



# Dair House School

## Safeguarding and Child Protection Policy



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**Monitoring: DSL      Updated: November 2018      Review: August 2019**

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The Governing Body of Dair House School is responsible for ensuring the annual review of this policy.

Last reviewed: 26<sup>th</sup> September 2018

Approved by the Governor responsible for Safeguarding- Mrs V McNally

Next review date: March 2019

Last inspection dates: May 2017 and November 2016

The ISI report of November of 2016 records that all Safeguarding and Child Protection requirements were met.

Author: T.C. Wintle

### **Definition taken from ‘Keeping Children Safe in Education’, September 2018.**

‘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 health or development;

Ensuring that children grow up in circumstances consistent with the provision of safe and effective action;

Taking action to enable all children to have the best outcomes.’

### **Introduction**

Dair House School is committed to safeguarding and promoting the safety and welfare of every child at the school, including those in the EYFS.

*‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play.’ ‘Keeping Children Safe in Education’, September 2018.*

All members of staff and volunteers at Dair House School have a safeguarding responsibility to ensure that children in their care are not harmed. All staff and volunteers have a professional obligation to report suspicions of abuse, indeed in extreme cases a lack of action could constitute criminal neglect.

The Designated Safeguarding Lead (DSL) will have a total picture of the safeguarding policies and procedures and will be the most appropriate person to go to for any safeguarding issues or concerns.

Any member of staff, however, can make a referral to children's social care if necessary, without reference to the DSL, following the guidance in this policy and the Bucks Safeguarding Children's Board threshold guidance:

<http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Thresholds Document Sept 2015 final.pdf>

This 'Threshold Document Accessing Services in Buckinghamshire' is on the Safeguarding notice board in the staff room.

Any member of staff should follow the Buckinghamshire Safeguarding Children Board flowchart if they are concerned about the behaviour of a staff member or volunteer towards a child or young person: <http://www.bucks-lscb.org.uk/wp-content/uploads/BSCB-Procedures/Concern-about-staff-or-volunteer-Flowchart.pdf>

A copy of this is also on the Safeguarding notice board in the staff room.

Appendix 1, 'Actions where there are concerns about a child' also gives guidance on p12 Keeping Children Safe in Education- September 2018.

All staff and volunteers at Dair House School must ensure their approach is child-centred.

We must consider, at all times, what is in the best interests of each of our children.

All staff and volunteers must maintain an attitude of 'it could happen here' where safeguarding is concerned.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

### **Children with Special Educational Needs and Disabilities (SEND)**

All staff and volunteers at Dair House School must recognise the particular vulnerability of children with Special Educational Needs and Disabilities (SEND) and seek to support these children as fully as possible. Children with SEND can face additional safeguarding challenges. Dair House School recognises the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **Relevant guidance**

This policy follows guidance issued by the Secretary of State, and in particular to:

'Keeping Children Safe in Education,' September 2018;

'Working Together to Safeguard Children,' July 2018;

'What to do if you are worried a child is being abused- Advice for practitioners'- March 2015;  
'Revised Prevent Duty Guidance,' July 2015;  
'The Prevent Duty: Departmental advice for schools and childminders,' June 2015;  
'Inspecting safeguarding in early years, education and skills settings', Ofsted September 2018;  
And advice from our Local Safeguarding Children Board- Buckinghamshire Safeguarding Children Board (BSCB).

### **Dair House School Safeguarding Aims**

Dair House School aims to provide an environment in which children feel secure, their viewpoints are valued, where they are encouraged to talk and are listened to, and where they are happy. Everyone should also feel confident about sharing any concerns which they may have for their own safety, or for the safety of others.  
All children have a right to be protected. Teachers and other staff are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with the children.

### **Early Help**

Dair House School recognises it is very important for all staff and volunteers to be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the EYFS through to the teenage years. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead. Staff may be required to support social workers and other agencies following any referral. The early help process is explained in more detail on page 13 of 'Working Together To Safeguard Children' July 2018. The following points will help our staff recognise the potential for early help and intervention:

- The child is showing signs of being drawn into anti-social or criminal behaviour, including gangs and crime groups;
- The child is at risk of modern slavery, trafficking or exploitation;
- The child is showing early signs of abuse and/or neglect;
- The child is at risk of being radicalised or exploited;
- The child is a privately fostered child.

## **Purpose of this policy**

The purpose of this policy is:

- To inform all staff, parents, volunteers, visitors, external contractors and governors about the School's responsibilities.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.
- To follow the guidance in the publications listed on page 1 and the procedures written by the Buckinghamshire Safeguarding Children's Board (BSCB).
- To ensure Dair House School differentiates between safeguarding children who have suffered or are likely to suffer harm and should be reported to Bucks Children's Social Care immediately and those children who are in need of additional support from one or more agencies. This second group should receive early help, inter-agency assessment and intervention using the Bucks CC Multi Agency Referral Form.
- To ensure that staff have the skills, knowledge and understanding necessary to keep safe, children who are looked after by a local authority. This includes ensuring that staff have the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure adults at Dair House School contribute to assessments of need and support plans for those children when necessary.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To ensure the school has robust systems in place for ensuring that true and accurate records of events are kept and appropriately stored, and to ensure that any such records clearly differentiate between fact and opinion.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop effective working relationships with all other agencies, involved in safeguarding children.
- To ensure that all adults within our school, who have access to children, have been checked as to their suitability. This includes other community users of our facilities.

