive Handling Policy)
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from parents and children
- Contacting children through private telephones (including texting and), emailing or social networking sites – See (See E-Safety and Acceptable Use Policy)
- Disclosing personal details inappropriately
- Meeting pupils outside school hours or school duties
- Disclosing personal details inappropriately including sharing personal telephone number/s
- Offering a lift in their personal transport

#### **5. Safeguarding Induction for Staff**

All new staff are briefed in safeguarding processes and are required to read relevant policies upon employment. They are also required to complete an online certificated safeguarding course. In addition, all staff are reminded of safeguarding processes at the beginning of the school year, and at the beginning of each term.

If any member of staff has reasonable suspicion that a child is suffering harm and fails to act in accordance with this policy and the Local Safeguarding Children Board Procedures, we will view this as misconduct and take appropriate action.

#### **6. Confidentiality**

Members of staff and governors may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances, the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed, the information should be used anonymously. Information must never be used to

intimidate, humiliate, or embarrass the pupil. This could be considered to be gross misconduct and the school will take appropriate action

There are some circumstances in which a member of staff may be expected to share information about a pupil, for example, when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on immediately to those with designated pupil protection responsibilities. Confidential information about pupils must be held securely.

Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

## 7. Safe Recruitment Practices

In line with the guidance '**Keeping Children Safe in Education**' (2020), our schools follow the guidance listed below:

- Governors and staff involved in recruitment adhere to safer recruitment practices
- Job advertisements and application packs state clearly that the appointment will be subject to a satisfactory enhanced DBS
- All job descriptions and person specifications state the safeguarding responsibilities of the role
- CVs are not accepted (unless applicant has a disability preventing them from completing the application form)
- Two references for each candidate taken up and viewed by the chair prior to interview
- One panel member has completed the Safer Recruitment training
- Safer recruitment checklists completed, signed as seen & kept in the individual's personnel file.
- Candidates are checked using the Teacher Services system to carry out prohibition from teaching checks.
- There a Single Central Record (SCR) of recruitment and vetting checks in place in line with statutory requirements.
- Volunteers are appropriately inducted and supervised

In line with guidance in the updated '**Keeping Children Safe in Education**' (January 2021 update)

\*From 01 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. We must:

- make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:
- undertake criminal records checks for overseas applicants – Home Office guidance can be found on [GOV.UK](https://www.gov.uk); and for teaching positions
- obtain a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.
- try to directly contact any schools that an applicant reports they have worked at

Further information can be found in DfE Guidance: Recruit teachers from overseas here: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **8. Designated Safeguarding Leads**

The Designated Safeguarding Leads are fully trained and receive updated training every two years. Designated members of staff are responsible for adhering to the London Child Protection Procedures.

All staff are responsible for informing the relevant designated person of any concerns. The designated member of staff will keep records securely.

It is the responsibility of the designated member of staff to discuss concerns with Children's Social Care and Social Workers or external services. If such concerns arise about the safety of a child, the child will be monitored closely and any additional concerns will be passed on to the appropriate agencies.

The designated member of staff will offer support and advice to other members of staff dealing with pupils. Staff should refer to the City & Hackney Children's Safeguarding Children Board (CHCSB's)

Escalation Policy for guidance. If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to children's social care.

## **9. Early Intervention and Support**

Our staff are prepared to identify children who may benefit from early Intervention or support and will offer the support of other agencies and professionals in preparing an early help assessment.

### **Process for referring pupils – to be considered alongside the CHCSB Escalation Policy**

- The concern is immediately raised with the Designated Safeguarding Lead in writing through 'Orange Form' log
- The Designated Safeguarding Lead will consider the concern and decide the course of action
- If necessary, the concern is passed to Children's Social Care

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. This includes allowing practitioners to share information without consent.

## **10. Records of Child Protection and Safeguarding Concerns**

Brief and accurate written notes will be kept of all incidents via the school 'orange form' system and child protection or child in need concerns relating to individual pupils. This information may be shared with other agencies as appropriate. There is a 'Safeguarding Log' of all concerns and actions taken.

Parental consent is usually sought before making a Child in Need (S17 of the Children Act 1989) referral to Children's Social Care (Children's Services). If consent is withheld, consideration will be given to the potential impact of this for the child and to the need for a child protection referral (S47 of the Children Act 1989), which does not require parental consent.

The school will take into account the views and wishes of the child who is the subject of the concern but staff will be alert to the dangers of colluding with dangerous "secrets".

Child Protection (CP) records are not open to pupils or parents. CP records are kept securely by the Designated Safeguarding Lead and separately from educational records. The Designated Safeguarding Lead, their Deputy and the senior managers of the school, may only access them.

