Dolphin School & Noah’s Ark Nurseries
Safeguarding and Child Protection Policy

What to do if you are worried about a child.
Table - Key People in Dolphin School & Noah’s Ark Nurseries.

Contents:

Purpose & Aims
1. Introduction
2. Underlying principles

Protection & Vulnerability
3. Terminology
4. Early awareness and prevention

People
5. The Designated Safeguarding Leads and Deputies (Table)
6. The Governing Body
7. Safe Recruitment
8. Staff induction and training
9. Safer working practice and environment

Procedure regarding the child
10. Procedure to raise a child protection concern
11. Dealing with a disclosure of abuse
12. Supporting children involved in a child protection case
13. Communicating with parents
14. Confidentiality and sharing information
15. Supporting staff
16. Records and monitoring

Procedure regarding others
17. Managing allegations of abuse involving staff and volunteers
18. Resignation and settlements
19. Managing allegations involving children
20. Complaints

Particular related issues
21. Missing children
22. Extremism and radicalisation
23. Internet & e-safety
24. Statutory Framework
25. Linked policies
26. Policy Review
Appendices:

A. Keeping Children Safe In Education: KCSIE Part 1 (DfE 2014)
B. Childcare Disqualification Regulations (NCTL 2009)
C. Roles & Responsibilities of the DSL
D. Risk Indicators and Categories of Child Abuse
E. Form: Staff members to receive and read KCSIE, Safeguarding & Child Protection Policy, and Code of Conduct
F. Front sheet of child concern file
G. Template: Chronology of child concern
H. Template: Child concern recording form
I. Template: Concerns shared by others
J. Template: Body map and guidance
K. Allegations of Abuse against Staff: KCSIE Part 4
What to do if you are worried about a child

Dolphin School and Noah’s Ark Nurseries have a statutory duty to “safeguard and promote the welfare of children”. If you have any concerns about the health and safety of a child at this school or nurseries, or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away. Some issues such as a child’s appearance, hygiene, or general behaviour can be shared with any teacher or member of support staff in the School. Please do not worry that you may be reporting a small matter – we would rather you raise things which turn out to be small than miss a potentially worrying situation. However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately. Do not delay. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

The people you should speak to at Dolphin School are:

The Designated Safeguarding Lead
Name: Mrs Nicola Baldwin (Principal)

The Designated Safeguarding Deputies
Name: Mr Jeff Schmidt (Senior Deputy Head)
Name: Mrs Lynsey Keenan (Deputy Head)
Name: Key Stage 2 Coordinator
Name: Mrs Sandra Holmes (COO)

The person you should speak to at the Noah’s Ark Nurseries are:

The Designated Safeguarding Lead
Name: Miss Annette Miller (Overall Head)

The Designated Safeguarding Deputies
Name: Miss Caroline Parham (Cobham Close Nursery)
Name: Miss Ilona Czajczynska (Westside Nursery)
Name: Miss Andrea Polakova (Endlesham Road Nursery)

Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity at Dolphin School must be reported directly to the Principal, Mrs Nicola Baldwin. Any allegation or disclosure involving someone who works with children in a paid or voluntary capacity at Noah’s Ark Nurseries must be reported directly to the Overall Head, Miss Annette Miller.
If the allegation or disclosure involves the Principal of Dolphin School or the Head of Noah’s Ark Nurseries, then it should be reported directly to the Chair of the Governing Body, Mr Jeremy Sharman.

Dolphin School

<table>
<thead>
<tr>
<th>Principal</th>
<th>Designated Safeguarding Lead</th>
<th>Mrs Nicola Baldwin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Member of leadership team; responsible for dealing with safeguarding issues, providing advice and support to staff; for implementing safeguarding policies and procedures; allocating resources for safeguarding team; and liaising with local authority and external agencies.</td>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Deputy Head</th>
<th>Designated Safeguarding Deputy</th>
<th>Mr Jeff Schmidt</th>
<th>Mrs Lynsey Keenan</th>
</tr>
</thead>
<tbody>
<tr>
<td>A member of the senior leadership team, in a post which requires assessment of children and with sufficient status and authority to effectively deputise for the DSL role above.</td>
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<table>
<thead>
<tr>
<th>Key Stage Coordinator</th>
<th>Designated Safeguarding Deputy</th>
<th></th>
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<tbody>
<tr>
<td>A member of the teaching, support or pastoral staff, in a post which requires assessment of children and with sufficient status and authority to effectively deputise for the DSL role above.</td>
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</table>

<table>
<thead>
<tr>
<th>Chief Operations Officer</th>
<th>Designated Safeguarding Deputy</th>
<th>Mrs Sandra Holmes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A member of the senior leadership team, with sufficient status and authority to effectively deputise for the DSL role above.</td>
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The Safeguarding Children Team at Dolphin School also links in with:

<table>
<thead>
<tr>
<th>The Safeguarding Governor</th>
<th>Dr. Esther Chew</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures appropriate safeguarding children policies and procedures are in place, monitors compliance, and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified; ensures safe recruitment practices together with the Senior Leadership Team.</td>
<td></td>
</tr>
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<table>
<thead>
<tr>
<th>The Chair of Governors</th>
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</table>
Takes the lead in dealing with allegations of abuse made against the Principal of Dolphin School or Head of Noah’s Ark Nurseries, and other members of staff when the Principal is not available), in liaison with the Local Authority and other external agencies.

Mr Jeremy Sharman

Noah’s Ark Nurseries

<table>
<thead>
<tr>
<th>Role</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Jeremy Sharman</td>
<td>Takes the lead in dealing with allegations of abuse against the Principal of Dolphin School or Head of Noah’s Ark Nurseries, and other members of staff when the Principal is not available), in liaison with the Local Authority and other external agencies.</td>
</tr>
</tbody>
</table>

Overall Head
Designated Safeguarding Lead

Member of leadership team; responsible for dealing with safeguarding issues, providing advice and support to staff; for implementing safeguarding policies and procedures; and liaising with local authority/external agencies.

Miss Annette Miller

Deputy Head
Designated Safeguarding Deputy

A member of staff team in a post which requires assessment of children and with sufficient status and authority to effectively deputise for the DSL role above.

Miss Caroline Parham
(Cobham Close Nursery)

Deputy Head
Designated Safeguarding Deputy

A member of staff team in a post which requires assessment of children and with sufficient status and authority to effectively deputise for the DSL role above.

Name: Miss Ilona Czajczynska
(Westside Nursery)

Deputy Head
Designated Safeguarding Deputy

A member of staff team in a post which requires assessment of children and with sufficient status and authority to effectively deputise for the DSL role above.

Name: Miss Andrea Polakova
(Endlesham Road Nursery)

The Safeguarding Children Team at Noah’s Ark Nurseries also links in with:

The Safeguarding Governor

Ensures appropriate safeguarding children policies and procedures are in place, monitors compliance, and, together with the rest of the governing body, remedies deficiencies and weaknesses that are identified; ensures safe recruitment practices together with the Senior Leadership Team.

Dr. Esther Chew
<table>
<thead>
<tr>
<th>The Chair of Governors</th>
<th>Mr Jeremy Sharman</th>
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<tbody>
<tr>
<td>Takes the lead in dealing with allegations of abuse made against the Principal of Dolphin School or Head of Noah’s Ark Nurseries, and other members of staff when the Principal is not available), in liaison with the Local Authority and other external agencies.</td>
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Purpose & Aims

1. Introduction

The purpose of this policy is to ensure every child at our school is safe and protected from harm. It applies to all staff, volunteers, governors and visitors to the school. The main aims of the policy are prevention, protection and support.

In order to meet these aims, Dolphin School and Noah’s Ark Nurseries are committed to:

a) Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children.
b) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
c) Developing and implementing effective procedures for identifying and reporting cases, or suspected cases, of abuse.
d) Supporting pupils who have been abused in accordance with their agreed child protection plans; or addressing concerns through child in need plans or other care plans.
e) Establishing a safe environment in which children can learn and develop.
f) Ensuring all staff members are aware of school guidance for their use of mobile and information technology and have discussed safeguarding issues around the use of mobile and information technologies and their associated risks.
g) Following local and DfE guidelines, and implementing ISA guidance, to safeguard children, promote their welfare and maintain a safe environment in our school and nurseries.

