

Title	Safeguarding & Child Protection Policy & Procedures
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1. Key Contacts

Key Contact list for Safeguarding in The Beeches Independent Special School.

	Name	Telephone contact	email
Designated Safeguarding Lead	Denise Grayston	01733 344448	denise@beechesuk.co.uk
Designated Safeguarding Lead	Kathryn Black	01733 344448	kathryn@beechesuk.co.uk

Key local contacts

<http://peterborough.proceduresonline.com/index.htm>

	Name	Telephone contact	Email
Contact Centre		(01733) 864170 864180	
Out of hours		(01733) 234724	
Police Child Abuse Investigation Unit		(01480) 847743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	helpwithcaf@peterborough.gov.uk
Designated Officer (LADO)	Alison Curtis	(01733) 864038	Alison.curtis@peterborough.gov.uk

2. Introduction.

The staff and Directors of The Beeches School are committed to protecting and safeguarding all their pupils to ensure, as far as possible, that they are free from harm.

Given the current arrangements for schooling within the residential organization a decision was made for the designated child protection role for school to be located with the Registered Manager.

All school and college staff play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm, and by educating children about managing risks and improving their resilience through the curriculum. 'All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns'.

School recognises that safeguarding incidents can happen anywhere and all staff should be alert to possible concerns being raised. Staff are also aware that safeguarding issues can manifest themselves via peer on peer abuse. This includes though is not limited to, bullying.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. The policy reflects the Peterborough Safeguarding Children Board child protection procedures and *Keeping Children Safe in Education 2016*, which sets out the arrangements that Education services and schools must make.

In addition to the local Safeguarding Procedures, The Beeches School will have particular regard to the Department of Health, Home Office and Department for Education and Skills joint publication, *What To Do If You're Worried A Child Is Being Abused*.

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture, or disability. They have a right to be safe in our school.

At The Beeches, we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.

Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them

Young people in children's homes and schools need to be provided with as much safety as possible. All staff has a responsibility to minimise the risk of abuse occurring within the home/school.

The term 'child protection' is used to define a situation where a child may be at risk of harm physically, emotionally, sexually or by neglect. Peterborough Local Safeguarding Children Board (LSCB) has a detailed set of safeguarding procedures which includes actions to be

taken in all child protection matters. Copies of these are located in the residential unit/school. The procedure that follows extracts the relevant messages from these comprehensive procedures and applies to them to the context of the work at The Beeches.

Every person who works with children and young people has a responsibility under child protection to take any action necessary to protect the child. In terms of the role of a Residential Support Worker or Teacher, this will usually extend to the passing over of information to someone in a more senior position and they will co-ordinate matters from there on. However, staff at any time can independently contact the local authority with any concerns they may have regarding the safety and well-being of a young person. It is the responsibility of the local authority Social Care team to initiate any action in conjunction with the local Police where an incident or investigation is required. If a child is in immediate risk of harm a referral should be made to the child's social team immediately. If a referral has already been made and the child's situation does not appear to be improving, any staff member who has concerns should ask for re-consideration. The Beeches should relay the information to the placing authority and attend any of the follow-up meetings as requested. Here at The Beeches, we are committed to work alongside social care, the Police, Health Services and any other relevant services to promote the welfare of children and protect them from harm. Staff will be made aware through training of outside agencies where specific child protection issues can be reported to, such as Channel and agencies who specifically deal with incidences of female genital mutilation (FGM).

Mission/Ethos statement for the school

There are Four main elements to our child protection procedures.

- **Prevention:** (positive school attitude, teaching & pastoral, supporting pupils etc)
- **Protection:** following agreed procedures, ensure staff are trained with accordance to Section 175 Education Act 2002 which states that training should be every 2 years for designated teachers of child protection and every 3 years for the rest of the staff, including Learning Support Staff and welfare staff.
- **Support:** to pupils and school staff and to children who may have been abused.
- **Safer Recruitment** processes are followed to ensure that those who are unsuitable to work with children are not employed.

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, mid-day supervisors, administrators as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school or any of the school directors.