Referrals made to Children's Social Care under the London procedures will be recorded on a Common Assessment Framework form, with copies sent securely to Children's Social Care and the Local Schools Safeguarding Coordinator.

## **11. Training for all staff**

All school staff must have safeguarding and child protection training, including online safety at induction and it is updated regularly. This is not always formal face-to-face training, and can include online learning.

Safeguarding training during induction should give staff an awareness of the school's safeguarding systems, including:

The child protection policy

The Positive Behaviour Management Policy

The safeguarding response to children going missing from education

The staff behaviour policy/code of conduct

The role and identity of the designated safeguarding lead (DSL) and any deputies

In addition, all staff should:

Be aware of their local early help process and understand their role in it

Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989

Know what to do if a child tells them he/she is being abused or neglected

Make sure they are also familiar with your school's whistle-blowing procedures.

All staff will receive safeguarding updates at least annually through a safeguarding and children protection online training programmes that includes KCSiE updates and local contextual safeguarding. Each half term, one of the teaching staff professional development meetings for both teaching staff and support staff focuses on a specific area of safeguarding, well-being and mental health of pupils.

## **12. Training of Designated Safeguarding Leads**

There are at least two Designated Safeguarding Leads, who are also members of the Senior Leadership Team that are trained in safeguarding processes. Training is refreshed every two years.

## **13. Allegations against a member of staff or volunteer**

The schools will follow the guidance set out in DfE **'Keeping Children Safe in Education' (2020)**.

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the chair of governors.

The Headteacher/chair of governors will then follow the procedures set out in appendix 3, if appropriate.

If you have concerns about a member of staff (including a supply teacher or volunteer), we understand that a child may make an allegation against a member of staff, including volunteers. If such an allegation is made, the member of staff receiving the allegation should immediately inform

the Headteacher or other senior member of staff. If the allegation is against the Headteacher, the Chair of Governors must be notified.

In all cases the Local Authority Designated Officer at (LADO – See contact details below) at the Children’s Social Care must be notified and a HR Advisor from the Human Resources Department. Further advice can be obtained from the LADO or the Children’s Social Care. In all cases, it is the requirement to notify all allegations against staff to the LADO before commencing an internal investigation. If there is an indisputable case against a member of staff, it is likely that the police will be informed immediately.

#### **14. Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, up-skirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, including ‘up-skirting’ and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy



## 15. Sexting

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

## 16. Serious Violent Crime

Staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime, or that they may be a victim of grooming. These indicators include:

Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.

Increased absence from school

Change in friendship/relationships with others/groups

Significant decline in performance

Signs of self-harm/significant change in wellbeing

Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

Guidance directs staff to the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

### Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

### **17. Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We recognise that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. All members of staff who support these pupils will be made aware to the need for vigilance for the signs of abuse.

Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviour such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for pupils with SEN and disabilities. This includes: mentor support, CAMHS worker, therapists

### **18. Pupils with a social worker**

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

### **19. Looked-after and previously looked-after children**

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL has details of children's social workers and relevant virtual school heads.

We have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

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

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## **20. Mobile phones and cameras**

***Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.*** Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

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

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Pupils are not permitted to bring mobile phones in to school at any time. If they bring a phone in, it will be retained by the office until the end of the school day.

## **21. Single Central Record (SCR)**

The School Business Manager is responsible for entering information onto and maintaining the SCR. The Headteacher monitors the SCR monthly. The Nominated Safeguarding Governor reviews and reports on the SCR at least twice annually.

The Hackney Learning Trust carries out periodic audits. The Head teacher is responsible for ensuring recommendations are acted upon swiftly. The Headteacher will ensure the SCR meets OfSTED requirements.

## **22. Governors and Associate Members**

Governors and Associate Members are briefed and understand their roles and responsibilities regarding safeguarding and safer recruitment.

Governors and Associate Members review the Safeguarding and Child Protection Policies annually.

Governors ensure that independent companies to which activities are contracted have the required child protection procedures (e.g. play centres or after school clubs).

## **23. Designated Link Governor**

The school has nominated a designated Governor (See Named Contacts) who will act as the link person between the Governing Body and the nominated Designated Safeguarding Lead. The Governor will review the safeguarding procedures/practices including access to training through termly meetings with the Designated Safeguarding Lead and the Headteacher.