2. Underlying principles

Dolphin School and Noah’s Ark Nurseries are committed to safeguarding and promoting the welfare of all its pupils. We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. The school will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil’s welfare is of paramount importance.

Our school and nurseries will establish and maintain an environment where:

- Pupils feel secure, are encouraged to share concerns, are listened to and are safe.
- Pupils know that they are able to speak freely to any member of staff if they are worried about something.
- Pupils develop the skills needed to recognise and remain safe from abuse.
- Staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent those concerns from escalating.
- All staff are encouraged to maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
● Through robust training and induction, all staff and regular visitors will know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information.
● At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2013).

**Protection & Vulnerability**

3. **Terminology**

**Safeguarding**: In relation to children and young people, Dolphin School and Noah’s Ark Nurseries adopt the definition used in the Children Act 2004 and the Department for Education (DfE) guidance document: Working Together to Safeguard Children 2013 (paragraph 2). Safeguarding and promoting children and young people’s welfare is defined as:

- protecting children from maltreatment,
- preventing impairment of children’s health or development,
- ensuring that children grow up in an environment consistent with the provision of safe and effective care,
- taking action that enables all children to have the best outcomes.

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of School and Nursery life including:

- Pupils’ health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

**Child Protection**: The above statutory guidance defines child protection as part of safeguarding and promoting welfare. Child protection constitutes the procedures followed to protect specific children who are suffering, or who are identified as vulnerable and therefore at risk of, significant harm.

**Child** refers to any person under the age of 18 years.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**Staff** refers to all those working for or on behalf of Dolphin School and Noah’s Ark Nurseries, full time or part time, in either a paid or voluntary capacity.
**LADO:** the Local Authority Designated Officer, works within Wandsworth Council Children’s Social Care department and should be alerted to all cases in which there is an allegation of abuse of a child by an adult who works with children; where there is a concern that the person may have:

a) Behaved in a way that has, or may have harmed a child  
b) Possibly committed a criminal offence against/related to a child  
c) Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

**MASH:** the Multi-Agency Safeguarding Hub at Wandsworth council is the point of referral when there is a concern that a child is suffering actual harm or is at risk of significant harm caused by a parent, carer, or another adult linked to the child’s family.  
The team incorporates health, social services, probation, police, housing and educational input.  
The MASH provides a secure and confidential environment to gather and review corroborative information to decide on the steps required to keep the child safe.

**EHA:** the Early Help Assessment is an approach adopted by WSCB to address raised concerns that do not meet the threshold for referral to MASH, to promote a multi-agency approach, and to improve communication with referrers and parents.

### 4. Early awareness and prevention

Dolphin School and Noah’s Ark Nurseries recognise that some children may have an increased risk of abuse. These risks are multifactorial, and include prejudice and discrimination, isolation, social exclusion, communication issues, and reluctance on the part of some adults to accept that abuse can occur. We give special consideration to children who are:

a) disabled or have special educational needs  
b) affected by mental health issues  
c) living in chaotic and unsupportive home situations  
d) living in a domestic abuse situation  
e) living in temporary accommodation  
f) affected by parental substance misuse  
g) young carers  
h) vulnerable to being bullied including cyber-bullying  
i) vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality  
j) asylum seekers  
k) vulnerable to extremism or radicalisation  
l) at risk of female genital mutilation (FGM) or forced marriage.
The Teacher Standards 2012 state that all teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

At Dolphin School and Noah’s Ark Nurseries, all staff are committed to maintaining a safe environment in which children can flourish. All staff recognise their responsibility to identify children who are suffering, or who are likely to suffer, significant harm.

Our staff build warm and communicative relationships with children, which include discussion of appropriate and inappropriate behaviour between adults and children, and between children.

Every member of the staff team is equipped, through regular training and updates, to take appropriate action, working with other services as required. In addition to working with the Designated Safeguarding Lead, staff members are aware that they may be required to support social workers in decisions about individual children.

Through the curriculum and co-curriculum, all staff at Dolphin School and Noah’s Ark Nurseries, consider how children may be taught about safeguarding. This includes online resources, PSHE and Relationship Time, and school assemblies, all of which help to develop appropriate attitudes in our children whilst raising awareness of the impact of their decisions on others.

The latest resources promoted by the DfE can be found at: The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's website (www.thinkuknow.co.uk).

People

5. The Designated Safeguarding Leads and Deputies

The role and responsibilities of the Designated Safeguarding Lead are described in Appendix C.

The Principal of Dolphin School and Noah’s Ark Nurseries is the Designated Safeguarding Lead for child protection. There are Deputy Designated Safeguarding Lead/s at the School and each of the Nurseries, who fulfil the role when the Designated Safeguarding Lead is unavailable. All designated staff receive regular and appropriate training and support for this role.

Those with key safeguarding responsibilities, at Noah’s Ark Nurseries and Dolphin School, are named and listed in a table at the front of this document.

Dolphin School and Noah’s Ark Nurseries will ensure that every member of staff, volunteer and governor knows the name of the Designated Safeguarding Lead and Deputies responsible for safeguarding, as well as their respective responsibilities and roles.

At Dolphin School and Noah’s Ark Nurseries, safeguarding is regarded as a shared priority. It is the responsibility of every member of staff, volunteer and regular visitor
to our school to ensure that they carry out the requirements of this policy and, at all
times, work in a way that will safeguard and promote the welfare of all of the pupils at
this School and Nurseries.

6. The Governing Body

The Governors of Dolphin School and Noah’s Ark Nurseries are committed to
ensuring a safe environment in which children can learn and flourish. The Governors
work together and with other agencies, to maintain adequate arrangements within
our School and Nurseries, to identify, assess and support those children who are
suffering harm or for whom there is a recognised welfare concern.

Dolphin School and Noah’s Ark Nurseries appoint a nominated Governor to take a
lead role in supporting the Senior Team in child protection and safeguarding matters,
including:

a) Championing child protection issues within the school and providing support
   and challenge to the Principal as the Designated Safeguarding Lead.
b) Ensuring regulatory compliance with the requirements of our Single Central
   Register.
c) Having an overview of Safeguarding and Child Protection, and all related
   policies, ensuring these are updated annually and comply with the latest
   statutory, ISA and local authority guidance.
d) Ensuring that all staff undertake and keep up to date with appropriate child
   protection training.
e) Auditing safeguarding measures annually alongside the Designated
   Safeguarding Lead and Deputies, tracking progress during the academic
   year, and reporting back to the full governing body.
f) Appropriate training (Safeguarding Level 3) to ensure he/she is able to fulfil
   their duties to safeguard and promote the welfare of children at our School
   and Nurseries.

The Chair of Governors is nominated to liaise with the Local Authority and/or partner
agencies, in the event of allegations of abuse made against the Principal. Such
allegations should be reported directly to the Local Authority.

The Governing Body ensures that there is an effective Dolphin School and Noah’s
Ark Nurseries Child Protection Policy in place together with a Staff Code of Conduct
Policy. Both policies are given to all staff – including temporary staff and volunteers –
on induction.

The Governing Body will ensure that staff have the skills, knowledge and
understanding to keep safe children who have been referred to Wandsworth Council
Children’s Care Team. This includes oversight of the process of designating to a
member of staff the responsibility for effective communication with, and up to date
progress information on the named child, from Wandsworth Council; as well as
cooperation in the most recent Care Plan, attendance at Child Protection
Conferences, contact arrangements with parents, and delegated authority to carers.
The Governing Body ensures overall regulatory compliance, adhering to statutory responsibilities for checks on staff who work with children, taking proportionate decisions on whether to request enhanced checks, and ensuring volunteers are appropriately supervised (Appendix B). It ensures that the school has written recruitment and selection policies and procedures in place, and that at least one person on any appointment panel has undertaken Safer Recruitment Training.

The Governing Body ensures that there are procedures in place to handle allegations against members of staff and volunteers. It ensures that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.

The Governing Body recognises that it has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child; or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The Governing Body understands, and sets as a high priority, their statutory duty to provide services of the School and Nurseries in a way that safeguards and promotes the welfare of all pupils. The Governing Body understands its responsibility to review, monitor and amend, as required, this policy and its implementation.