## **Contacts in Dair House School**

Designated Safeguarding Lead (DSL): Mr Terry Wintle (Headmaster) 01753 643964

Deputy DSL: Mrs Margaret Southerden (Deputy Head) 01753 643964

Deputy DSL: Mrs Emma Haward (Head of EYFS) 01753 643964

Nominated Governor: Mrs Vicky McNally – 07889 273598

Chair of Governors: Mrs Jane Masih - 01753 643964

Independent Listener: Mrs Anne Dyer - 01753 643964

## Contacts in Buckinghamshire

**Buckinghamshire Safeguarding Children Board (BSCB).** This is **not a front line service**. The BSCB can be contacted from 9.00am – 5.00pm (Monday – Thursday) and 9.00am – 4.30pm on Friday. For general queries regarding the Board, **01296 383485**.

**Bucks First Response Team** - For a first time referral about a child. All new referrals to social care, including children with disabilities, will be processed by the First Response Team. Referrals will be assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply.

The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner. Opening hours: Monday to Thursday – 09.00 to 17.30; Friday – 09.00 to 17.00: 0845 460 0001.

Outside of these hours, for serious emergencies in the evening, weekends or public holidays, please call the emergency duty team. 0800 9997677.

For a concern about a member of staff working with children (in either a paid or voluntary capacity) please contact the Designated Officer (LADO)- 01296 382070 or [secure-LADO@buckscc.gcsx.gov.uk](mailto:secure-LADO@buckscc.gcsx.gov.uk)

**Bucks Education Safeguarding Advisory Service (ESAS)** ESAS offers support to education providers to support them to deliver on all aspects of their safeguarding responsibilities. Providing advice, practical support and guidance, as well as a range of training packages, to enable staff in schools to feel confident to exercise their safeguarding responsibilities, in accordance with local and national guidance. Education Safeguarding Adviser: Therese McAlorum. 01296 382912 or 01296 382732 or [tmcalorum@buckscc.gov.uk](mailto:tmcalorum@buckscc.gov.uk)

### **Bucks County Council Children's Social Care**

Referrals are assessed to check the seriousness and urgency of the concerns and to establish if children's social care need to be involved. [0845 4600001](tel:08454600001) or [01296 383962](tel:01296383962) or [secure-cypfirstresponse@buckscc.gcsx.gov.uk](mailto:secure-cypfirstresponse@buckscc.gcsx.gov.uk)

### **Buckinghamshire Out of Hours (OOHs) Emergency Social Work Team**

This exists to provide a response to referrals for any social care emergency for anyone living in Buckinghamshire that arises out of normal office hours and which cannot wait until the next working day. The team is operational from: 17.00 to 09.00 Monday to Thursday 16.30 to 09.00 Weekends (from Friday afternoon to Monday morning) 24 hours daily on bank holidays.

They can only provide a response to referrals for work arising when the emergency service is operational, which is out of normal office hours. The team is not able to take over referrals made before 17.00 or to make check visits or telephone calls. Responsibility for this work remains with the relevant daytime team.

Between 17.00 and 24.00 weekdays, and 09.00 and 24.00 Saturdays, Sundays and bank holidays, referrals are initially taken in a call centre where a call handler will take basic details, screen out referrals that do not need passing on and forward appropriate referrals to the qualified social worker on duty- 01296 565000.

Between 24.00 and 09.00 hours, the emergency team qualified social worker will be available on a mobile phone- 01494 675802.

### **The Virtual School for Looked After Children**

The Virtual School, Buckinghamshire County Council,

4th Floor,  
New County Offices,  
Aylesbury, Bucks, HP20 1UZ  
Email: [thevirtualschool@buckscc.gov.uk](mailto:thevirtualschool@buckscc.gov.uk) 01296 387047

## **Other Contacts**

Thames Valley Police: 101 (999 in emergency)  
Slough First Contact Hub: 01753 875362 or [child.protection@slough.gcsx.gov.uk](mailto:child.protection@slough.gcsx.gov.uk)  
NSPCC: 0800 8005000  
CEOP: [www.ceop.police.uk](http://www.ceop.police.uk) (Child Exploitation Online Protection)  
DfE: 020 73407264  
For concerns about Radicalisation and Extremism Buckinghamshire County Council Prevent Lead in South Buckinghamshire: Rebecca Reid [rebecca.reid@wycombe.gov.uk](mailto:rebecca.reid@wycombe.gov.uk)  
About an adult being radicalised: [safeguardingadults@buckscc.gov.uk](mailto:safeguardingadults@buckscc.gov.uk) 0800 137915  
About a child being radicalised: [cypfirstresponse@buckscc.gov.uk](mailto:cypfirstresponse@buckscc.gov.uk) 01296 383962  
Outside normal office hours ring the Emergency Duty Team: 0800 9997677  
Prevent Team at Thames Valley Police: [Preventreferrals@thamesvalley.pnn.police.uk](mailto:Preventreferrals@thamesvalley.pnn.police.uk)  
Out of office hours, telephone: 101 and ask for the on call Special Branch Sergeant  
National Anti-Terrorist hotline: 0800 789 321  
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

## **Roles and Responsibilities**

Dair House School understand that safeguarding children is everyone's responsibility. Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred, should report it immediately to the DSL (see Contacts) or, in their absence, to the Deputy DSLs (see Contacts) using the systems and processes our school has designed for this purpose (please see below). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Any disclosure should be dealt with an appropriate level of confidentiality whilst at the same time liaising with the relevant professionals such as the DSL and children's social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

As stated above, any member of staff can make a referral to social services, but it is hoped that all concerns would be discussed with the DSL first.

