



Child Protection and Safeguarding Policy

2 AIMS

Beehive Centre (the “Centre”) aims to ensure that every child at the Centre is safe and protected from harm. This includes:

1. 2.1.1 taking appropriate action in a timely manner to safeguard and promote children’s welfare;
2. 2.1.2 ensuring staff, including volunteers are aware of their statutory responsibilities with respect to safeguarding; and
3. 2.1.3 ensuring staff, including volunteers are properly trained in recognising and reporting safeguarding issues.

3 DEFINITION

Safeguarding and promoting the welfare of children means:

1. 3.1.1 protecting children from maltreatment;
2. 3.1.2 preventing impairment of children’s health or development;
3. 3.1.3 ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
4. 3.1.4 taking action to enable all children to have the best outcomes.

4 EQUALITY STATEMENT

When making any decision under this policy it is particularly important that each pupil is treated as an individual having regard to their particular needs. It is particularly important that if a child has a disability (or special educational needs) that these are appropriately taken into account. For children with disabilities it is important that reasonable adjustments are actively considered. Further, when applying this policy any protected characteristics (such as race, disability, sexual orientation) are taken into account. Any concerns about discrimination should be addressed urgently with a senior member of staff or the Director. Further, when making any decisions it is important to treat pupils fairly which means making sure that they understand what they have done and having the opportunity to express their views.

5 ROLES AND RESPONSIBILITIES

1. Safeguarding and child protection is **everyone’s** responsibility. This policy applies to all staff, volunteers and Director in the Centre and is consistent with the procedures contained in the statutory guidance **Keeping Children Safe in Education**, (DfE, Sept 2019) (“KCSIE”) and of the boroughs shown in appendix 1. Our policy and procedures also apply to extended Centre and off- site activities.
2. All staff and volunteers, working in or on behalf of the Centre have a responsibility to provide a safe environment in which children can learn and all staff should be prepared to identify children who may benefit from early help.
3. All of the above people will be aware of our systems within the Centre which support safeguarding and these will be explained to them as part of a staff/volunteer induction. This will include:



1. 5.3.1 the child protection policy;
 2. 5.3.2 the behaviour policy;
 3. 5.3.3 the codes of conduct required of our staff and those working for the Centre; and
 4. 5.3.4 the safeguarding response to children who go missing from education; and the identity of the designated safeguarding lead (“DSL”) and deputy.
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4. All staff and volunteers will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff and volunteers should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Additionally, all staff and volunteers should be aware of their local early help process and understand their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
 5. All staff and volunteers will be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
 6. All staff and volunteers will know what to do if a child tells them he/she is being abused or neglected. They will know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or deputy) and children’s social care. Staff and volunteers will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.
 7. **The designated safeguarding lead is Andrea Moldovan-Grunfeld, Director and the DDSL is Bethany Williams.**
 8. The DSL takes lead responsibility for child protection and wider safeguarding, including online safety. They will be given the reasonable time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.
 9. During term time, the DSL will be available during Centre hours for staff and volunteers to discuss any safeguarding concerns.
 10. The DSL will:
 1. 5.10.1 refer cases of suspected abuse to the local authority children’s social care as required;
 2. 5.10.2 support staff who make referrals to local authority children’s social care;
 3. 5.10.3 refer cases to the Channel programme where there is a radicalisation concern as required;
 4. 5.10.4 support staff who make referrals to the Channel programme;
 5. 5.10.5 refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
 6. 5.10.6 refer cases where a crime may have been committed to the Police as required; and
 7. 5.10.7 will liaise with local authority case managers and designated officers for child protection concerns as appropriate. They will act as a point of contact for others.



The full responsibilities of the DSL are set out in his/her job description.

The board of Director The board of Director will:

1. 5.12.1 approve this policy at each review, and hold the Director to account for its implementation;
2. 5.12.2 the Director will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the Director. This is always a different person from the DSL; and
3. 5.12.3 ensure that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.

The chair of Director will act as the 'case manager' in the event that an allegation of abuse is made against the Director, where appropriate (see appendix 4).

The Director

4.15 The Director is responsible for the implementation of this policy, including:

4.15.1 ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;

4.15.2 communicating this policy to parents when their child joins the Centre and via the Centre website;

4.15.3 ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;

4.15.4 acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 4); and

4.15.5 ensuring the relevant staffing ratios are met.

6 TRAINING

All staff will receive safeguarding and child protection training at induction to ensure they understand the Centre's safeguarding systems and their responsibilities and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board;

will be required to read and understand Part One of KCISE; and

will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annual;

2. The DSL will undertake child protection and safeguarding training at least every 2 years on top of the training required of other staff.