3. Definitions

3.1 **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

Safeguarding also encompasses issues such as learner health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children by providing first aid, School security, drugs and substance misuse and positive behaviour. There may also be other safeguarding issues that are specific to the local area or population.

3.2 **Child protection** refers to the processes undertaken to protect the children who have been identified as suffering, or being at risk of suffering significant harm.

3.3 **Child/learner** is anyone who has not yet reached their 18th birthday or their 19th birthday for those learners with disabilities.

3.4 **Staff** refers to all those working for or on behalf of the School, full time or part time, temporary or permanent, in either a paid or voluntary capacity, including Governors and Trust board Directors.

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

3.6 **Designated Safeguarding Lead (DSL)** means the person within the School with responsibility for the day to day application of the Safeguarding and Child Protection Policy.

3.7 **Safeguarding Link Governor** means the Governing Body Governor nominated to oversee relevant School safeguarding matters.

3.7 **Children's Social Care** means the team within the Local Authority which has a duty to safeguard and promote the welfare of children.

3.8 **Local Safeguarding Children Board (LCSB)** means the statutory organisation responsible for the co-ordination of the various agencies responsible for the welfare and well-being of children for example colleges, social services, police, voluntary organisations etc.

3.9 **Local Authority Designated Officer (LADO)**

The LADO is to be involved in the management and oversight of individual cases, providing advice and guidance to employers and voluntary organisations, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible and consistent with a fair and thorough process.

Please see below details for Peterborough LADO:

Alison Curtis
Local Authority Designated Officer (LADO)
Children's Services
Bayard Place
Broadway

3.10 LSCB-Local Safeguarding Children's Board.

The LSCB agrees how local services and professionals should work together to safeguard and promote the welfare of children. Peterborough LSCB can be contacted by pscb@peterborough.gov.uk

4. Related Policies

4.1 This Policy is one of a series in the School's integrated safeguarding portfolio. Other policies related to safeguarding include:

4.2 Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's Whistle-blowing policy

4.3 Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

4.4 Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.5 Prejudice Related Incidents

Our policy on prejudiced related incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

4.6 Health and Safety

Our Health and Safety policy, set out in a separate document, and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

4.7 Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse especially those with communication difficulties. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

4.8 E-Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. E safety is included in the curriculum at all levels and information will be provided to parents.

- i. Staff Code of Conduct
- ii. Whistle Blowing Policy
- iii. Health and Safety Policy
- iv. Bullying Policy
- v. Behaviour for Learning Policy
- vi. E-Safety Policy
- vii. Complaints Policy and Procedure
- viii. Prevent Policy

This policy has been also relates to the below Documents:

Keeping Children Safe in Education, July 2016.

Multi-Agency Practise Guidelines: Female Genital Mutilation,
Prevent Guidelines

4.9 The procedures contained in this Policy apply to all staff, volunteers, Governors and Directors.

5. Relevant Legislation

5.1 Academies, free schools, independent schools, alternative providers of education - Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are learners at the school.

5.2 The Teacher Standards 2012 state that teachers, including Principals, are to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

5.3 The statutory guidance *Working Together to Safeguard Children (2015)* covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

5.3 The statutory guidance *Keeping Children Safe in Education (2015)* is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards)

(England) Regulations 2010 (as amended by SI 2012/2962) and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. All staff must read Part One of this guidance, which provides additional background information for staff.

5.4 The School's safeguarding arrangements will be inspected by Ofsted under the judgements for behaviour and safety and leadership and management. Appendix 3 provides a set of standards to enable the School to evaluate their safeguarding arrangements. This can be used jointly by the, Principal and Designated Safeguarding Lead and the Safeguarding Link Governor to ensure that the School is effective in safeguarding matters.

5.5 Section 7 of the Local Authority Social Services Act 1970, which requires local authorities in their social services functions to act under the general guidance of the Secretary of State;

5.6 Section 11 (4) of the Children Act 2004 which requires each person or body to which the section 11 duty applies to have regard to any guidance given to them by the Secretary of State; and Section 16 of the Children Act 2004, which states that local authorities and each of the statutory partners must, in exercising their functions relating to Local Safeguarding Children Boards, have regard to any guidance given to them by the Secretary of State.