Staff should record their concern on the 'Record of Concern Form', which can be found as Appendix 3 and on the Safeguarding notice board.

*Designated Safeguarding Lead (DSL) is responsible for:*

- The DSL takes the lead responsibility for safeguarding and child protection.
- Referring a child if there are concerns about a child's care or welfare: abuse or neglect, to Social Care (First Response Team). Making a telephone referral in the first instance and following up with a written referral using the Bucks MARF which will be securely emailed to the team ([securecypfirstresponse@buckscc.gcsx.gov.uk](mailto:securecypfirstresponse@buckscc.gcsx.gov.uk)) within the same school day or, if this is impossible, within 24 hours.
- Ensuring detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral and that any such records clearly differentiate between fact and opinion.
- Ensuring all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Ensuring an indication of additional and separate record-keeping is marked on the pupil records.
- Creating a culture of safeguarding within the school, beginning with ensuring all staff receive an appropriate level of induction and training to support them in their understanding.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals, including staff concerns for conduct and behaviours of their peers.
- Ensuring all school staff are aware of the school's Child Protection Policy and procedures, and know how to recognise and refer any concerns.
- Ensuring either they or another appropriately informed member of staff attends Child Protection Case Conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process, and provides a report which has been shared with the parents.
- Ensuring any absence of two consecutive school days, without satisfactory explanation, of a pupil currently subject to a child protection plan is immediately referred to their social worker.
- Ensuring if a pupil, about whom there have been child protection concerns leaves the school, concerns and school medical records are forwarded under confidential cover to the DSL at the pupil's new school as a matter of urgency. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.
- Providing an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by the DSL, and by all staff and Governors; number and type of incidents/cases, and number of children referred to Children's Social Care and subject to Child Protection Plans (anonymised). The Governing Body will use this report to fulfil its responsibility to provide the LA with information about their Safeguarding policies and procedures.
- Ensuring he/she meets regularly (once a term) with the Nominated Governor to share oversight of safeguarding provision within the school, monitor performance and develop plans to rectify any gaps in delivery .
- Ensuring the school meets the statutory requirement to keep up to date with knowledge, enabling him/her to fulfil their role. This includes attending relevant training, at least every

two years, provided by the Buckinghamshire Safeguarding Children Board, or the Education Safeguarding Advisory Service.

- Undergoing Prevent training.

*Deputy Designated Safeguarding Leads (DSLs) will:*

- Assume all the responsibilities of the DSL when the DSL is absent.
- Be trained to the same level as the Designated Safeguarding Lead.

*Nominated Governor will:*

- Work with the DSL to produce the Child Protection Policy.
- Undertake the training available for Nominated Governors.
- Ensure that child protection is, as a minimum, an annual agenda item for the Governing Body.
- Meet regularly with the DSL to review and monitor schools delivery on its safeguarding responsibilities.
- Be familiar with BSCB procedures, Local Authority procedures and guidance issued by the Department for Education.

*The Governing Body will:*

- Ensure that the school has a robust Child Protection Policy and that this is reviewed annually.
- Monitor and evaluate the effectiveness of the Child Protection Policy and be satisfied that it is being complied with.
- Ensure there is a Designated Safeguarding Lead (DSL) who is a member of the school's senior leadership team and, ideally, a Deputy DSL in place, together with a Nominated Governor for Child Protection. The roles and responsibilities of the DSL and Deputy DSLs will be made explicit in the post-holders' job descriptions.
- Recognise the importance of the role of the DSL and support him/her, ensuring the training necessary to be effective is undertaken.
- Ensure cover is provided when needed and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are on-going child protection issues.
- Recognise the contribution the school can make to helping children and young people keep safe through the teaching of self-protection skills and encouragement of responsible attitudes through the Personal, Social and Health Education curriculum.
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place, which adhere to Keeping Children Safe in Education- September 2018 and legislation referred to therein.
- Ensure the safeguarding needs of pupils, their families and the school are fully understood and resources allocated to meet identified needs.
- Work with the DSLs to complete an annual safeguarding audit for the school to evidence how the school is meeting its statutory responsibilities for safeguarding and promoting the

welfare of children. Ensure the findings of this audit are shared with the local authority where necessary.

*Chair of Governors will:*

Liaise with relevant agencies if any allegations are made against the Headmaster.

### **Procedures and training**

Dair House School training for safeguarding children will be in line with Buckinghamshire Local Authority and Buckinghamshire Safeguarding Children Board Child Protection Procedures, and Keeping Children Safe in Education- September 2018.