7. Safe Recruitment

The Principal of Dolphin School and Noah’s Ark Nurseries, as the Designated Safeguarding Lead, ensures that the Recruitment Policy is strictly adhered to in the appointment of staff members. At least one person on every recruitment panel has completed Safer Recruitment Training.

In complying with regulatory requirements for the Single Central Register for Dolphin School and Noah’s Ark Nurseries, the Principal ensures that all staff undertaking regulated activity* must provide an enhanced DBS check with barred list information.

* A regulated activity is defined as that done by a person who:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or

- will regularly work in a school at times when children are on school premises (where the person’s work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor); or

- will regularly come into contact with children under 18 years of age.

If, at any time, the school has concerns about an existing staff member’s suitability to work with children, the school will carry out all relevant checks as if the person were a new member of staff, as specified in KCSIE (2015).
The requirements for DBS checks will be adhered to stringently in accordance with KCSIE (2015). In November, 2014, non-statutory supplementary advice was issued by the DfE. It explains how staff can be disqualified by association with others and the effect of the Childcare (Disqualification) Regulations 2009. (Appendix B.)

8. Staff induction and training

All new staff members at Dolphin School and Noah’s Ark Nurseries will be informed of the safeguarding arrangements in place. There is a mandatory requirement to read and understand Part One of ‘Keeping Children Safe in Education’ (2014). Staff will also be expected to read and understand this policy, the IT policy and the Staff Code of Conduct, and to sign a form to indicate that they have done so.

Every new member of staff or volunteer will have an induction meeting that includes essential information relating to signs and symptoms of abuse; how to manage a disclosure from a child; how to appropriately report and record a safeguarding incident, and to manage issues of confidentiality. The induction will also advise staff and volunteers of their responsibility to safeguard all children at our school and nurseries. New staff members will be made aware of the remit of the Designated Safeguarding Lead.

In addition to the safeguarding induction, Dolphin School and Noah’s Ark Nurseries will ensure that all staff receive annual safeguarding and child protection training from a qualified member of Wandsworth Council’s Children’s Team.

Through staff meetings and updates, the Designated Safeguarding Lead and Deputies will ensure that all staff understand their responsibilities for being alert to the signs of abuse or neglect as well as lower level child welfare concerns. They will also be made aware of their responsibility for recording and referring any concerns to the Designated Safeguarding Lead responsible for child protection and safeguarding.

The Designated Safeguarding Lead and Deputies will undertake regular child protection training in compliance with the statutory requirements for the role.

9. Safer working practice and environment

The reception area, every classroom, and all shared areas designated for regulated activity at Dolphin School and each of the Noah’s Ark Nurseries has a poster clearly displayed that covers the key principles of safeguarding practice, the procedure to follow in the event of a child protection concern, and the key safeguarding personnel, including the Designated Safeguarding Lead.

The receptionist at Dolphin School and the contact person at Noah’s Ark Nurseries will draw attention to this information to be read by all visitors when signing in. All visitors are given a visitor badge on a lanyard to be worn and clearly visible during the duration of their visit. Additionally, regular volunteers will have the reporting and recording systems explained to them.
The Child Protection Policy and related safeguarding policies are on the website for Dolphin School and Noah’s Ark Nurseries, and hard copies of these documents are available on request from the Dolphin School Reception.

The Designated Safeguarding Lead will ensure that any third party hiring the school building for any purpose will read and agree to adhere to the Child Protection and related Safeguarding Policies, or has their equivalent policies in place.

The Governing Board will ensure that the school building and site are appropriately secure, with a clear record kept of any risk assessments carried out.

The Principal, who is the Designated Safeguarding Lead, together with the Governing Board, will ensure that all Dolphin School and Noah’s Ark Nurseries safeguarding related policies (e.g. IT Policy; Anti-Bullying Policy; Health & Safety Policy; Behaviour Policy) are consistent and cohesive, and where appropriate make cross-reference to this policy.

Procedures regarding the child

10. Procedure to raise a child protection concern

Appendix D describes the risk indicators and categories of child abuse

Inform: In the first instance, if any member of staff is concerned about a child, s/he must inform the Designated Safeguarding Lead. If the DSL is unavailable, then the deputy DSL should be informed.

Record: The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and factual account. The body map (Appendix J) should be used in accordance with recording guidance.

Decide: The DSL will decide whether the concerns reach the threshold for referral to MASH. Any referral made to Wandsworth Children’s Social Care Team will be discussed with the parent/s, unless to do so would place the child at further risk of harm.

Consult: if the DSL or any staff member is unsure whether or not to refer, or where the allegation or suspicion of abuse is borderline, doubts and concerns should be discussed with WSCB. This may be done tentatively and without giving names (“no name referral”).

Immediate referral
If a staff member feels that:

- the concerns raised have not been taken seriously,
- that action to safeguard the child has not been taken,
- that the child is considered to be at continuing risk of harm,
- that at any point there is a risk of immediate serious harm to a child,
then a referral should be made to MASH, at Wandsworth Social Services, without delay. If the child’s situation does not show improvement, then the staff member with concerns should press for urgent re-consideration.
Concerns raised should always lead to help for the child at some point.

**Useful Contacts**

<table>
<thead>
<tr>
<th>Allegations against parents/children</th>
<th>020 8871 6622</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi Agency Safeguarding Hub (MASH)</td>
<td><a href="mailto:mash@wandsworth.gov.uk">mash@wandsworth.gov.uk</a></td>
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<td>--------------------------------------</td>
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<tr>
<td>Allegations against staff members</td>
<td>020 8871 7226</td>
</tr>
<tr>
<td>Local Authority Designated Officer (LADO)</td>
<td><a href="mailto:lado@wandsworth.gov.uk">lado@wandsworth.gov.uk</a></td>
</tr>
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<td>--------------------------------------</td>
<td>---------------</td>
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<tr>
<td>Out of hours service (after 5pm/weekends)</td>
<td>020 8871 6000</td>
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<td>--------------------------------------</td>
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<tr>
<td>Wandsworth Safeguarding Children’s Board</td>
<td>020 8871 7401</td>
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<tr>
<td>WSGB</td>
<td><a href="http://www.wscb.org.uk">www.wscb.org.uk</a></td>
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<tr>
<td>Stella Macaulay</td>
<td>020 8871 7961 (office)</td>
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<tr>
<td>Safeguarding in Education Advisor</td>
<td>07931 325 665 (mobile)</td>
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<tr>
<td>Bernadette Charlery</td>
<td>020 8871 8944</td>
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<td>Service Manager</td>
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<tr>
<td>Independent Schools Inspectorate</td>
<td>0370 000 2288</td>
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<td></td>
<td><a href="mailto:concerns@isi.net">concerns@isi.net</a></td>
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</table>
11. Dealing with a disclosure of abuse by a pupil

Reassure: the pupil that s/he is right to speak to you and is not to blame.

Confidentiality: DO NOT promise confidentiality, explain that you have to ensure that the pupil is safe and may need to ask other adults to help you to do this.

Questions: DO NOT question the pupil, but allow the child to share as they feel comfortable. The pupil may have to disclose to a specialist later, and unskilled questioning now may interfere with subsequent investigation.

Listen carefully: and if possible, repeat the pupil’s words verbatim. When the child has finished speaking, make sure that s/he feels secure. Explain what you are going to do next – that you will be sharing this concern with the Designated Safeguarding Lead.

Follow up: by making arrangements with the pupil to meet with them later if they would like to.

Report: make accurate notes of the disclosure, including the date and time of the conversation. It is important to record as much as you can remember, using the pupil’s own words. Record facts and information only, minimise or avoid expressing your own personal reflection and opinion. Use the form in Appendix Record any injuries reported using the body map (Appendix), in accordance with recording guidance (Appendix).

Examination:
DO NOT attempt any physical examination.
DO NOT remove a pupil’s clothing to check an injury.
DO NOT under any circumstances take photographs of the pupil’s injury.
The pupil should only be examined by a designated medical professional.

Inform: the DSL, or, in their absence, the deputy DSL on the same day.

Decide: The DSL will contact MASH where appropriate. No member of school staff is to conduct an investigation concerning child abuse. This is strictly to be done by Wandsworth Children’s Social Care Team according to Child Protection procedures.

Consult: if the DSL or any staff member is unsure whether or not to refer, or where the allegation or suspicion of abuse is borderline, doubts and concerns should be discussed with WSCB. This may be done tentatively and without giving names (“no name referral”).