5.7 Female Genital Mutilation Act 2003

5.8 Counter-Terrorism and Security Act 2015

The school will act in accordance with the above legislation and the guidance offered in:

"Working together to safeguard children" 2015

"Keeping Children Safe in Education July 2016"

"The Prevent duty" 2015

"Children missing education" 2015

All staff must ensure that they have read all policies relating to the safeguarding of children and sign the relevant paper work to confirm this.

6. Policy Principles and Aims.

These procedures ensure that all staff and parents/carers in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

At The Beeches School we will:

-To raise the awareness of all staff and identify responsibility in reporting possible cases of abuse

-To ensure effective communication between all staff when dealing with child protection issues and

-To lay down the correct procedures for those who encounter an issue of child protection

- Engage fully in the Early Help process to maximise the opportunity for timely intervention

- Ensure that our school is a safe and happy place for students, staff and parents/carers

- Ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children. (see Safer Recruitment Policy)

- Raise awareness of Child Protection issues and equip children with the skills needed to keep them safe. (see Bullying and Behaviour Policies).

-Implement procedures and training for identifying and reporting cases, or suspected cases, of abuse.

- Support pupils who have been abused in accordance with his/her agreed child protection plan.

- Establish a safe environment in which children can learn and develop (see Health and Safety Policy)

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.

-Ensure children know that there are adults in the school whom they can approach if they are worried.

- Include opportunities in the PSHE and pastoral curriculum for children to develop the skills they need to recognise and stay safe from abuse.

- Ensure we have a designated senior person for Child Protection who has received appropriate training and support for this role. This is Head of Education, Kathryn Black and The Beeches Manager Denise Grayston.

- Ensure every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the designated senior person responsible for Child Protection and his role.

-Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Child Protection.

- Ensure that parents have an understanding of the responsibility placed on the school and staff for Child Protection by setting out its obligations in the school prospectus.

- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the Child Protection Register.

-Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Child Protection matters including attendance at case conferences.

-Ensure a monthly meeting is led by the CPO who gives the team the opportunity to discuss cases and help standardise/enhance good practise. Minutes will be produced and held centrally.

- Develop and then follow procedures where an allegation is made against a member of staff or volunteer. (see Allegations Policy)

- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.

- help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills;
- reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements;
- embed e-safety at every relevant opportunity;

- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

-The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.

- Ensuring that, where a pupil on the Child Protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

7. Safeguarding and Child protection Statement

“We recognise that for children high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps prevention.”

Our school will therefore:

- a) Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to through.
- b) Ensure that children know that there are adults in the school who they can approach if they are worried or in difficulty by making ourselves openly available, and prepared to give time to listen to children. There is also a clear procedure in place should the young person or staff member feel uncomfortable with any presenting one-to-one situation.
- c) Include in the curriculum activities and opportunities for PSHE, which equip children with the skills they need to, stay safe from abuse.
- d) Include in the curriculum material, which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- e) Treating all learners with respect.
- d) Setting a good example by conducting themselves appropriately.
- f) Involving learners in decisions that affect them.
- g) Encouraging positive, respectful and safe behaviour among learners,
- h) Being alert to changes in learners’ behaviour and to signs of abuse and neglect.
- i) Recognising that challenging behaviour may be an indicator of abuse.
- j) Reading and understanding the Trust’s Safeguarding and Child Protection Policy and Procedures, Staff Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing.
- k) Asking the learner’s permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid, unless the learner’s behaviour is in danger of causing harm to themselves or others.
- l) Maintaining appropriate standards of conversation and interaction with and between learners and avoiding the use of sexualised or derogatory language.
- m) Being aware that the personal and family circumstances and lifestyles of some learners lead to an increased risk of abuse.

- n) Applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures.
- o) Following the School's rules with regard to communication with learners and use of social media and online networking.
- q) Referring all concerns about a learner's safety and welfare to the DSL or, if necessary, directly to the Police of Children's Social Care.