We will ensure that:

- The Headmaster and Deputy Designated Safeguarding Leads have undertaken appropriate training for the role of Designated Safeguarding Lead (DSL), as recommended by the LA, every two years with inter-agency working.
- We have two members of staff who will act as Deputy Designated Safeguarding Leads in the absence of the DSL. They have also received training for the role of DSL, and will have been briefed in the role. In the absence of an appropriately trained member of staff, the next available most senior member of staff will assume this role.
- All staff and volunteers at Dair House School will be made aware of the school's policy and procedures for child protection, the name and contact details of the DS. They will receive this Safeguarding/Child Protection Policy and Keeping Children Safe in Education - September 2018 - Part One and Annexe A; the Code of Conduct for Staff and Volunteers and the Whistleblowing Policy. These policies and procedures will be explained to them, as part of their induction into the school.
- All members of staff are provided with opportunities at least every three years to receive training arranged or delivered by the DSL in order to develop their understanding of the signs and indicators of abuse, how to respond to a pupil who discloses abuse and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse.
- All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Child Protection Policy on the Dair House School website, and reference to it in our Parents' Handbook.
- All staff, parents/carers and children are aware, in this policy, of the school's escalation process which can be activated in the event of concerns not being resolved after the first point of contact. An individual's safeguarding responsibility does not end once they have informed the DSL of any concerns, although specific details of further actions may be appropriately withheld by the DSL as information will only be shared on a need to know basis.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
- The school operates Safe Recruitment practices including ascertaining the suitability of employed staff and volunteers in regulated activities. Checks will be made through the

Disclosure and Barring Service and the National Teachers Council's Prohibition List, as recommended by Buckinghamshire County Council and in line with current legislation. (Please see our Recruitment Policy).

## **Prevention**

We recognise the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The School community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide, across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## **The Child's Wishes**

Where there is a safeguarding concern, Dair House School governing body, the SMT and the staff and volunteers will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Our procedures always allow for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

We recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Dair House School will support all pupils by:

- Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
- Promoting a caring, safe and positive environment within the school.
- Monitoring all absences from school and promptly addressing concerns about irregular attendance with the parent/carer. Any pupil absent for ten school days, where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education using the CME Protocol.

[https://schoolsweb.buckscc.gov.uk/schools/documents/exclusions\\_reintegration/Children\\_Missing\\_Education\\_Protocol.doc](https://schoolsweb.buckscc.gov.uk/schools/documents/exclusions_reintegration/Children_Missing_Education_Protocol.doc)

- Liaising and working together with all other support services and those agencies involved in the safeguarding of children. If a pupil has medical needs, we will liaise with the parent/carer, GP to ensure that an appropriate care plan is in place.
- Notifying BSCB First Response as soon as there is a significant concern.
- Ensuring that the Headmaster is designated for Looked After Children (LAC) and that an up to date list of children who are subject to a Care Order or are accommodated by the Local Authority is regularly reviewed and updated. The Education of Children in Public Care (ECPC) Team must be made aware of all LAC in the school.
- Notifying BSCB First Response when a child attending the school is privately fostered. This means when a child lives with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days.
- Seeking appropriate advice, support and guidance to enable us to critically evaluate safeguarding information and concerns, and to act on them appropriately.
- Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Designated Safeguarding Lead at the pupil's new school as a matter of urgency/within the first term. The original copy of significant documents will be retained at our school, and photocopies forwarded as above.

## **Confidentiality**

Dair House School recognises that all matters relating to Child Protection are confidential. The Headmaster who is the Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only. This will be governed by BSCB Information Sharing Protocols.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

Staff will not keep duplicate or personal records of child protection concerns. All information will be reported to the Designated Safeguarding Lead and securely stored only in the designated location within the school, separate from the pupil records.

Provision is in place for the information to be accessed in the absence of the DSL in an emergency.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

Dair House School will always undertake to share our intention to refer a child to BSCB First Response with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

If in doubt, we will consult with the Education Safeguarding Advice Service or Bucks Social Care on this point.

## **Supporting Staff**

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided by the Deputy Head or another trusted colleague, Occupational Health, and/or a representative of a professional body or trade union, as appropriate.

In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the staff handbook. We understand that staff should have access to advice on the boundaries of appropriate behaviour in order to define and underpin the safe working practices adhered to within our school.

We recognise that our DSL(s) should have access to support and appropriate workshops, courses or meetings as organised by the various agencies in Buckinghamshire.

### **What Dair House staff and volunteers should look out for regarding abuse and neglect:**

All Dair House School staff and volunteers should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Types of abuse and neglect, and examples of safeguarding issues are described in the next subsection.

'What to do if you are worried a child is being abused- Advice for practitioners' March 2015, provides more information on understanding and identifying abuse and neglect. The NSPCC website also provides useful additional information on types of abuse and what to look out for. All staff and volunteers working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect.

If staff and volunteers are unsure they should always speak to the DSL.

### **Types and Signs of Abuse**

Everyone who works at Dair House School has a duty to be aware of the signs and indicators of abuse and know what to do and who to speak to if they become concerned about a child or if a child discloses to them.