Inform: the parents of the pupil before a referral is made to an external agency e.g. Wandsworth Children’s Social Care Team, Police. DO NOT inform the parents if this would place the child at greater risk of harm.

Seek Support: the pupil has chosen to disclose to you because they have identified you as an adult they can trust. The child may have limited awareness of the impact of
what they have disclosed. The circumstances and the experiences they describe can be profoundly disturbing and upsetting. Seek pastoral help and support from the Senior Leadership Team. Dolphin School and Noah’s Ark Nurseries are dedicated to supporting their members of staff in such circumstances.

12. Supporting children involved in a child protection case

Child abuse can have devastating consequences. At Dolphin School and Noah’s Ark Nurseries, we are committed to supporting pupils, their families and staff members who are involved in a child protection case.

The Principal and Senior Team will seriously consider all concerns and disclosures from pupils.

Staff are trained to pay particular attention to the attendance and development of any child about whom there are concerns, or who has been identified as being the subject of a Child Protection Plan. A chronological written record will be kept securely in the Principal’s Office.

The Designated Safeguarding Lead will ensure that the Senior Leadership Team is aware of trends in behaviour that may affect pupil welfare. Training for the staff involved will be arranged to meet particular identified needs.

The School and Nurseries will respond with compassion to distress and anxiety in pupils and staff who are involved in a child protection case.

Dolphin School and Noah’s Ark Nurseries consider it a priority to develop effective links with relevant statutory agencies and to co-operate as required with their enquiries regarding child protection matters. This includes attendance by a member of the Senior Team or designated staff member at Child Protection Conferences and core group meetings.

In all child protection concerns, confidentiality will be maintained and information will be shared on a strictly need-to-know basis with individuals and agencies. Records will be securely stored.

If a pupil who is/has been the subject of a Child Protection Plan changes school, the Designated Safeguarding Lead will inform the designated social worker as a priority, and securely transfer the named records to the Designated Safeguarding Lead at the receiving school, separately from the child’s academic file.

The School and Nurseries will adhere to the procedures laid down in our policies for Whistle-blowing, Complaints, Behaviour & Discipline, and Staff Code of Conduct.

13. Communicating with parents

The School and Nurseries will normally seek to discuss any concerns about a pupil with their parents. Due to the sensitivity of a child protection concern, the Designated
Safeguarding Lead will make contact with the parent directly in the event of a concern, suspicion or disclosure.

However, if there is reason to believe that notifying parents could increase the risk of harm to the child, or might exacerbate the problem, advice will first be sought from Wandsworth Children’s Social Care Team.

Dolphin School and Noah’s Ark Nurseries will endeavour to ensure that parents receive information about the responsibility placed on the Senior Team and all staff members for child protection. The Child Protection Policy is available in hard copy from reception and electronically on our School and Nurseries website.

14. Confidentiality and sharing information

All staff members recognise the importance of maintaining confidentiality in child protection cases out of respect for the pupil and staff members involved. Additionally, this guards against unwanted publicity when an allegation is being considered or investigated, and ensures that information released into the public domain does not compromise evidence.

All staff members are made aware that concerns should only be discussed with the Designated Safeguarding Lead or the Chair of Governors, depending on who is the subject of the allegation. That person will decide to whom and how to disseminate information on a strictly need-to-know basis.

Dolphin School and Noah’s Ark Nurseries reference the Education Act 2011 which introduced reporting restrictions to prevent the publication of any material that could lead to the identification of a teacher who has been accused by a pupil from the same school.

Child protection information will be stored and handled in accordance with the Dolphin School and Noah’s Ark Nurseries Data Protection Policy which adheres to the principles outlined in the Data Protection Act 1998.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. Requests from a pupil or a parent to view child protection records will be referred to the Principal, who is the Designated Safeguarding Lead.

The Data Protection Act does not prevent staff from sharing information with relevant statutory agencies, in order to protect a child from harm. Referrals should be made in written form to provide an evidence trail. Where telephone or verbal communication is necessary in the referral process, the information shared will be noted, together with when, why and with whom. That information will be passed to the Designated Safeguarding Lead without delay.

All written records of concerns and child protection cases will be stored in a locked facility. Electronic information is password protected and can be accessed by designated individuals only. Every effort will be made to prevent unauthorised access. Sensitive information will not be stored on portable electronic devices. If it is deemed necessary to use a CD or flash drive, these items will also be kept in locked
storage. Child protection information will be stored separately from the pupil’s school file.

15. Supporting staff

Dealing with a disclosure from a child and safeguarding issues related to abuse can be disturbing and distressing.

The Senior Team encourage all staff members to be insightful in handling their own emotional responses, to seek support from the Designated Safeguarding Lead, who, where needed, will endorse time and space to deal with anxiety and distress.

The ethos of Dolphin School and Noah’s Ark Nurseries creates a strongly compassionate environment.

16. Record-keeping and monitoring

Well-kept records are essential to good child protection practice. The staff at Dolphin School and Noah’s Ark Nurseries are clear about the need for timely and accurate recording of any concerns raised about a pupil. They are supported in understanding the outcomes from Serious Case Reviews on issues of recording and sharing information.

Any welfare or safeguarding concerns about a pupil will be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

If the concern is raised about a pupil in a case that is open to Wandsworth Children’s Social Care Team, then this should be recorded and reported without delay to MASH or the child's appointed social worker.

Dolphin School & Noah’s Ark Nurseries Concern File:

A chronological log of all safeguarding, child protection and significant welfare concerns raised, is kept in the School and Nurseries Concerns File, in the DSL’s office. Staff members will record/report any concerns on this log. At the point at which an individual concern file is commenced, then the relevant chronology can be transferred from the School and Nurseries Concerns File to that named pupil’s concern file. This is based on the DSL’s judgement. The individual pupil concern file is securely stored in a separate location to the pupil’s main academic file.

Individual Pupil Concern Files:

Opening a ‘concern’ file, as distinct from the pupil’s main school file, allows information to be collated and stored about pupils where there is an identified child protection or safeguarding concern; or an accumulation of concerns about the pupil’s welfare which lie outside the usual range of concerns relating to ordinary life events.
It is worth considering that what constitutes a ‘concern’ for one child may not be a ‘concern’ for another; that one particular child’s circumstances and needs, i.e. a pupil with a Child Protection Plan, will differ and may require a different response to a child recently bereaved, with parental health issues etc. Professional judgement will be a key factor in decision-making, and will be based on close collaboration between pastoral staff and designated safeguarding leads in our School and Nurseries.

A concern file for an individual pupil should be commenced in the event of:
- A referral to MASH/EHA at Wandsworth Children’s Social Care Team
- A number of cumulative minor concerns on the child’s main school file.
- Any child in an open child protection case

The concern file contains:
- A front sheet stating start and end date (Appendix F)
- A chronology (Appendix G)
- A record of the initial concern in more detail and body map, where appropriate (Appendices H and J).
- A record of concerns and issues shared by others (Appendix I).

A record of every episode/incident/concern/activity regarding the named pupil, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential concern file. This includes any contact from external agencies who may wish to discuss concerns relating to that pupil. Actions that are agreed, the roles and responsibilities of each agency, will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

Staff members are made aware that they are not to keep copies of concerns recorded. All written records are to be securely stored in the pupil’s concern file.

The concern file can be active or non-active in terms of monitoring and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

Detailed recording on the record of concern will be signed and dated. The record will take into account the holistic needs of the child. Proactive collaboration with Wandsworth Children’s Social Care Team is encouraged. In this way a picture can emerge that will assist in promoting an evidence based assessment in order to determining appropriate intervention. This may include no further action or a referral to MASH in line with agreed procedure. Robust standards of practice in child protection and safeguarding assist the School and Nurseries in the early identification of concerns which may prevent future harm.

Records will be kept up to date and reviewed regularly by the Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. This provides a systematic approach to monitoring children who are known or thought to be at risk of harm. Original notes will be retained (but clearly identified as such). As this is a contemporaneous account, all notes may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.
All concern files will be made available for the purpose of a Serious Case Review, audit, or for scrutiny by the ISI or a statutory external agency.

If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Designated Safeguarding Lead at the new establishment/school. There will be a timely liaison between each school Designated Safeguarding Lead to ensure a smooth and safe transition for the child.