8. Children Who May be Particularly Vulnerable

8.1 The Trust recognises that some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

8.2 To ensure that all of learners receive equal protection, the Trust will give special consideration to children who are:

- i. disabled or have special educational needs;
- ii. young carers;
- iii. living in a domestic abuse situation;
- iv. affected by parental substance misuse;
- v. asylum seekers;
- vi. looked after by the Local Authority;
- vii. otherwise living away from home;
- viii. vulnerable to being bullied, or engaging in bullying behaviours;
- ix. living in temporary accommodation;
- x. living transient lifestyles;
- xi. living in chaotic and unsupportive home situations;
- xii. vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- xiii. involved directly or indirectly in child sexual exploitation (CSE);
- xiv. do not have English as a first language;
- xv. at risk of female genital mutilation (FGM) or forced marriage;
- xvi. at risk of becoming radicalised, involved in gangs and/or violent extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

Specific Safe guarding issues may include

- A child who is missing from education
- Child missing from home or care
- Child sexual exploitation
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation
- Forced marriage
- Gangs and youth violence
- Gender- based violence
- Mental health
- Private fostering
- Prevent radicalization
- Sexting
- Teenage relationship abuse
- Trafficking

9 Roles and Responsibilities

9.1. The designated Teacher for Child Protection

There is a named person in our organization/school who is the designated teacher for child protection, who is responsible for coordinating child protection issues within the school and for liaising with other Services. This is Denise Grayston, Registered Manager, but she may delegate this responsibility in some circumstances to the Head of Education, Kathryn Black.

The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.

The job specification for the designated teacher for child protection is located at the end of the procedures as appendix 2.

The Designated Teacher for Child Protection will be released from school to attend specialised child protection training, which will be up-dated at least every two years.

It is the Designated Teacher for Child Protection's responsibility to ensure that all staff, teaching and support, paid and volunteers know who the supporting managers are, that they all receive, on a regular basis, information which enables them to identify child protection matters and respond appropriately.

Supporting the pupil at risk (including Domestic abuse, Drugs use Exploitation, FGM, E-safety, Mobile technology and those vulnerable to Extremism)

The DSL and or a deputy will always be available during school or college hours. Denise Greyston is available out of school ours.

The school fully recognises the importance of the role of the Designated Safeguarding Lead. The DSL is a member of the Senior Leadership Team and the role is explicitly defined in their job description, with time and training to undertake her/his duties agreed (*it would be advisable to develop a statement outlining how the school meets this requirement*)

The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.

Contingency arrangements are in place should the Designated Safeguarding lead not be available.

The DSL and or a deputy will always be available during school or college hours. (*PLEASE INCLUDE YOUR ARRANGEMENTS FOR OUT OF TERM/HOURS, which are a matter for each individual school*)

It is the responsibility of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school.

The Designated Safeguarding Lead will therefore:

- ensure that he/she receives formal refresher training at two yearly intervals to keep his/her knowledge up to date;
- refresh their knowledge and skills at regular intervals, and at least annually (for example via e-bulletins, meeting other DSLs or reading safeguarding developments).
- ensure they he/she has undertaken Prevent awareness training;
- ensure that all staff who work with children undertake the appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by sharing pertinent information in a timely manner, but at least annually;
- ensure that all new staff receive a safeguarding children induction and that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children;

- ensure that the school operates within the legislative framework and recommended guidance;
- ensure the school safeguarding policy is reviewed annually and provide an annual report for the governing body detailing any changes to the policy and procedures;
- ensure that the Headteacher is kept fully informed of any concerns;
- develop effective working relationships with other agencies and services;
- decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help Assessment or refer to Children's Social Care;
- liaise and work with specialist services over suspected cases of child abuse;
- ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision;
- submit reports to and ensure the school's attendance at child protection conferences, and contribute to decision making and delivery of actions planned to safeguard the child;
- ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services when there is an unexplained absence for a child who is the subject of a child protection plan, a child is missing from education, a child is being 'privately fostered' or if it should have to exclude a pupil who is the subject of a Child Protection Plan (whether fixed term or permanently);
- provide guidance to parents, children and staff about obtaining suitable support;
- discuss with new parents the role of the DSL and the role of safeguarding in the school, make parents aware of the safeguarding procedures used and how to access the child protection and safeguarding policy.