They should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

The following is intended as a reference for all staff and volunteers at Dair House School and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. The types of neglect and abuse are identified –

- Abuse
- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened and in danger or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment). If a child is observed scavenging for food at school, the possibility of inadequate feeding at home should be considered as a priority
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate or inappropriate care-givers)
- ensure access to appropriate medical care or treatment.
- It may also include the neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Spotting the signs of child abuse and neglect**

To spot the signs of child abuse or neglect, look for changes in:

- Appearance – such as frequent unexplained injuries, consistently poor hygiene, matted hair, unexplained gifts, or a parent regularly collecting children from school when drunk
- Behaviour – such as demanding or aggressive behaviour, frequent lateness or absence from school, avoiding their own family, misusing drugs or alcohol, or being constantly tired
- Communication – such as sexual or aggressive language, self-harming, becoming secretive and reluctant to share information or being overly obedient

### **What Dair House School staff and volunteers should do if they have concerns about a child-**

If staff and volunteers at Dair House School have any concerns about a child (as opposed to a child being in immediate danger) they will need to decide what action to take.

Where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children's social care.

Please see Appendix 2 for guidance. Other options could include referral to specialist services or early help services: [cypfirstresponse@buckscc.gov.uk](mailto:cypfirstresponse@buckscc.gov.uk).

If anyone other than the DSL makes the referral they should inform the DSL as soon as possible.

Buckinghamshire LA should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. The DSL will follow up on a referral should that information not be forthcoming.

Staff should go to the link to study the thresholds flow chart which sets out the process for staff when they have concerns about a child.

If after a referral the child's situation does not appear to be improving the DSL (or in rare circumstances, the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

If early help is appropriate the DSL should liaise with other agencies and staff, setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

If a teacher or volunteer, in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18, the member of staff or volunteer must report this to the police.

### **What Dair House School staff and volunteers should do if a child is in immediate danger or at risk of harm-**

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral but as stated earlier it is expected the DSL should be consulted prior to the referral, as soon as possible. You should report child abuse to [cypfirstresponse@buckscc.gov.uk](mailto:cypfirstresponse@buckscc.gov.uk).

### **Record keeping**

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing using the form in Appendix 3 and on the Staffroom notice board. If in doubt about recording requirements staff should discuss with the DSL.

### **Why is all of this important?**

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

### **What Dair House School staff and volunteers should do if they have concerns about another staff member-**

If staff or volunteers at Dair House School have concerns about another staff member then this should be referred to the Headmaster.

Where there are concerns about the Headmaster this should be referred to the Chair of Governors.

Staff may consider discussing any concerns with Dair House School's Deputy Designated Safeguarding Leads and make any referral via them as the Headmaster is the Designated Safeguarding Lead.

Full details can be found in Keeping Children Safe in Education September 2018- page 11.

## **What Dair House School staff and volunteers should do if they have concerns about safeguarding practices within the school-**

All Dair House School staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the Senior Management Team.

All staff and volunteers are issued with the Whistleblowing Policy which outlines the procedures for them to raise their concerns.

Where a staff member feels unable to raise an issue with the SMT, or feels that their genuine concerns are not being addressed, they should speak with a member of the Board of Governors.

If a staff member feels unable to raise an issue with the SMT or Board of Governors, or that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- 'Advice on whistleblowing'.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 –line is available from 8:00am to 8:00pm, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

### **Minimising Risk**

Staff need to be aware of how they interact with pupils. All staff must have read and understood the Code of Conduct For Staff and Volunteers Policy in this handbook.

The following guidance is offered as a starting point:

- Try as far as possible to avoid being alone in a room with a child.
- Where the youngest children in Nursery are changing, attention must be paid to the guidance in the Code of Conduct For Staff and Volunteers Policy and Nursery documentation, about assisting with changing and intimate care.
- Peripatetic music teachers, sports and dance teacher must be especially careful as physical contact is involved more frequently.
- Where one to one teaching/counselling needs to occur, try to leave the door open or arrange to be within earshot or vision of others.
- Educational visits out of the school, especially residential visits, should have a sufficient number of adults to provide proper supervision. Please see Educational Visits Policy.
- Restraint should only be used where necessary to prevent children at imminent risk of harming themselves or others or inflicting damage to property. Colleagues should be summoned where possible to be present to witness or assist. (See Policy on the Use of Force to Control or Restrain pupils.)
- Demeaning or salacious remarks should never be made to or in the presence of children.
- Remarks about a child's physical characteristics or development could fall into this category.
- Share any concerns with the Headmaster or Deputy Head if you suspect that a child is becoming inappropriately attached to you or to another member of staff or voluntary helper.

## **Allegations of abuse made against teachers and other staff**

This is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.

It will be used in respect of all cases when a pupil makes an allegation against a member of staff/volunteer.

Dair House School will aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

Our procedures follow the guidance in Keeping Children Safe in Education September 2018- Part Four.

A 'harm test' has been introduced on p51 KCSIE September 2018.

Dair House School will follow the procedures outlined below in respect of all cases in which it is alleged that a teacher or member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

The following procedures relate to members of staff or volunteers who are currently working at Dair House School, whether Dair House School is where the alleged abuse took place or not.

Allegations against a teacher who is no longer teaching will be referred to the police. Historical allegations of abuse will also be referred to the police.

Dair House School has a duty of care to all our staff and volunteers.

Dair House School will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

When an allegation of abuse is made against a member of staff or volunteer at Dair House School it will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

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

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The Designated Officer(s) (LADO) will be informed of all allegations that come to the attention of Dair House School and appear to meet the criteria so they can consult police and children's social care services as appropriate.