Procedures regarding others

17. Managing allegations of abuse involving staff and volunteers
   “Whistle-blowing”

Dolphin School and Noah’s Ark Nurseries aim to provide a safe and supportive environment which secures the safety, wellbeing and best outcomes for all pupils. We recognise however that the behaviour of adults can lead to an allegation of abuse being made. As a priority, we will ensure that the procedures outlined in Part 4 of KCSIE (DfE 2014) are adhered to (Appendix K).

Staff who become concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a difficult position. The welfare of the child takes precedence and is paramount.

Dolphin School and Noah’s Ark Nurseries are committed to enabling staff to raise concerns and allegations in confidence, and for a full and sensitive enquiry to take place.

Allegations may arise from a differing understanding of the same event, which may be distressing and difficult for all concerned. We recognise that many allegations are genuine and that there are adults who deliberately intend to harm children.

The School and Nurseries have a duty to act on allegations that a 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.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The School and Nurseries have a duty:
- To deal with any allegations of abuse promptly, in a fair and consistent way, providing effective protection for the child, and at the same time supporting the person who is the subject of the allegation.
- To respond appropriately to members of staff who are currently working in the school regardless of whether the school is where the alleged abuse took place.
- To refer allegations against a teacher who is no longer teaching at the School or Nurseries to the police.
To provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended.

Inform: All concerns of poor practice involving a member of staff or volunteer should be reported to the Designated Safeguarding Lead. If the complaint is about the Principal, it should be reported to the Chair of Governors.

The Designated Safeguarding Lead is the Principal: Mrs Nicola Baldwin
The Chair of the Governors is: Mr Jeremy Sharman

Dolphin School and Noah’s Ark Nurseries will endeavour to deal with allegations with common sense and good judgement. Some cases will not meet the criteria set out above, and will not result in a police investigation or enquiries by the Local Authority Designated Officer.

When the allegation is serious and meets the criteria set out above, then the Local Authority Designated Officer (LADO) must be informed within one working day. Where an allegation is referred directly to the police, the Local Authority Designated Officer (LADO) must still be informed within one working day.

The LADO can be contacted on 020 8871 7226.

Dolphin School and Noah’s Ark Nurseries understand that they will not undertake their own investigation without prior consultation with the LADO or, in more serious cases, the police, so as not to jeopardise statutory investigations. The Designated Safeguarding Lead should be informed of any reported incidents. From October 2012, restrictions have been placed on the reporting or publishing of allegations against teachers. This requires schools to make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions on schools continue to apply where the person is charged with an offence or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

Dolphin School and Noah’s Ark Nurseries recognise their duty to make a referral to the National College of Teaching and Learning (NCTL) where a teacher has been dismissed (or would be dismissed had he/she not resigned) and a prohibition order may be appropriate.

Dolphin School and Noah’s Ark Nurseries understand that they must notify Ofsted within 14 days of any allegations of serious harm or abuse by any person working or looking after children at their premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

18. Resignation and settlements

Dolphin School and Noah’s Ark Nurseries understand that if a person involved in an allegation resigns, or ceases to provide their services, this should not prevent the allegation being followed up in accordance with this policy. A settlement/compromise agreement which prevents the School or Nurseries from making a DBS referral, where the criteria are met, would result in a criminal offence being committed for failure to comply with a statutory duty.
Department for Education guidance is given in the relevant section of Appendix K (reproduced from Part 4, KCSIE).

Dolphin School and Noah’s Ark Nurseries will make every effort to reach a conclusion in all cases of allegations relating to the safety or welfare of its pupils, including any in which the person involved in the allegation refuses to cooperate with the process.

For this reason, ‘settlement/compromise agreements’ in which a person agrees to resign if the employer does not pursue disciplinary action, and where both parties agree to the wording in any future reference; will not apply in cases of refusal to cooperate, or resignation before the person’s notice period expires.

19. Managing allegations involving children

Children may be harmed by other children or young people. At Dolphin School and Noah’s Ark Nurseries, all staff are aware of the need to clearly distinguish between actions that can appropriately be addressed through normal disciplinary channels and those that constitute potential abuse where involvement of statutory agencies is required.

All staff members are aware of the harm caused by bullying, and are trained to apply the anti-bullying procedures as set out in our Anti-Bullying Policy. However, there are occasions when the behaviour of one pupil towards another pupil, warrants a response under child protection rather than anti-bullying procedures.

Any member of staff who witnesses an incident of potential harm by a pupil, or who receives a disclosure of this nature from a pupil, must contact the DSL directly. Even if the member of staff is unsure, it is strongly recommended that they discuss their concern with the DSL. A decision will be made by the DSL as to whether a forward referral to MASH is necessary.

When there is “reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm”, referral to MASH should be made.

In the event of a disclosure regarding pupil/pupil abuse, all the children involved, whether perpetrator or victim, will be treated as being “at risk”. In particular, the management of children and young people with sexually harmful behaviour is complex. The School and Nurseries will cooperate with relevant agencies to maintain the safety of the whole community. Young children who display such behaviour may be the victims of abuse themselves. Child protection procedures will be followed for both perpetrator and victim.

20. Complaints

Where a pupil or parent raises a concern about poor practice or behaviour towards a pupil, that does not reach the threshold for child protection action, then the
complaints procedure will be followed, as set out in the Dolphin School and Noah’s Ark Nurseries Complaints Policy. Examples of this would include unfairly singling out a pupil, or discriminating against them in some way. Complaints are managed by the Senior Leadership Team, the Principal and the governors.

**Particular related issues**

**21. Missing children**

A child that goes missing from education, from home or from care, is a potential indicator of abuse, including sexual exploitation, domestic servitude or forced marriage. The Designated Safeguarding Lead will monitor unauthorised absence and follow procedures, particularly where children go missing on repeated occasions.

**22. Extremism and radicalisation**

At Dolphin School and Noah’s Ark Nurseries, we fully consider radicalisation, extremism, and exposure to extremist materials to be safeguarding issues that can lead to poor outcomes for our pupils. We will work to ensure that members of staff are fully engaged in being vigilant about radicalisation; and maintain an attitude that “it could happen” in the school.

Through accessing training events such as Channel Awareness, in line with the Prevent Duty, we will ensure that our whole staff team are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation, the process of radicalisation and early identification. We will work alongside other professional bodies and agencies to ensure that our pupils are safe from harm. Additionally, we will adhere to any locally agreed procedures and criteria for safeguarding individuals who are vulnerable to extremism and radicalisation.

Our School and Nurseries do not tolerate any prejudice, discrimination or extremist views, including derogatory language, by pupils or staff. Such views and behaviour will always be challenged and dealt with appropriately, in accordance with our Staff Behaviour and Discipline Policy, and Code of Conduct.

As part of wider safeguarding responsibilities school staff will be alert to the following:

a) Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out
b) Graffiti symbols, writing or art work promoting extremist messages or images
c) Pupils attempting to access extremist material online, including through social networking sites
d) Parental reports of changes in behaviour, friendships, or actions and requests for assistance
e) Reports from police and local authority services of issues affecting pupils in the school or other education settings in the locality
f) Pupils voicing opinions drawn from extremist ideologies and narratives
g) Use of extremist or hate terms to exclude others or to incite violence
h) Intolerance of difference, whether secular or religious or views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
23. Internet & e-safety

The Dolphin School and Noah’s Ark Nurseries IT policy outlines our principles of best practice regarding the use of IT in our School and Nurseries.

Whilst exciting and beneficial both within and beyond the educational context, IT resources, particularly those available online, are not policed. The importance of providing up-to-date, excellent IT training and support for staff is a responsibility that the leadership of Dolphin School and Noah’s Ark Nurseries take seriously. Promoting the safe use of online technologies both within the School and Nursery setting, as well as the home environment, are of the highest priority. We aim to provide an environment where children learn how to moderate their own behaviours and response to IT wisely, but are also enabled to recognise and respond safely to inappropriate behaviour in other users.

The IT Policy aims to increase awareness and understanding of online safety, to outline why certain procedures must be followed and to empower users to recogni

Dolphin School and Noah’s Ark Nurseries takes an unequivocal response to cyber bullying and inappropriate electronic messaging by its staff or pupils. This is not tolerated and will be treated as seriously as any other type of bullying. In the absence of a child protection concern, cyber bullying will be managed through our anti-bullying procedures.