9.2The Directors

The Directors fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

The Directors will therefore:

- designate a senior member of staff for child protection and safeguarding who will oversee the schools policy and practice and champion safeguarding issues;
- nominate a senior member of staff to be responsible in the event of an allegation of abuse being made against the Headteacher; This person is Denise Grayston , General Manager;
- review safeguarding policies and procedures annually and provide information to the local authority about them and about how statutory duties have been discharged;
- liaise closely with the Designated Safeguarding Lead to monitor procedures and practice, and ensure compliance with LSCB guidelines;
- ensure safe recruitment procedures;
- ensure safe management of allegations;
- ensure deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- ensure children are taught about safeguarding, including online;
- ensure that appropriate filters and monitoring systems are in place, whilst taking care to avoid imposing unreasonable restrictions;
- understand that information on individual child protection cases or situations is confidential and will not be discussed.

9.3 STAFF RESPONSIBILITIES

The Beeches School will follow the procedures set out in Interagency Procedures produced by the Local Safeguarding Children's Board and the Local Authority Education Safeguarding Procedures.

Staff are kept informed about child protection responsibilities and procedures through induction, briefings and ongoing awareness training. Where there are other adults in school, rarely working unsupervised (e.g. contractors) the Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.

Any member of staff, volunteer or visitor to the school who is concerned about a child or receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **MUST** report it immediately to the Designated Safeguarding Lead. In the absence of the DSL, the deputy designated safeguarding lead should be notified or, in the absence of both, the matter should be brought to the attention of the most senior member of staff.

Information regarding concerns will be recorded on the same day and will include a clear, precise, factual account of observations or events.

The Designated Safeguarding Lead will decide upon the most appropriate course of action to safeguard the child. If the decision to make a referral to Children's Social Care is made, this will be discussed with parents, unless to do so would place the child at further risk of harm. Should this be the case, the school will record clearly the reason for not discussing with parents and inform Children's Social Care. Should this be the case, the school will record clearly the reason for not discussing with parents and inform Children's Social Care.

Where there is a child protection concern, allegation or disclosure a phone call will immediately be made to Children's Social Care to alert them to the situation. The Multi Agency Referral form will then be completed and forwarded within 24 hours.

The school will work to develop effective links with relevant agencies to promote the safety and welfare of children and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.

Safeguarding concerns about adults in the school should be made to the Headteacher, who will make appropriate, timely referrals to the Designated Officer within the local authority (when cases involve staff), to the Disclosure and Barring Service (where a person is dismissed or left due to risk/harm to a child) and to the police (in cases where a crime may

have been committed). If the Headteacher is the subject of the concern, the Chair of Governors should be informed. The school will not attempt to investigate an allegation without prior consultation with the Designated Officer for the LA.

10.Safeguards to minimise risks to children

10.1 A full assessment should be made of young people's histories, including any experience they may have of Abuse. Each young person should have an individual assessment that includes their family history and any abuse they have experienced. Staff should consult with the young person's social worker and, where appropriate their families, to complete this. Particular issues that the young person faces will need to be assessed and addressed.

10.2 Observation of young people's interactions with one another in order to pick up any unsafe, abusive and/or bullying behaviour occurring within the home/school (see Anti-bullying Policy for further information of how to deal with this).

10.3 The Head of Education will ensure that all staff receive training and support in relation to child protection issues. Furthermore all staff should read Peterborough Local Children Board safeguarding procedures. The supervision forum can also be used to address professional development of dealing with child protection issues.

10.4 Through the implementation of the Whistle Blowing Policy and Procedures, staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures made by the school. These concerns should be raised to The Head of Education or The Beeches UK management team.