In the first instance, the Headmaster, or where the Headmaster is the subject of an allegation, the Chair of Governors, (the 'Case Manager') will immediately discuss the allegation with the Designated Officer(s). The purpose of an initial discussion is for the Designated Officer(s) and

the Case Manager to consider the nature, content and context of the allegation and agree a course of action.

The Designated Officer(s) may ask the Case Manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the Case Manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the Case Manager will discuss the allegations with the Designated Officer(s) in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it will be recorded by both the Case Manager and the Designated Officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The Case Manager will then consider with the Designated Officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

The Case Manager will inform the accused person about the allegation as soon as possible after consulting the Designated Officer(s). It is extremely important that the Case Manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Case Manager will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused.

Dair House School will consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at Dair House School or whether alternative arrangements can be put in place until the allegation or concern is resolved.

All options to avoid suspension will be considered prior to taking that step (see further information on suspension which follows).

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the statutory guidance 'Working together to safeguard children'.

If the allegation is about physical contact, the strategy discussion or initial evaluation with the police will take into account that teachers and volunteers are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or Children's Social Care Services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the Designated Officer(s) will discuss the next steps with the Case Manager.

In those circumstances, the options open to Dair House School depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future.

Suspension will not be the default position: an individual will be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the Designated Officer(s) will discuss with the Case Manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation will normally be undertaken by a senior member of the Dair House School staff. However, in other circumstances, such as lack of appropriate resource within the school, or the nature or complexity of the allegation will require an independent investigator.

## **Supporting Those Involved**

### *Staff and volunteers*

Dair House School has a duty of care to all our staff and volunteers.

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

The Case Manager will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

Particular care will be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

### *Parents*

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the Case Manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be told to seek legal advice.

### *Children*

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, will consider what support the child or children involved may need.

### **Confidentiality regarding allegations against staff/volunteers or the Headmaster**

It is extremely important that when an allegation is made, everyone at Dair House School makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Association of Chief Police Officers' (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted).

The Case Manager will take advice from the Designated Officer(s), police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared;
- how to manage speculation, leaks and gossip;
- what, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

### **Managing the situation and exit arrangements**

#### *Resignations and 'settlement agreements'*

Dair House School will continue to follow up an allegation in accordance with Keeping Children Safe in Education- September 2018. A referral to the DBS will be made, if the criteria are met. If

the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement.

A settlement/compromise agreement which prevents Dair House School from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school would not be complying with its legal duty to make the referral.

Every effort will be made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused will be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, will continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important for Dair House to reach and record a conclusion wherever possible.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough investigation where that is appropriate.

### **Record keeping**

Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

### **References**

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

## **Timescales**

All allegations will be investigated as thoroughly and fairly as possible, and will be treated as a priority to avoid any delay.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they will be resolved within one week.

Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for Dair House School to deal with it, although if there are concerns about child protection, Dair House School will discuss them with the Designated Officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, Dair House School will take appropriate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days.

## **Oversight and monitoring**

The Designated Officer(s) has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Bucks Safeguarding Children Board on the subject. The Designated Officer(s) will provide advice and guidance to the Case Manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews will be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:  
liaising with the Designated Officer(s);

- taking part in the strategy discussion or initial evaluation;
- subsequently reviewing the progress of those cases in which there is a police investigation; and
- sharing information on completion of the investigation or any prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review will take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

## **Suspension**

The possible risk of harm to children posed by an accused person will be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the Case Manager to consider suspending the accused until the case is resolved. Suspension will not be an automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step. If the Case Manager is concerned

about the welfare of other children in the community or the teacher's family, those concerns will be reported to the Designated Officer(s) or police. However, suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension will be considered only in a case where there is cause to suspect a child or other children at Dair House School is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person will not be suspended automatically: the Case Manager must consider carefully whether the circumstances warrant suspension from contact with children at Dair House School or until the allegation is resolved, and may wish to seek advice from their Bursar and the Designated Officer(s). In cases where Dair House School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The Case Manager will also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the Designated Officer(s), police and children's social care services have no objections to the member of staff continuing to work during the investigation, the Case Manager will be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives will be considered by the Case Manager before suspending a member of staff:

- 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 to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The Case Manager will consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both the Case Manager and the Designated Officer(s). This will also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. Dair House School will not leave a person who has been suspended without any support. The person will be informed at the point of their suspension who their named contact is within the Dair House School and provided with their contact details.

Children's social care services or the police cannot require the Case Manager to suspend a member of staff or a volunteer, although they will give appropriate weight to their advice. The

power to suspend is vested in the governors of the school. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the Designated Officer(s) should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school consideration of suspension.

Police involvement does not make it mandatory to suspend a member of staff; this decision will be taken on a case-by-case basis having undertaken a risk assessment.

### **Information sharing**

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

Where the police are involved, wherever possible Dair House School will ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This will be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services will adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

### **Following a criminal investigation or a prosecution**

The police should inform Dair House School and Designated Officer(s) immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances, the Designated Officer(s) should discuss with the Case Manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

### **Outcome of allegation investigations against Staff and Volunteers at Dair House School**

The following definitions will be used when determining the outcome 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. The term, therefore, does not imply guilt or innocence.