3. Director receive training about safeguarding, to make sure they have the knowledge and information needed to perform their **functions and understand their responsibilities**.

7 RECRUITMENT – INTERVIEW/APPOINTMENT PANELS

1. Relevant, proportionate and lawful checks are undertaken on all adults who regularly work at, or visit the Centre, including Disclosure and Barring Service (DBS) checks prior to appointment as set out in the KCSIE.
2. At least one person on any interview/appointment panel for a post at the Centre will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the department for education's statutory guidance, keeping children safe in education, and be in line with local safeguarding procedures;
3. All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues; and
4. We check the identity of any visitor before providing admittance into the Centre and all visitors must sign-in (entrance hall). People undertaking work on site who do not have DBS clearance (as it is not pertinent to their employment) will not have unaccompanied access to children. We endeavour to ensure that any work at Centre site is undertaken out of Centre operating hours. All other visitors to the Centre will always be accompanied by staff when they are in the Centre. Our Centre has a sign in system for all regular visitors and volunteers. This is available in the Centre's entrance hall.
5. We will also take into account and verify:

the applicants identify;

the applicant's right to work in the UK;

verification of professional qualifications required by the Centre for the job the applicant has applied for;

the applicant's medical fitness;

receipt of two references satisfactory to the Centre; and

6. 7.5.6 for teaching position confirmation that the applicant is not subject to a prohibition notice from the National Centre of Teaching and Leadership; and
7. 7.5.7 pupils on work placements will only be accepted after a visit from a member of staff from their Centre/college or after their college has formally written to our Centre. Pupils will never be allowed to work alone with any of our pupils and will always be accompanied by staff.

Where the applicant is considered a risk to working with Children, a decision will be taken by the Director and/or Chair of Directors as to whether to progress the appointment or not.

8 VISITORS



We check the identity of any visitor before providing admittance into the Centre and all visitors must sign-in (entrance hall). People undertaking work on site who do not have DBS clearance (as it is not pertinent to their employment) will not have unaccompanied access to children. We endeavour to ensure that any work at Centre site is undertaken out of Centre operating hours. All other visitors to the Centre will be accompanied at all times by staff when they are in the Centre. Our Centre has a visitors' handbook that is shared with all regular visitors and volunteers. This is available in the Centre's entrance hall.

9 CONFIDENTIALITY

1. The Centre will make every effort to maintain confidentiality and guard against unwanted publicity whilst any allegations are investigated or considered.
2. The Centre processes personal data collected during informal complaints and the formal complaints procedure in accordance with its Data Protection Policy.
3. Confidentiality is also addressed in this policy with respect to record-keeping in section 17, and allegations of abuse against staff in appendix 4.

10 RECOGNISING ABUSE AND TAKING ACTION

1. Staff, volunteers and Director must follow the procedures set out below in the event of a safeguarding issue.
2. **If a child is in immediate danger:**
Make a referral to children's social care and/or the police immediately. Anyone can make a referral. Tell the DSL as soon as possible if you make a referral directly.

**Report the matter to the police on 999 (or 101 if a crime has been allegedly committed).
Or report the matter to the child's local council by following the link below:**

<https://www.gov.uk/report-child-abuse-to-local-council>

The Centre will work alongside a lead social work where one is involved.

Where a certain serious report is made, the Centre will pass information onto the police.

3. **If a child makes a disclosure to you report it immediately to the DSL.** If a child discloses a safeguarding issue to the Centre, it will endeavour to listen to the child and offer support. It will explain the next steps but cannot promise confidentiality. A record will be made of the disclosure and passed onto the DSL.

If you discover that Female Genital Mutilation ("FGM") has taken place or a pupil is at risk of FGM

1. 10.4.1 The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".
2. 10.4.2 Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 3.



3. 10.4.3 **Any tutor/teacher** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and tutor/teachers will face disciplinary sanctions for failing to meet it. They should also report it as soon as possible to the DSL.
4. 10.4.4 The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
5. 10.4.5 **Any other member of staff** e.g. a volunteer, who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our safeguarding procedures.
6. 10.4.6 **Any member of staff** or volunteer who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

Missing from education:

We monitor attendance through a daily register

1. Enter pupils on the register every day that the centre has agreed or been notified that the pupil will attend
2. Address poor or irregular attendance
3. Refer poor attendance to your LA (inform the LA of the details of pupils who: Fail to attend regularly and or Have missed 10 centre days or more without permission (or because of illness, unavoidable cause, a religious holiday or the LA's failure to make the required travel arrangements))
4. Investigate any unexplained absences as part of our wider safeguarding duties
5. Keep our admission register accurate and up to date

If you have concerns about a child (as opposed to a child being in immediate danger)

Where a member of staff or volunteer has concerns about a child, they will speak to DSL and report the details of the concern on a form. Either the member of staff or the DSL may make a referral following this to the local authority children's social care directly.