“Children's privacy and information is confidentially handled”

(Standard 9, National Minimum Standards for Children's Homes: page 14)

To protect a young person's privacy they are ensured:

The opportunity for uninterrupted physical space within the home is allowed where possible. Ability to shower, bathe and use the toilets in private unless there are circumstances as a result of any disabilities which make this impossible.

Sensitive arrangements are made to meet the menstruation needs of teenage girls.

Arrangements are in place to make and receive telephone calls in private.

To ensure confidentiality: Each young person's personal information, both written and verbal is respectfully handled.

11.Child Protection Procedure

Staff should remember the fundamental rule in child protection which is that they never promise the child secrecy to information they may share and that they should continue to remind young people of their duty to share information where they feel the child may be at risk should they fail to do so.

The flowchart that appears as appendix 1 offers a simple sequential portrayal of the process that should be followed and should be located in each home and staff made familiar with what it says and means.

11.1 Child protection concerns may often arise when staff may notice a change in a child's behaviour, physical or emotional state.

11.2 Suspicion or evidence of a child protection matter could result from;

- A child disclosing that they have been abused or injured.
 - Staff observing unusual behaviour from the child.
 - Staff observing suspicious injuries on a child.
 - Direct observation of an act against a child, which appears to be abusive.
 - Direct or indirect information from another raising concerns about a child being abused.

11.3 The child protection concern could include abuse, physical abuse, emotional abuse, sexual abuse or neglect.

11.4 Staff should particularly be vigilant where there have been instances of;

- Bullying
- Problems following a parents visit
- Running away
- Knowledge of young people being involved in sexual activity

11.5 Staff working for The Beeches need to be clear on the fact that it is **not their responsibility to investigate any concerns**. The duty of care staff would include:

- **Taking the initial information** – The child should be made aware that information could need to be shared if anyone has been harmed in anyway or is at further risk of harm. **Staff should never offer the child secrecy regarding the information shared.** This should be done in a manner appropriate to the child's age and understanding. Staff should ensure they do not ask questions as this could interfere with any subsequent legal action.
- **Recording the information** – Staff should record the information disclosed as soon as possible and accurately – in the words used by the young person – onto a The Beeches Disclosure Sheet. Staff **MUST** record factual information only. They should also identify clearly in the logbook that a disclosure has been made.
- **Reporting the information** – The staff dealing with the disclosure should report the information as soon as it is possible to do so – within two hours at the most. During office hours this should be made to the Registered Manager or the Head of Education in school, or to the Designated Company Director if they are not available **or should the disclosure relate to them.** Out of office hours this should be reported via the on-call system and you will be advised further from this point.
- If it is deemed that the child needs urgent medical assistance, the on-call Deputy Manager should be advised of this and then either an ambulance should be called or the child taken to the nearest Accident and Emergency Department.
- **Further Action** – It may be necessary to take immediate action to further protect the child and this could include seeking permission from the placing authority to suspend

a contact visit happening from a suspected perpetrator or even suspending a staff member from their duties. Such actions should never be taken by Residential Support Workers or Teachers in isolation; any instructions of this nature should come from a Registered Manager or Service Manager. Staff may need to make a Manager aware of any such pending visits, which may place the child at risk so they can make an appropriate decision on this. In the unlikely event that a parent of family member is threatening to move the child from the home without permission and in a way, which could expose the child to further risk, then the Police should be contacted without delay.

- **AGAIN, STAFF NEED TO BE CLEAR THAT IT IS NOT THEIR RESPONSIBILITY TO INVESTIGATE SUCH MATTERS.**

11.6 Once this information has been passed to a Registered Manager or Designated Child Protection person, it is the Registered Manager's responsibility to ensure that a referral is made to the local social care duty team. The initial referral is taken verbally but they will ask for written reports etc to follow and the procedures require this to be within 48 hours. It is appropriate for this to be done by fax with a follow-up copy sent by registered post. Consideration also needs to be given as to whether the incident constitutes a notifiable incident to OFSTED when a similar process should be followed. The Registered Manager should seek advice from the Area Child Protection Team on whether the person/s with parental responsibility should be informed at this stage. The relevant placing local authority will also need informing, and the Manager dealing with this should seek advice on who will take responsibility for informing the School Child Protection Procedures

12. Recognizing Child Protection Concerns

12.1 The school will strive to create an atmosphere in which children feel able and safe to talk about their worries and fears. Staff will listen carefully to anything children want to tell them. They will:

- **not** ask leading questions
- **not** promise to keep the matter secret
- **not** attempt to investigate a situation themselves

Staff might also have concerns about a child's safety because of the way he or she is behaving.