If the allegation is substantiated and the person is dismissed or Dair House School ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Designated Officer(s) will discuss with the Case Manager and the Bursar whether the school will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for Dair House School to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Case Manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The Case Manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at Dair House School.

### **In respect of malicious or unsubstantiated allegations**

If an allegation is determined to be unsubstantiated or malicious, the Designated Officer(s) will refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police will be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the Case Manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The Case Manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at Dair House School.

### **Allegations made against pupils regarding peer on peer abuse**

Peer on peer abuse will not be tolerated at Dair House School. A pupil or group of pupils against whom an allegation of abuse has been made may be suspended from Dair House School during the investigation and our policy on Behaviour and Discipline Policy will apply.

The Headmaster/DSL will take advice from the Buckinghamshire First Response Team or the Education Safeguarding Advisory Service (ESAS) on the investigation of such allegations and will

take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. The types of abuse may include:

- girls being sexually assaulted/touched
- boys/girls initiation/daring type violence on individuals by other children
- sexting
- sexual harassment
- sexual violence
- cyberbullying
- verbal abuse which hitherto may be considered as 'banter'.

Please see Anti-bullying, On-line safety policies.

### **Allegations of suspected harm from outside the School**

A member of staff who suspects that a pupil is suffering harm from outside Dair House School will seek information from the child with tact and sympathy using "open" and not leading questions, see Appendix 4.

The form in Appendix 3 will be used and the matter reported to the DSL.

### **Informing parents**

There may be circumstances when the DSL will need to consult the Buckinghamshire First Response Team or the Education Safeguarding Advisory Service (ESAS) before discussing details with parents.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, Dair House School will ensure that, subject to the advice of the police, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

### **Mobile Phones**

Mobile phones must be kept in the lockers in the staff room unless permission has been given by the Headmaster for very unusual circumstances, such as a family emergency.

No phone calls made or text messages sent in the presence of the children and in teaching time. Use of mobile phones should be restricted to the staff or volunteer's own time and in private.

The school phone may be used for necessary school-related calls.

In unusual circumstances, such as sporting events or educational trips when images are used to communicate instantly with parents via Facebook and other media, staff may use their personal camera phones, but all images MUST be deleted immediately.

No images of Dair House School pupils should remain on staff phones or cameras.

## Specific safeguarding issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on the TES, MindEd and the NSPCC websites. Dair House School staff and volunteers can access government guidance as required on the issues listed below via GOV.UK and other websites:

Cultural issues- Female Genital Mutilation (FGM) *Please see KCSIE- Sept 2018- Annex A*

Forced marriage- *Please see page 21 of KCSIE- Sept 2018- Annex A*

Child sexual exploitation (CSE)- *Please see page 16 of KCSIE- Sept 2018- Annex A*

Preventing radicalisation- *Please see pages 21, 22 and 23 of KCSIE- Sept 2018- Annex A*

Children missing from education – *Please see page 16 of KCSIE- Sept 2018- Annex A*

Domestic abuse- *Please see page 18 of KCSIE- Sept 2018- Annex A*

Bullying- *Please see Preventing bullying, including cyberbullying- DfE*

Drugs- *Please see page 26 of KCSIE Sept 2018*

Online safety- *please see*

*-Education For A Connected World- UKCCIS*

*-Guidance from the PSHE Association*

*-Be Internet Legends by Parent Zone and Google*

*- Page 94 of KCSIE Sept 2018*

*Please see Annex A KCSIE Sept 2018 for links for help on the following areas:*

- *Abuse*
- *Children and the courts*
- *Health and well-being*
- *Homelessness*
- *Online sexting*
- *Private fostering*
- *Violence*

## Cultural Issues

At Dair House School we are aware of the cultural diversity of the community around us and seek to work sensitively to address the unique culture of our students and their families as they relate to safeguarding.

Some children and young people may be more vulnerable to abuse due to particular circumstances such as:

- Young women subject to honour based violence (where for instance they have transgressed the expectations of them as young women in their family and community);
- Children at risk of harm from abuse linked to a belief in spirit possession on the part of their parent, carer or wider community;
- Children being trafficked from abroad;
- Girls and/or boys at risk of being forced into marriage.

## **'Honour-Based' Violence(HBV) including Female Genital Mutilation(FGM)**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### *Indicators*

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### *Actions*

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 55 that requires a different approach (see following section).

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. 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. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

## **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant

number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

### **Preventing radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing

safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

The Government has launched Educate against Hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

## **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance. An e-learning channel awareness programme for staff is available at: Channel General Awareness.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation.