## 24. Teaching Pupils about Safeguarding

We believe that pupils should be provided with information that helps them protect themselves. Pupils are taught how to be safe through promoting safety online, personal social health and economic education. The PSHCE Policy and Overview, as well as the Well-being and mental Health Policy ensures that all elements of safeguarding and well-being are covered. Pupils are reminded continually about speaking out in school, or via NSPCC and ChildLine numbers if they need to say something.

## 25. Physical Contact and Restraint

Members of staff may have to make physical interventions with children. Members of staff should only do this where it is necessary to protect the child, or another person from danger and when the member of staff has received appropriate training. The school has adopted the Hackney Learning Trust Positive Handling Policy.

## 26. Female Genital Mutilation (FGM)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Female Genital Mutilation (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

We believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. It is illegal in the United Kingdom to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place are punished by fines and up to fourteen years in prison.

It is a statutory duty for teachers, social workers and health-care professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. NB Staff should not examine pupils.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. Teachers who discover that female genital mutilation appears to have been carried out on

a pupil under 18 should discuss the case with the DSL unless they have been specifically told not to disclose,

Those failing to report such cases will face disciplinary sanctions. Unless they have been specifically told not to disclose they should consider and discuss any such case with the school's Designated Safeguarding Lead and involve Children's Social Care as appropriate.

Our safeguarding designated staff have received training on:

- Key Issues
- Risk factors
- High Risk Absences
- Symptoms
- Long term health problems

## **27. Prevent Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter

- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

In order for schools and childcare providers to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. In order to protect children from the risk of radicalisation our schools will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This may be through the form of influences in the home or activities out of school, visitors invited to the school and accessing websites or social media that promote radicalisation.

The Designated Safeguarding Lead should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

All staff have training on Prevent every 2 years.

## **28. If you have a mental health concern**

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in sec

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Add further details as necessary, about your procedures for identifying possible mental health problems, including routes to escalate and referral and accountability systems. Refer to the Department for Education guidance on mental health and behaviour in schools for more information.

## **29. Children Missing in Education (CMiE) and safeguarding concerns**

All children, regardless of their circumstances, are entitled to a full time education that is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect and therefore pupil attendance and absence is closely monitored in our schools. The law requires all schools to have an admission and attendance register.

Our school will inform the school Attendance Officer/local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission or made contact, for a

continuous period of 5 school days or more. The school staff will ensure that every effort, including a home visit, is conducted if there has been no contact for more than 2 days. Please refer to page 13 of the Keeping Children Safe in Education 2020 guidance and LA guidance and procedures.

The school requires that parents should ensure that the school has at least two emergency contacts for their child in addition to the main parent/carers contact

### **30. Photographing children**

We understand that parents/carers like to take photos of their children or video them in the school play, at sports day or school presentations. This is a normal part of family life and we do not discourage parents from celebrating their child's success. However, there are restrictions on the use of images of children (e.g. data protection) and there may be health and safety considerations.

We adhere to the following guidelines:

- We seek written parental consent for the use of photographs and images for use by the school (including the school website and brochures) when a child joins the school.
- If visitors come to the school to make videos or take photographs for use outside the school we will seek specific parental consent
- Staff should be sensitive to the feelings of pupils who may be uncomfortable about being photographed
- Staff should be aware of the use of flash photography and the impact it may have on some of our pupils.
- Children's full names are not named in our publications
- Personal devices, including mobile phones, must not be used to photograph children. Only the school's equipment may be used.

### **31. Parents taking photos of school events**

Parents are permitted to take photographs of their children at school events. The photograph should focus on their child and should not be uploaded to social media sites. Please see the Information Commissioner's Office advice on taking photographs.

### **32. E Safety & Social Media**

The school has a separate policy on Internet Use and E Safety. Please refer to the school's School E-Safety & Acceptable Use Policy. The school has also produced a guide to monitoring and being aware of the impact and use of Social Media in and out of schools. Please refer to the school's Social Media Policy.

### **33. Transporting Pupils**

In certain situations, e.g. out of school activities, staff, volunteers or governors may agree to transport pupils. Wherever possible any transport arrangements should be made in advance by a designated member of staff. Any transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort in agreement with parents.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

### **34. Before and After School Activities and Educational visits**

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply. For further information, please refer to the Health & Safety Policy.

### **35. Site Safety**

- Risk assessments are carried out regularly & communicated to pupils & staff
- There is a designated Health and Safety link member on the Governing Body
- There is a RIDDOR reportable accident book with evidence of action taken and impact of action. All other first aid incident reports are kept in a medical folder.
- All members of staff are required to wear ID badges at all times.
- All members of staff are aware of their responsibilities to report health and safety concerns to the site manager immediately.
- Windows should not be blocked or covered and fire doors should be kept closed at all times. (Currently this academic year, all doors are open due to Covid.)