The School requests written permission from parents for their children to use the internet on entry to the school. Parents, pupils and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school.

All users are required to adhere to the conditions laid down in the IT Policy. Any breach of the conditions may lead to immediate withdrawal of the user’s access and investigation of the user’s use of services. This may constitute a disciplinary matter with the involvement of external agencies, and in cases of gross misconduct may result in dismissal.

E-safety is a key priority in the forward learning strategy for both Dolphin School and Noah’s Ark Nurseries. It remains the responsibility of the Principal, Senior Team, and Governors to ensure that policy and practices are shaped by our ethos, proactively informed by national and local guidelines, and compliant with ISA recommendations.

24. Statutory Framework
In order to safeguard and promote the welfare of children, Dolphin School and Noah’s Ark Nurseries will act in accordance with the following legislation and guidance:

- Wandsworth Safeguarding Children procedures
- WCSB Protocol: Allegations Against Persons who work with children
- Education Act, 2002
- Education (Pupil Information) (England) Regulations 2005

25. Linked policies

The following policies fall under our safeguarding umbrella and we actively use them to underpin our commitment to ensure that pupils at our school are appropriately safeguarded:

- IT Policy
- Staff Mobile Phone Policy
- Health and Safety Policy (including site security and First Aid)
- Medical Conditions Policy
- Behaviour & Discipline Policy
- Staff Code of Conduct Policy

26. Policy Review

This policy is available on our school website. A hard copy is available to view at Dolphin School Office.

The policy is made available to all staff (including temporary staff and volunteers) at induction alongside Part One of the statutory guidance ‘Keeping Children Safe in Education’, DfE (2014).

This policy is reviewed annually unless an incident or new statutory guidance or local policy creates the need for an earlier review.
CONCLUSION

The Governors and Staff of the School are committed to keeping this policy under annual review and the Governor responsible will ensure that the matters contained herein are regularly discussed and further developed to the benefit of all users.

Reviewed January 2011
Reviewed January 2013
Reviewed May 2014
Reviewed January 2015
Reviewed June 2015

This policy was rewritten and approved by the Safeguarding, Education and Compliance Review Subcommittee of the Governing Board in May 2016.

It is due for review in May 2017.

Signature: ____________________________  (Head Teacher)  Date: ____________________________

Signature: ____________________________  (Chair of Governors)  Date: ____________________________
Appendix A: Keeping Children Safe In Education: Part 1 (DfE 2014)

Part one: Safeguarding information for all staff

What school and college staff should know and do

1. 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 care; and taking action to enable all children to have the best outcomes.

2. Children includes everyone under the age of 18.

3. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The role of the school or college

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children 2013. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

5. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care.

The role of school and college staff

6. The Teacher Standards 2012 state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

7. All school and college staff have a responsibility to provide a safe environment in which children can learn.

8. All school and college staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school and college staff need to know
10. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes: the school’s or college’s child protection policy; the school’s or college’s staff behaviour policy (sometimes called a Safe Working Practice Agreement); and the designated safeguarding lead.

11. All staff members should also receive appropriate child protection training which is regularly updated.  

**What school and college staff should look out for**

12. All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

13. Staff members 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 interests of the child.

14. There are various expert sources of advice on the signs of abuse and neglect. Each area’s Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 20-25.

15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to children’s social care.

16. A child going missing from education is a potential indicator of abuse or neglect. School and college staff members should follow the school’s or college’s procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in this guidance about children who run away or go missing from home or care.

**What school and college staff should do if they have concerns about a child**

17. If staff members have concerns about a child they should raise these with the school’s or college’s designated safeguarding lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will usually decide whether to make a referral to children’s social care, but it is important to note that any staff member can refer their concerns to children’s social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

18. 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 immediately. Anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point.
19. 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.
Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. 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 immediately. Anybody can make a referral.

Sharing/recording concerns
An individual with concerns about a child (see NSPCC signs of abuse and neglect) shares these with the designated safeguarding lead who records them.* The individual with concerns may refer to children’s social care directly.

Consideration
If referred to them, the designated safeguarding lead considers if an early help assessment** is needed or if s/he should swiftly move to the next step.

Referral to children’s social care
An individual with concerns or the designated safeguarding lead may make a referral to children’s social care.

No referral to children’s social care
The individual with concerns and/or the designated safeguarding lead should monitor the situation.

Children’s social care consideration
Children’s social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer.

Assessment
Children’s social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment.*** All schools and colleges should allow local authorities access to facilitate arrangements.

No assessment
If no section 17 or 47 assessment is recommended an early help assessment**** may be recommended and/or onward referral to other specialist or universal services; children’s social care will feed back to the referrer.

* In cases which also involve an allegation of abuse against a staff member, see part four of the guidance which explains action the school/college should take in respect of the staff member.

**Where a child and family would benefit from coordinated support from more than one agency (eg. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify whether the child and family require a preventive needs escalation to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.
Types of abuse and neglect

20. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

21. 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.

22. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child 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 a 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

23. 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 of 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.

24. 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); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Specific safeguarding issues

25. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
• domestic violence
• drugs
• fabricated or induced illness
• faith abuse
• female genital mutilation (FGM) – see also below
• forced marriage
• gangs and youth violence
• gender-based violence/violence against women and girls (VAWG)
• mental health
• private fostering
• radicalisation
• sexting
• teenage relationship abuse
• trafficking

Further information on Child Sexual Exploitation and Female Genital Mutilation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to above. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.
Appendix B: Childcare Disqualification Regulations (NCTL 2009)

‘BY ASSOCIATION’ LEGISLATION

In November, 2014, non-statutory advice was issued by the DfE to supplement Keeping Children Safe in Education. It defines criteria for disqualification of staff by association with others and explains the effect of the Childcare (Disqualification) Regulations 2009. The advice applies to staff in schools who work in early years’ provision and to those who work in later years provision for children who have not attained the age of 8. It also applies to employees who are directly concerned in the management of such provision even though they may not work in the early years or relevant later years provision themselves.

Early years’ provision includes education and any supervised activity for a child from birth until the 1 September following their fifth birthday. It applies to all provision for children in that age range during and outside school hours, including in school nursery and reception classes. Later years’ provision covers childcare that is provided outside of school hours including breakfast clubs and after school care.

The supplementary advice reminds schools that they may not allow people to work in these settings or to be directly concerned in their management, if they or others in their households are “disqualified”.

The grounds for disqualification are not only that a person is barred from working with children (included on the children’s barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children’s homes or have been disqualified from private fostering.
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children’s barred list.

However, there are two points to bear in mind:

1. The person is not guilty of an offence if they do not know a person they are living with is disqualified, for example, if your staff member lives in shared housing. If the member of staff lives in shared housing and does not have any knowledge about the people they live with, including whether those people are disqualified, neither your member of staff nor the school has any legal requirement to seek this type of information.
2. The law is clear that this issue centres on ‘knowingly employing’ an individual who is disqualified. Schools who regularly ask staff to confirm there are no changes in their circumstances and act on information received with regards to a staff member’s suitability can be seen to be taking reasonable and appropriate steps to ensure they do not knowingly employ someone who is disqualified.

In order to identify staff for whom the “by association” rule applies, we ask existing employees working in the early and later years provision and those who are directly concerned in the
management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them.

It is recommended by the supplementary advice that this is done by way of self-declaration. On an annual basis, Dolphin School and Noah’s Ark Nurseries requires all members of staff to sign a self-disclosure form to this effect.

Disqualification by association for teaching and for management responsibility, as well as current self-declaration is noted on the Single Central Register.
Appendix C: Roles & Responsibilities of the DSL

Designated Safeguarding Lead Role
The Designated Safeguarding Lead (DSL) covers both Dolphin School and Noah’s Ark Nurseries. Appropriate training and support for this role is paramount. The DSL is the Principal and therefore an integral member of the senior leadership team.

Deputy DSLs at both the School and Nurseries provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are promptly discharged. Our DSL ensures that there is a structured procedure within the school, which will be followed by all of the members of the school community in cases of suspected abuse.