An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to

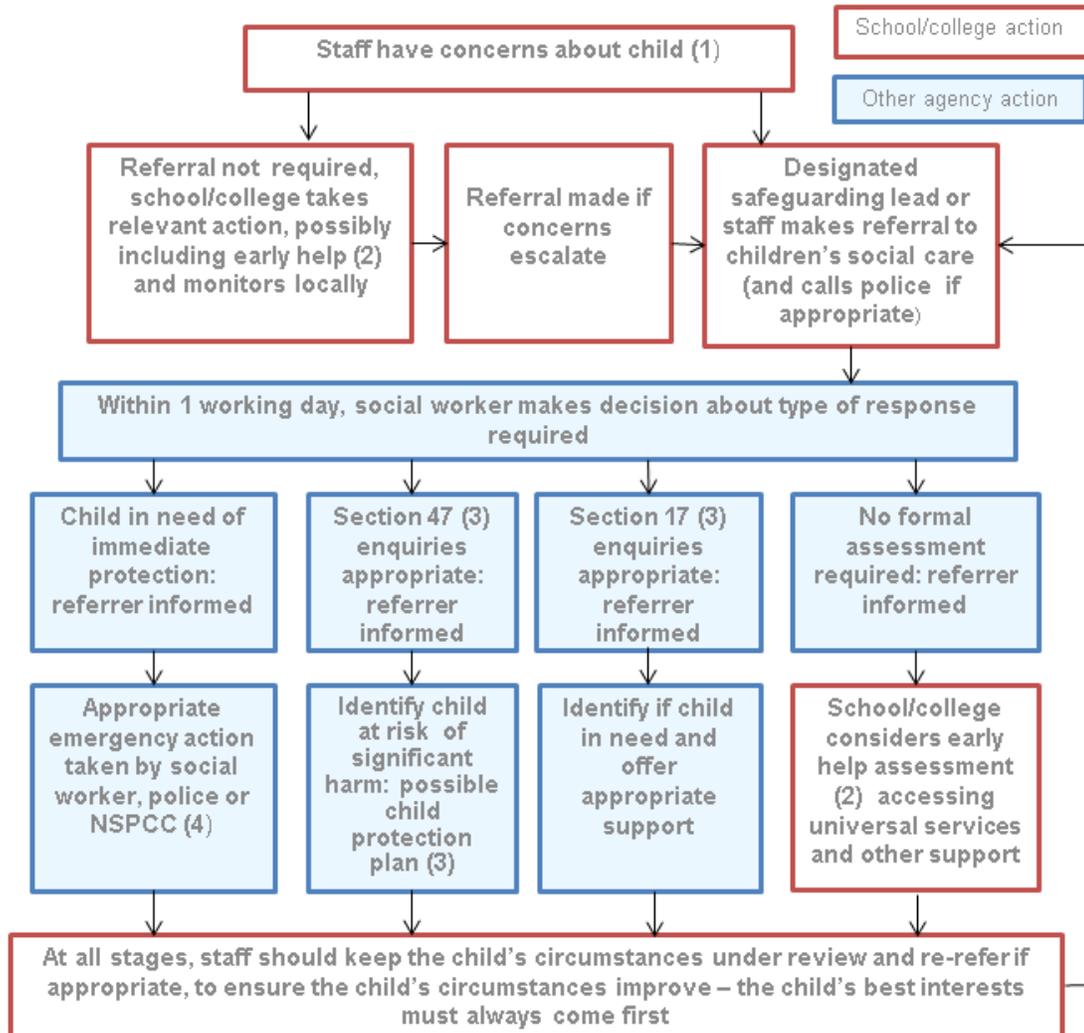
attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

Schools and colleges that are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Appendix 1 – Concerns About A Child Flowchart

**Actions where there are concerns about a child**





**RECORD OF CONCERN/ALLEGATION OF ABUSE FORM**

Use this form to record any concern about a child’s welfare and give it to the Designated Safeguarding Lead.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete this form and hand it to the DSL immediately.

Child’s full name:

Date of this record:

Why are you concerned about this child? (Attach additional notes if necessary) Additional sheets attached- Y/N

What have you observed and when?

What have you heard and when?

What have you been told and when?

Date and time you handed this form to the Designated Safeguarding Lead

Your name:

Signature

Have you spoken to the child?  Yes  No

What did they say? Use the child’s own words

Have you spoken to anyone else about your concern?  Yes  No  
Who?

Is this the first time you have been concerned about this child?  Yes  No  
Further details

### Appendix 3: Guidance on how to respond to a child wanting to talk about abuse:

#### WHEN A DISCLOSURE OCCURS:

##### DO:

- Listen carefully
- Make accurate notes using the child's own words
- Inform the Designated Safeguarding Lead
- Tell the child they have done the right thing by telling you

Use TED questions: Tell me..., Explain..., Discuss....

Or the four ws: what?, when?, who?, where?

##### DON'T:

- Ask leading questions
- Use your own words to describe events
- Investigate
- Promise confidentiality
- Discuss with anyone other than the Designated Safeguarding Lead

#### GENERAL POINTS:

Show acceptance of what the child says (however unlikely the story may sound).

Keep calm.

Look at the child directly.

Be honest.

Tell the child you will need to let someone else know – don't promise confidentiality.

Even when a child has broken a rule, they are not to blame for the abuse.

Be aware that the child may have been threatened or bribed not to tell.

Never push for information.

If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

##### DON'T SAY:

Why didn't you tell anyone before?

I can't believe it!

Are you sure this is true?

Never make false promises.

Never make statements such as "I am shocked, don't tell anyone else".

#### CONCLUDING:

Again reassure the child that they were right to tell you and show acceptance.

Let the child know what you are going to do next and that you will let them know what happens.

Contact the Designated Safeguarding Lead.

Consider your own feelings and seek pastoral support if needed.