### **36. Visitors to school**

Visitors who are admitted on to the school site, must report immediately to the main reception desk and sign in. All visitors must sign into the visitor book. The member of staff signing the visitor in must make the visitor aware of safeguarding procedures and give them a 'Safeguarding Children and Young People' leaflet. The visitor must wear a Visitor Badge at all times. It is everyone's responsibility to politely challenge anyone without the correct ID.

### **Links to other policies**

This policy has been written, taking in to account consideration of the Keeping Children Safe in Education statutory guidance for schools, September 2020. It should also be read alongside Working Together to Safeguard Children 2018 that applies to all schools.

The following policies are linked to this policy

- Health and Safety Policy
- Positive Handling Policy
- Anti-Bullying Policy
- Positive Behaviour Management Policy
- Well-being and mental Health Policy
- Attendance & Punctuality Policy
- Sex and Relationships Education Policy
- PSCHE Policy
- Medicines and Pupils with Medical Needs Policy
- Safer Recruitment Policy
- SEND Policy
- Whistle blowing Policy
- Hackney DBS Policy
- Social Media & Networking Policy
- Data Protection & FOI Policy
- Prevent Statement -Dealing with Extremism
- E-safety Policy/Acceptable Use Policy
- Designated Teacher Policy



## **Child protection common meanings:**

### **‘Significant Harm’**

This concept was introduced by the Children’s Act 1989 as the threshold for intervention in family life for protection of children

### **‘Harm’**

Ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill treatment of another

### **‘Development’**

Physical, Intellectual, emotional, social, or behavioural development

### **‘Health’**

Physical or mental health

### **‘Ill Treatment’**

Includes sexual abuse and all forms of treatment, which is not physical

### **‘Threshold for significant harm’**

There are no absolute criteria on which to rely. Significant harm can be caused by one traumatic event or a compilation of events that interrupt, change or damage the child’s physical or psychological development

## **Contacts:**

### **Designated Safeguarding Leads**

Jane Betsworth-Head teacher  
Debi Cookhorn –Deputy Headteacher  
Kingsley Fry -SENCo

### **Chair of Governors**

Damian Holt  
Email: [chair@millfields.hackney.sch.uk](mailto:chair@millfields.hackney.sch.uk)

### **Nominated a Designated Safeguarding Governor**

Sandy Stanton  
Email: [safeguarding@millfields.hackney.sch.uk](mailto:safeguarding@millfields.hackney.sch.uk)

### **LADO**

[LADO@hackney.gov.uk](mailto:LADO@hackney.gov.uk)  
Tel: 020 8356 4569 (LADO) or 020 8356 8082 (Duty line)

Policy Reviewed: September 2020  
Policy Adopted by Governors: October 2020  
Policy Review: September 2021

*We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.*

## APPENDIX 1

### Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2020\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Maintained schools and pupil referral units insert:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

The schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism  
All schools with pupils aged under 8 add:

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children

## APPENDIX 2

### Specific Safeguarding issues

This appendix is based on the advice in annex A of Keeping Children Safe in Education 2020.

Annex A also includes information on further issues to be aware of, including children's involvement in the court system, children with family members in prison, and county lines.

### Children Missing From Education

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

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

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

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

## **Child criminal exploitation**

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

Males or females, and children or adults can perpetrate the abuse. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

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

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

## **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

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

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

Having an older boyfriend or girlfriend

Suffering from sexually transmitted infections or becoming pregnant

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

### **Domestic abuse**

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, children may blame themselves for the abuse or may have had to leave the family home as a result.

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

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#).

The DSL will provide support according to the child's needs and update records about their circumstances.

### **Homelessness**

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

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

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

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

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

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

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

### **FGM**

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

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

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

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

\*The above indicators and risk factors are not intended to be exhaustive.

## Forced marriage

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

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## Preventing radicalisation

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

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

**Terrorism** is an action that:

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

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

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

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

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in via the electronic sign-in machine and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

A member of staff will accompany all other visitors, including visiting speakers, at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.



## APPENDIX 3

### Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff, including a supply teacher or volunteer, has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- 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 may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension of the accused until the case is resolved

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

### Definitions for outcomes of allegation investigations

**Substantiated:** there is sufficient evidence to prove the allegation

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

**False:** there is sufficient evidence to disprove the allegation

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or chair of governors) where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)

Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies

Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate

**If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details

**If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.

**If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate.

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement

to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)

Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the governing board will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

#### **Additional considerations for supply staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome

The governing board will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation

We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required

We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.