Whether suspicions arise through disclosures children make or as a result of observations, the member of staff concerned **must**:

- make a written note, signed, dated and timed of what was said or seen using the referral form
- refer the matter **immediately** to the Designated Teacher for Child Protection

12.2 Staff will be aware of the possibility that their records might have to be used as evidence in court, and must therefore be aware of the need to distinguish fact from opinion, and record any disclosure from the child **in their own words** as quickly after the event as practical.

12.3 If any teacher suspects that a child in his/her class may be a victim of abuse (physical, sexual, emotional abuse and neglect), they immediately inform the named person about their concerns. Occasionally a child will directly disclose abuse to their teacher and care should be taken to reassure them but not offer false confidentiality. The teacher should then record quickly what the child has said in the words they used and seek advice. As a rule of thumb, cases of physical and sexual abuse will always be referred to social services on the same day and they have a duty to investigate under section 47 of the Children Act 1989. Staff should not discuss their concerns with the child or the parents/carers without first seeking advice in these circumstances.

12.4 Making referrals to Social Care

The Designated Teacher for Child Protection will refer all cases of suspected abuse to Social Care immediately. Where practicable, the school will inform the placing authority of the referral before it is made, or at least as soon as possible afterwards if contact cannot be made with them quickly.

12.5 Attendance at and reports to child protection conferences

If Social Care decides – having received a referral from the school that a child might be at risk of harm – a child protection conference may be called.

12.6 The Designated Teacher for Child Protection will be asked to attend this conference and it is an expectation that he/she will do so, unless it is considered that another member of staff has greater or more relevant knowledge of the child, in which case that person will attend. Where a conference is held during a school holiday, the school will do its best to send a senior member of staff or will liaise with the local Education Welfare Service to establish if the information can be represented.

The school will provide the person chairing the conference with a written report on the child at least **48 hours in advance**. This should address attendance, attainment, behaviour, relationships with staff and peers and any other concerns regarding disclosed or observed harm. The author of the report will be aware that the child's parents will have access to it and it could potentially be produced in any subsequent court procedures.

12.7 The Child

1. Where a child is involved in a child protection investigation, they must be:
 - Informed by a Registered Manager or the Head of Education in a manner appropriate to their age and understanding, what action is going to be taken and what will be happening next – except where it has been agreed that this is not in the child's best interests to do this.
 -
 - Advised clearly that information may need to be shared. The child should not be advised that something they have said can be kept a secret nor should they be advised of anything else that could be misleading. Staff should be open and honest with the child and say they do not know if they are unsure of something.

- Heard carefully and accurately and should be treated with respect and seriousness at all times. Their views should be taken into account regarding any further action.
- Given the opportunity to make a phone call should they wish to do so, again the exception to this is where staff have been advised against this or where it is believed it may put them at further risk by them possibly trying to contact a specific person.
- Advised that they are able to make a referral to the police if they want to and what the formal complaints procedure is. They should be supported to make any such referral.

Confidentiality

12.8 In any matter of a child protection nature, all information should be treated in the strictest confidence and should only be communicated to The Beeches staff, to any other person who has the authority to investigate child protection matters and the Placing Authority. The welfare of the child should be paramount in all such cases.

13. SUPPORTING THE PUPIL AT RISK

13.1.1 At The Beeches School we recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.

13.1.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

13.1.3. We recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

13.1.4. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.