Responsibilities of the Designated Safeguarding Lead (DSL)

Referrals, Tracking and Monitoring

The DSL will:

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Liaise urgently with the Local Authority Designated Officer (LADO) about any allegation of abuse made against a member of staff.
- Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the senior team regarding ongoing investigations. The DSL will ensure there is always cover for this role.
- Maintain an overview of all children about whom there are concerns i.e subject to a child protection plan, Child in Need plan, a Looked After Child, or a child about whom there is a concerns file.
- Ensure when children leave the school, that their safeguarding/child protection file is discussed with the DSL at the new school, as soon as possible and that it is transferred separately to the main pupil file. This file will document all concerns as well as child protection and safeguarding concerns.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

Training

The DSL will attend training in order to:

- Have a working knowledge of how the Wandsworth Safeguarding Children Board operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Recognise and identify signs of abuse and understand when it is appropriate to make a referral to children’s social care.
- Ensure each member of staff has access to, and understands this policy, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff receive induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed, accurate and secure written records of referrals/concerns.
- Be proactive in identifying suitable training courses that would develop and enhance their
knowledge and attend any relevant or refresher training courses as a minimum every two years.

Raising Awareness

The DSL will:

- Keep themselves up to date with national and local safeguarding procedures and ensure staff in the school access regular training and updates, bringing to the attention of the Senior Team and Named Child Protection Governor any shortfalls to enable, resolve and affect positive outcomes.
- Ensure the school’s safeguarding and child protection policy is updated and reviewed annually, and work with the governing body/proprietor regarding this.
- Ensure parents have access to copies of the safeguarding and child protection policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later.
- Ensure that the policies and procedures adopted by the governing body are fully implemented, and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the Designated Safeguarding Deputies and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- Ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- Ensure that all staff have access to and read:-
  - The safeguarding policy;
  - the staff behaviour/conduct policy,
  - DfE Keeping Children Safe in Education guidance 2014, Part one, as a minimum.

Staff Responsibilities

It is the responsibility of all other members of staff to read this policy and ensure that all safeguarding concerns, both minor and serious, are recorded and reported to the Designated Safeguarding Lead (DSL) as soon as reasonably possible. The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.
Appendix D: Risk Indicators and Categories of Child Abuse


What is child abuse and neglect?

Child abuse and neglect are forms of maltreatment of children including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child’s health or development. Children can be abused through the infliction of harm, or through failure to act to prevent harm:

- Abuse and neglect can affect children of any age, class or family background.
- Children may be abused within their family, in a setting, in an institution or in the community.
- Children are abused by people known to them, or more rarely, by a stranger.
- Children can be abused by an adult or adults or another child or children.
- Children may show signs of being abused in different ways – physically, emotionally, behaviourally or they may tell you directly.

The four main categories of child abuse are:

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

However, abused children can suffer from more than one type of abuse.

All staff should be familiar with the definitions and possible indicators of abuse. While some indicators may not ultimately constitute child abuse, all staff have a responsibility to report and discuss any concerns they have about a child with their designated Safeguarding and child protection officer.

General Risk Indicators

In an abusive relationship the child may:
- Appear frightened of the parent.
- Act in a way that is inappropriate to her/his age and development.

The parent may:
- Persistently avoid routine child health services and/or treatment when the child is ill.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism / low warmth environment).
- Be absent or leave the child with inappropriate carers.
- Have mental health problems that they do not appear to be managing.
- Be misusing substances.
- Persistently refuse to allow access to the child on home visits.
- Persistently avoid contact with services or delay the start or continuation of treatment.
Be involved in domestic violence. Professionals should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.
Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation that is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parent/s are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment.
- Repeated presentation of minor injuries (which may represent a ‘cry for help’ and if ignored could lead to a more serious injury).
- Family use of different doctors and accident and emergency departments.
- Reluctance to give information or mention previous injuries.

The following must be considered as indicators of harm unless there is evidence or an adequate explanation provided. Only a paediatric view around such explanations will be sufficient to dispel concerns listed below:

- Any bruising to a pre-crawling or pre-walking baby.
- Bruising in or around the mouth, particularly in small babies that may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variations in bruising colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, hand prints or a hair brush.
- Bruising or tears around, or behind, the earlobe/indicating injury by pulling or twisting, bruising around the face, bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.
- Grasp marks on small children.
- Bite marks: Those over 3cm in diameter are more likely to have been caused by an adult or older child.
- Burns and Scalds with a clear outline may be suspicious e.g.: Circular burns from cigarettes, linear burns from hot metal rods, scalds that have a line indicating immersion or poured liquid with no splash marks.
- Fractures: Non-mobile children rarely sustain fractures. Indicators of non-accidental harm include a vague history, or one that is non-existent or inconsistent with the fractures or with the fracture type; as well as delay in seeking medical attention.
- Scars: A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should be aware that emotional abuse might also indicate the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
• Abnormal attachment between child and parent/carer, e.g. anxious, indiscriminate or no attachment.
• Aggressive behaviour towards others.
• Appeasing behaviour towards others.
• Scapegoated within the family.
• Frozen watchfulness, particularly in pre-school children.
• Low self esteem and lack of confidence.
• Withdrawn or seen as a 'loner' – difficulty relating to others.
Recognising Sexual Abuse

Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and behavioural. Boys and girls of any ages may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional’s response.

Behavioural Indicators:

- Inappropriate sexualised contact.
- Sexually explicit behaviour, play or conversation, inappropriate for the child’s age.
- Anxious unwillingness to remove clothes for sports/swimming (but this may be related to cultural norms or physical difficulties).
- Parents may ask staff not to undress or change their child.
- Self harm (including eating disorder), self mutilation or suicide attempts.
- Involvement in sexual exploitation.

Physical Indicators:

- Pain or itching of genital area.
- Bloodstains on underwear.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Recognising Neglect

Evidence of neglect is often built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet essential physical needs eg. adequate or appropriate food, clothes, warmth, hygiene and medical care.
- Failure by parents or carers to meet essential emotional needs eg. to feel loved and valued, to live in a safe, predictable home environment.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Child fails to grow within normal expected pattern, with accompanying weight loss.
- Child thrives away from home environment.
- Child frequently absent from school/setting.
- Child left with inappropriate carers eg. too young, complete strangers.
- Child left with adults who are intoxicated or violent.
- Child abandoned or left alone for excessive periods.

Domestic violence or parental substance abuse or mental ill health present a potential risk to an unborn child.
These concerns should be addressed as early as possible before the birth, so that a full assessment can be undertaken and support offered to enable the parent/s (wherever possible) to provide safe care.
Abuse of Disabled Children

UK evidence suggests that disabled children are at increased risk of abuse, and that the
presence of multiple disabilities appears to increase the risk of both abuse and neglect.
Disabled children may be especially vulnerable to abuse for a number of reasons:
They may receive intimate personal care, possibly from a number of carers, which may both
increase the risk of exposure to abusive behaviour, and make it more difficult to set and
maintain physical boundaries.
There may be an impaired capacity to resist or avoid abuse.
They may have communication difficulties that may make it difficult to tell others what is
happening.
Safeguards for disabled children are essentially the same as for all children. However, we
need to take into account children’s specific circumstances and vulnerabilities to ensure that
disabled children receive the same levels of protection from harm as other children.
Appendix E: Form for Staff Members to sign regarding mandatory Safeguarding Documents

Academic Year: September 20______ to July 20_______

I, ________________________________________________, (print name)

have read, understand and agree to abide by the following documents:

- Dolphin School & Noah’s Ark Nurseries Safeguarding and Child Protection Policy
- Including KCSIE Part 1
- Dolphin School & Noah’s Ark Nurseries IT Policy
- Dolphin School & Noah’s Ark Nurseries Staff Code of Conduct

I understand that failure to comply with the guidance in the above documents may result in disciplinary action.

Role: ______________________________________________

Signed: ____________________________________________

Date: ______________________________________________
## INFORMATION/FRONT SHEET

<table>
<thead>
<tr>
<th>Name:</th>
<th>DOB:</th>
<th>Class/Form:</th>
<th>Ethnicity:</th>
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<tr>
<th>Home Address:</th>
<th>Telephone:</th>
<th>e mail:</th>
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### Status of file and dates:

- OPEN
- CLOSED
- TRANSFER

### Any other child protection records held in school relating to this child/child closely connected to him/her?

- YES/NO  WHO?