Local contact details are given in appendix 2, or can be found at:

<https://www.gov.uk/report-child-abuse-to-local-council>

Where a referral is made, the local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If they decide to take action, the Centre will be informed and will keep the child's circumstances under review and re-refer it if appropriate. The Centre will also put the child's interests first.



Where the social worker takes no action, the Centre may consider early help assessments and accesses to other support. They will continue to review the child's circumstances.

10.5.6 You can also contact the charity **NSPCC on 0808 800 5000** if you need advice on the appropriate action.

Early help

1. 10.6.1 Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.
2. 10.6.2 The DSL will keep the case under constant review and the Centre will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early help is particularly useful for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour,

including gang involvement and association with organised crime groups;

- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

Concerns about extremism

Where there is a concern immediately inform DSL, who will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#) or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that Centre staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, **call 999** or the confidential anti-terrorist hotline on: **0800 789 321**.



Concerns about a staff member, supply staff or volunteer

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

The Directors will then follow the procedures set out in appendix 4, if appropriate.

1. 10.8.1 You can also discuss any concerns about any staff member or volunteer with the DSL.
2. 10.8.2 The Director will then follow the appropriate procedures.

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Girls are often more likely to be victims of this abuse than boys. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Most cases of pupils hurting other pupils will be dealt with under our Centre’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

If a pupil makes an allegation of abuse against another pupil the Centre will tell the DSL and record the allegation, but not investigate it. All allegations will be treated confidentially.

The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.

The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- challenging any form of derogatory or sexualised language or behaviour;
- being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys;
- ensuring our curriculum helps to educate pupils about appropriate behaviour and consent;



- ensuring pupils know they can talk to staff confidentially. We ensure our children know that there are adults in the Centre whom they can approach if they have any worries or concerns and this is signposted around Centre; and
- ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

10.9.9 Staff will ensure that they are:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

11 NOTIFYING PARENTS

1. Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or disclosure.
2. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team before doing so.
3. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

12 ONLINE SAFETY AND THE USE OF MOBILE TECHNOLOGY

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our Centre aims to:

Have robust processes in place to ensure the online safety of pupils, staff, volunteers

Protect and educate the whole Centre community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as ‘mobile phones’)

Set clear guidelines for the use of mobile phones for the whole Centre community

Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

The Centre will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the Centre. We will also comply with the relevant sections, i.e. photographs and videoing, in the Centre’s Child Protection Policy.

2. **The 4 key categories of risk**



1. 12.2.1 Our approach to online safety is based on addressing the following categories of risk:
2. 12.2.2 Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
3. 12.2.3 Contact – being subjected to harmful online interaction with other users, such as peer- to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
4. 12.2.4 Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non- consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
5. 12.2.5 Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams
3. **To meet our aims and address the risks above we will:**
4. Educate pupils about online safety as part of our curriculum. For example:
 1. 12.4.1 The safe use of social media, the internet and technology
 2. 12.4.2 Keeping personal information private
 3. 12.4.3 How to recognise unacceptable behaviour online
 4. 12.4.4 How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
5. Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year
6. Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety
7. Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 1. 12.7.1 Staff are allowed to bring their personal phones to Centre for their own use, but will limit such use to non-contact time when pupils are not present
 2. 12.7.2 Staff will not take pictures or recordings of pupils on their personal phones or cameras
8. Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in Centre, use of the Centre's ICT systems and use of their mobile and smart technology
9. Explain the what we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones
10. Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
11. Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the Centre's IT systems
12. Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our Centre community



13 COMPLAINTS AND CONCERNS ABOUT CENTRE SAFEGUARDING PRACTICES

1. **Complaints against staff**

1. 13.1.1 Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 4).
2. 13.1.2 We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.
3. 13.1.3 Our procedures for dealing with allegations will be applied with common sense and judgement.

2. **Suspension**

1. 13.2.1 Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.
2. 13.2.2 Based on an assessment of risk, we will consider alternatives such as redeployment, providing an assistant, moving the child, temporary redeployment.

3. **Procedure for dealing with allegations**

In the event of an allegation that meets the criteria above, the Director (or chair of Director where the Director is the subject of the allegation) – the ‘case manager’ – will take the steps detailed below.

Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services.

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

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

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be



provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the Centre and their contact details.

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

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

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

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

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

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

If the Centre is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

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

4. **Timescales**

1. 13.4.1 Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.
2. 13.4.2 If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days .
3. 13.4.3 If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days.



5. **Specific actions**

13.5.1 **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

13.5.2 **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the Centre ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the Centre's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

13.5.3 **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the Centre.

13.5.4 **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Director, or other appropriate person in the case of an allegation against the Director, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

14 **TYPES OF ABUSE AND NEGLECT**

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. 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.

2. **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.

3. **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 nonpenetrative 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.
4. **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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
5. We are aware that because of the day-to-day contact with the children, Centre staff are well placed to observe the outward signs of harm, such as. We, therefore, work hard to establish and maintain an environment where children feel secure, are encouraged to communicate, and are listened to; and ensure our children know that there are adults in the Centre whom they can approach.
6. We are aware that children who are significantly harmed or at risk of significant harm or who witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and have a sense of blame. Our Centre may be the only stable, secure and predictable element in the lives of children at risk. When at Centre the child's behaviour may be challenging or they may be withdrawn. Our Centre always endeavours to support our children through: the content of the curriculum; assessing every child's needs accurately; our Centre ethos, which promotes a positive, supportive and secure environment and gives children a sense of being valued;
4. 14.6.4 our Centre behaviour policy, which is aimed at supporting vulnerable children in the Centre. the Centre will ensure that the child knows that some behaviour is unacceptable, but they are valued and not blamed for any harm, which has occurred;
5. 14.6.5 our Centre anti-bullying policy which is aimed at protecting vulnerable pupils who may have been victims of abuse; and
6. 14.6.6 liaison with other agencies or social services that support the child.



15 REFERENCES

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

16 OTHER COMPLAINTS

Please refer to the Centre's Complaints Policy for details. 17 **WHISTLE-BLOWING**

1. Concerns regarding the way the Centre safeguards pupils, including poor or unsafe practice, or potential failures, illegal activities, wrongdoing or malpractice should be reported immediately the chair of Director or a member of the board of Director.
2. Alternatively, concerns may be raised directly with Ofsted by telephone on: 0300 123 3155, via email at: whistleblowing@ofsted.gov.uk or by writing to: WBHL, Ofsted Piccadilly Gate Store Street Manchester M1 2WD. The Department for Education is also a prescribed body for whistleblowing.

18 RECORD-KEEPING

1. We will hold detailed, accurate and secure written records of concerns and referrals
2. All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded via the Centre reporting system. If you are in any doubt about whether to record something, discuss it with the DSL.
3. Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.
4. Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the Centre.
5. Please refer to the Centre's Data Protection Policy for more details. In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-appointment checks

Appendix sets out our policy on record-keeping with respect to allegations of abuse made against staff

19 MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by the DSL and DDSL. At every review, it will be approved by the Director.

20 APPENDIX 1: LOCAL BOROUGH

1. Haringey



22 APPENDIX: FGM SIGNS AND INDICATORS (NSPCC)

Signs and indicators

22.1.1 A girl at immediate risk of FGM may not know what's going to happen. But she might

talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family;
 - relative or cutter visiting from abroad;
 - a special occasion or ceremony to 'become a woman' or get ready for marriage; and
 - a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.
2. **Signs a teacher or Centre may notice:**
1. 22.2.1 a family arranging a long break abroad during the summer holidays;
 2. 22.2.2 unexpected, repeated or prolonged absence from Centre; and
 3. 22.2.3 academic work suffering.
3. **Indicators FGM may have taken place: the girl may:**
1. 22.3.1 have difficulty walking, standing or sitting;
 2. 22.3.2 spend longer in the bathroom or toilet;
 3. 22.3.3 appear withdrawn, anxious or depressed;
 4. 22.3.4 have unusual behaviour after an absence from Centre; and
 5. 22.3.5 be particularly reluctant to undergo normal medical examinations.

23 APPENDIX : ALLEGATIONS OF ABUSE MADE AGAINST STAFF

23.1.1 Section 1: allegations that may meet the harms threshold

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

Behaved in a way that has harmed a child, or may have harmed a child, and/or Possibly committed a criminal offence against or related to a child, and/or

Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or

Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of Centre

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

A 'case manager' will lead any investigation. This will be the Director, or the chair of Director where the Director is the subject of the allegation. The case manager will be identified at the earliest opportunity.



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

SUSPENSION OF THE ACCUSED UNTIL THE CASE IS RESOLVED

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

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

6. 23.1.6 Redeployment within the Centre so that the individual does not have direct contact with the child or children concerned
7. 23.1.7 Providing an assistant to be present when the individual has contact with children
8. 23.1.8 Redeploying the individual to alternative work in the Centre so that they do not have unsupervised access to children
9. 23.1.9 Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
10. 23.1.10 Temporarily redeploying the individual to another role in a different location, for example to an alternative Centre or other work for the Centre.

If in doubt, the case manager will seek views from the Centre's personnel adviser and the designated officer at the local authority, as well as the police and children's social care where they have been involved.

DEFINITIONS FOR OUTCOMES OF ALLEGATION INVESTIGATIONS

11. 23.1.11 **Substantiated:** there is sufficient evidence to prove the allegation
12. 23.1.12 **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
13. 23.1.13 **False:** there is sufficient evidence to disprove the allegation
14. 23.1.14 **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
15. 23.1.15 **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

PROCEDURE FOR DEALING WITH ALLEGATIONS

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

16. 23.1.16 Conduct basic enquiries in line with local procedures to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
17. 23.1.17 Discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action,



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

18. 23.1.18 Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
19. 23.1.19 Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the Centre is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate
20. 23.1.20 Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care

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

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

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

Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Individuals might also wish to contact their trade union representative or speak with a colleague or contact Education Support's free helpline on [0800 52561](tel:080052561).

Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while



investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)

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

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

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

ADDITIONAL CONSIDERATIONS FOR ALL CONTRACTED STAFF

TIMESCALES

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

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

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days

If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome

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

We will involve the agency fully, but the Centre will take the lead in collecting the necessary information and providing it to the LADO as required



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

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

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

SPECIFIC ACTIONS

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the Centre ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the Centre will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the Centre will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the Centre.

Unsubstantiated, unfounded, false or malicious reports

If a report is:

29. 23.1.29 Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
30. 23.1.30 Shown to be deliberately invented, or malicious, the Centre will consider whether any disciplinary action is appropriate against the individual(s) who made it



Unsubstantiated, unfounded, false or malicious allegations

If an allegation is:

Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation is in need of help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate

Shown to be deliberately invented, or malicious, the Centre will consider whether any disciplinary action is appropriate against the individual(s) who made it

CONFIDENTIALITY AND INFORMATION SHARING

The Centre will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises. **RECORD-KEEPING**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the Centre will provide a copy to the individual, in agreement with children's social care or the police as appropriate.



Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

REFERENCES

When providing employer references, we will:

Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious

Include substantiated allegations, provided that the information is factual and does not include opinions

LEARNING LESSONS

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the Centre's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

NON-RECENT ALLEGATIONS

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the Centre that they were abused as a child, we will advise the individual to report the allegation to the police.

SECTION 2: CONCERNS THAT DO NOT MEET THE HARM THRESHOLD



This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- 33. 23.1.33 Suspicion
- 34. 23.1.34 Complaint
- 35. 23.1.35 Disclosure made by a child, parent or other adult within or outside the Centre
- 36. 23.1.36 Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

DEFINITION OF LOW-LEVEL CONCERNS

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the Centre may have acted in a way that:

- 37. 23.1.37 Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- 38. 23.1.38 Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- 39. 23.1.39 Being overly friendly with children
- 40. 23.1.40 Having favourites
- 41. 23.1.41 Taking photographs of children on their mobile phone
- 42. 23.1.42 Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- 43. 23.1.43 Using inappropriate sexualised, intimidating or offensive language

SHARING LOW-LEVEL CONCERNS

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

create this culture by:

Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others

Empowering staff to share any low-level concerns as per section 7.7 of this policy Empowering staff to self-refer



Addressing unprofessional behaviour and supporting the individual to correct it at an early stage

Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Helping to identify any weakness in the Centre's safeguarding system

RESPONDING TO LOW-LEVEL CONCERNS

If the concern is raised via a third party, the Director will collect evidence where necessary by speaking:

Directly to the person who raised the concern, unless it has been raised anonymously To the individual involved and any witnesses

The Director will use the information collected to categorise the type of behaviour and determine any further action, in line with the Centre's code of conduct.

Child Protection and Safeguarding Policy Reviewed September 2021
Andrea Moldovan-Grunfeld

RECORD KEEPING

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- 53. 23.1.53 Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- 54. 23.1.54 Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority
- 55. 23.1.55 Retained at least until the individual leaves employment at the Centre

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

REFERENCES

We will not include low-level concerns in references unless:

Haringey LADO contact details:

- Tel: 020 8489 2968
- Email: lado@haringey.gov.uk