#### Members of household

<table>
<thead>
<tr>
<th>Name</th>
<th>Age/DOB</th>
<th>Relationship to child</th>
<th>Home work</th>
<th>Contact No</th>
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#### Significant Others (relatives, carers, friends, child minders, etc)

<table>
<thead>
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<th>Name</th>
<th>Relationship to child</th>
<th>Address</th>
<th>Tel No</th>
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<tr>
<td>Name of officer/person</td>
<td>Role and Agency</td>
<td>Status of Child ie CASA/CPP/LAC/CiN</td>
<td>Tel No</td>
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## Appendix G: Chronology of Concerns Raised

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

<table>
<thead>
<tr>
<th>Name:</th>
<th>DOB:</th>
<th>Class:</th>
<th>Teacher:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Information/Details of concerns or contact</th>
<th>Print Name and Signature</th>
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Appendix H: Child Concern Recording Form

Staff, volunteers and regular visitors who have a safeguarding concern about a child in school are required to complete this form and pass it to the Designated Safeguarding Lead.

<table>
<thead>
<tr>
<th>Full name of child</th>
<th>Date of Birth</th>
<th>Class/Teacher</th>
<th>Your name and position in School</th>
</tr>
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<tbody>
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</table>

**Nature of concern/disclosure**
Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

<table>
<thead>
<tr>
<th>Was there an injury?</th>
<th>Yes / No (circle answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you see it?</td>
<td>Yes / No (circle answer)</td>
</tr>
</tbody>
</table>

(See body map guidance in Appendix J)

| Describe the injury: | |
|---------------------| |

<table>
<thead>
<tr>
<th>Have you filled in a body plan to show where the injury is and its approximate size? Attach body map</th>
<th>Yes / No (circle answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was anyone else with you? If yes, state name &amp; role/position?</td>
<td></td>
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<tr>
<td>Has this happened before? If yes, did you report the previous incident?</td>
<td></td>
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<tr>
<td>Who are you passing this information to?</td>
<td>Name:</td>
</tr>
<tr>
<td></td>
<td>Role:</td>
</tr>
<tr>
<td>Date:</td>
<td>Time:</td>
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</tr>
<tr>
<td>Your signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**Action taken by the Designated Safeguarding Lead:**

**Referred? State where & outcome of referral**

**Parents informed? If, no, state reason.**

**Feedback given to child? If no, give reason.**

**Feedback to other person. If yes, state who and reason.**

**FURTHER ACTION AGREED:**
Appendix I: Form To Record Concerns Shared By Others

Logging concerns/information shared by others external to the school (Pass to Designated Lead)

<table>
<thead>
<tr>
<th>Pupil’s Name:</th>
<th>Date of Birth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

Date and Time of Incident:    Date and Time of receipt of information:
Via letter / telephone etc?

Recipient (and role) of information:

Name of caller/provider of information:

Organisation/agency/role:

Contact details (telephone number/address/e-mail)

Relationship to the child/family:

Information received:

Actions/Recommendations for the school:
<table>
<thead>
<tr>
<th>Outcome:</th>
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<tbody>
<tr>
<td>Name:</td>
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<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Date and time completed:</td>
</tr>
<tr>
<td>Counter Signed by Designated Lead</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Date and time:</td>
</tr>
</tbody>
</table>
Appendix J: Body Map Guidance

Body Map Guidance for Schools

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.
Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.
Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

*At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, eg MASH or the child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:
- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record
A copy of the body map should be kept on the child's concern/confidential file.
BODYMAP

(This must be completed at time of observation)

Names for Child: ___________________________ Date of Birth: ___________________________

Name of Worker: ___________________________ Agency: ___________________________

Date and time of observation:
Name of Child: ____________________________  Date of observation: ______________
Name of Child: ____________________________ Date of observation: ________________
Appendix K: Allegations of Abuse Against Staff

Reproduced from Part 4 of “Keeping Children Safe in Education” (DFE-00129-2015)

This document 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 should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school that provides education for children under 18 years of age 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 if they work regularly or closely with children.

This policy relates to members of staff who are currently working in school regardless of whether this is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

The school has a duty of care to their employees. We should ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in the school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Initial considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, 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 should be followed to resolve cases without delay. A flowchart is included at the end to help respond to allegations.

The Local Authority Designated Officer (“LADO” Tel: 020 8871 7226.) should be informed of all allegations that come to a school’s attention and appear to meet the criteria in order that the LADO can inform on consulting police and children’s social care services as appropriate. Some rare allegations will be so serious they require immediate intervention by children’s social care services and/or police.

The following definitions should 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.
- **Unfounded**: there is no evidence or proper basis which supports the allegation being made, or the person making the allegation misinterpreted the incident or was mistaken about what they saw, or they may not have been aware of all the circumstances.
In the first instance, the Principal or Designated Safeguarding Lead, or where the Principal is the subject of an allegation, the chair of governors (either referred to as the ‘case manager’) should immediately discuss the allegation with the LADO.

The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. The LADO 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 should discuss the allegations with the LADO 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 should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. 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 should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. The school must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should 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 should be convened in accordance with the statutory guidance Working Together to Safeguard Children 2015. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff 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 LADO should discuss the next steps with the case manager. In those circumstances, the options open to the 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 should not be the default position: an individual should 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 LADO should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school 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 via the local authority.
Supporting those involved

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

The case manager should 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. This may include support via the local authority occupational health or employee welfare arrangements. Particular care needs to 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 should 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 or carers of a child or children involved should 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 should 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 should also be kept informed of 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 should be told the outcome in confidence.

In deciding what information to disclose to parents, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

Parents and carers should 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 should be told to seek legal advice.

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, should consider what support the child or children involved may need.

Confidentiality
It is extremely important that when an allegation is made, the 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 provisions commenced on 1 October 2012.
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 should take advice from the LADO, 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.

**Resignations and ‘settlement agreements’**

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this policy. A referral to the Disclosure and Barring Service (DBS) must be made, if the criteria in the first paragraph of this policy 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 the 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.

It is important that every effort is 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 should 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, should 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 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, should 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 police investigation where that is appropriate.
Record keeping

Details of allegations that are found to have been malicious should 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 should 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.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention (Information Commissioners Office – Guidance on employment records in its Employment Practices Code and supplementary guidance).

References

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

Timescales

It is in everyone’s interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and
can be held without further investigation, the hearing should be held within 15 working days.

**Oversight and monitoring**

The LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with the Local Safeguarding Children Board (LSCB) on the subject. The LADO 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 should 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 LADO;
- 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 should 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 should 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 should not be an automatic response when an allegation is reported; all options to avoid suspension should 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 should be reported to the LADO or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. In cases where the 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 should 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 LADO, police and children’s social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should 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; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the local authority or academy trust.

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 should 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 should be agreed and recorded by both the case manager and the LADO. This should 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 should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation 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 should give appropriate weight to their advice. The power to suspend is vested in the proprietor of the school, or governing bodies of the school who are the employers of staff at 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 LADO 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 should 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 the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should 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 should 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.

**Specific actions on conclusion of a case**

If the allegation is substantiated and the person is dismissed or the school ceases to use the person’s services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager and their personnel adviser whether the school will decide to make a referral to the DBS for consideration of 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 employers 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 the school.

**Specific actions in respect of malicious or unsubstantiated allegations**
If an allegation is determined to be unsubstantiated or malicious, the LADO should 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 Principal should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

**Learning lessons**

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school’s procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.
Flowchart for managing allegations against staff

“THE FIRST FIVE MINUTES”

What to do if an allegation or incident against a staff member is received.

Manager/Person in Charge receives complaint
↓

Make sure children are safeguarded.
Refer to MASH (if required)
↓

At this stage do not question the victim or alleged perpetrator or witnesses
↓

Notify DSL, Principal for Dolphin School (Mrs Nicola Baldwin)
or DSL, Head of Noah’s Ark Nurseries (Miss Annette Miller)
Unless allegation is against either DSL, in which case notify
the chair of governors (Mr. Jeremy Sharman)
↓

The Case Manager will contact LADO on the day (and always within 24 hours)
of allegation being made
(020 8871 7226)
↓

Case Manager will discuss with LADO and agree course of action
↓

3 possible courses of action
↓

Action by School or Establishment
No further action
Strategy Meeting