13.1.5. The school will endeavour to support the pupil through:

- the content of the curriculum to encourage self-esteem and self-motivation;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services and the Educational Psychology Service;
- a commitment to develop productive and supportive relationships with parents/carers whenever it is in a pupil's best interest to do so;
- recognition that children living, or who have lived, in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection;
- vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care when there is a need.

13.1.6 A child going missing from an education setting is a potential indicator of abuse and neglect. The school will carefully monitor any such incidents to help identify and prevent further risks. A child going missing from an education setting is a potential indicator of abuse and neglect. The school will carefully monitor any such incidents to help identify and prevent further risks, and act according to Local Authority and PSCB guidance.

13.2. Drug Use and Child Protection

13.2.1. The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others particularly adults;
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

13.3. Children of Drug Using Parents

13.3.1 Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection);
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse;
- children are not being provided with acceptable or consistent levels of social and health care;
- children are exposed to criminal behaviour.

13.4. Domestic Abuse

13.4.1. Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse. The school will vigilantly monitor the welfare of children living in or who have lived in domestic abuse households, offer support to them and liaise with outside agencies where necessary to offer additional support and assistance.

13.4.2. Domestic abuse notifications and any information disclosed following a MARAC will be retained with other child protection records.

13.5. Sexual Exploitation

13.5.1 Sexual exploitation refers to exploitation where young people receive something for sexual activities this include gifts, money, accommodation or affection. Sexual Exploitation

may be consensual or may be organized by gangs and groups. Coercion may be presented in several ways, including pressure from peers, intimidation, sexual cyberbullying and grooming. The Beeches will include in the curriculum where appropriate, a range of topics to educate students on their rights and responsibilities and will encourage open discussion on matters that are concerning students to help identify students who may be at risk. All staff will receive regular training on how to identify students who may be at risk of Sexual exploitation and will report any suspicions to the designated child protection officer who will implement the necessary policies and procedures.

13.5.2 Signs and Symptoms of Child Sexual Exploitation may include:

- Going missing for periods of time or regularly returning home late
- Regularly missing school or not taking part in education
- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infection
- Mood swings or changes in emotional well-being
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour

13.5.3. Sexual exploitation of children and young people has been identified throughout the UK. It is a form of sexual abuse and can have a serious impact on every aspect of the lives of those involved.

13.5.4. Staff at The Beeches School are aware that any child or young person may be at risk of sexual exploitation, regardless of their family background or other circumstances. Potential indicators of sexual exploitation will be addressed within staff training.

13.5.5. Any concern that a child may be at risk of sexual exploitation will be passed immediately to Children's Social Care or to the police through a 101 call.

13.6. Female Genital Mutilation (FGM)

13.6.1 Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

13.6.2. Female genital mutilation (FGM) is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable.

13.6.3 A girl at immediate risk of FGM may not know what's going to happen. She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.

13.6.4 A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

13.6.5. All staff will be aware of FGM and of the warning signs of a student being at risk of FGM or where FGM has taken place. Training will include information from the 'Multi-Agency Practice Guidelines: Female Genital Mutilation', where more information regarding FGM can be found. Staff will report this to the multi agencies concern including Social workers and the police. From July 2015 anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of 5 years imprisonment

13.6.6 The following organisations also provide support and advice about FGM:

- Forward UK
- The Orchid Project
- Women's Resource Centre
- Integrate Bristol
- NSPPC

13.6.7. Possible signs that a girl may be at risk of or already having suffered FGM will be addressed through staff safeguarding training and staff will follow the school's agreed safeguarding procedures when concerned.

13.6.8. Staff must be aware that enquiries related to FGM should be undertaken by police officers with assistance from social workers. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk.

13.7.9 In accordance with the 2015 'Duty', all **known** cases of FGM in girls under the age of 18 will be reported to the police.

13.7 Child Trafficking.

13.7.1 Child Trafficking is a form of human trafficking and is illegal. Child Trafficking includes recruiting the recruitment, transportation, transfer, harbouring, and/or receipt of a child by means of a threat or use of force or other forms of coercion for the purposes of exploitation. It is possible that unaccompanied asylum seeking children (UASC) may have been trafficked into the UK and are likely to remain under the influence of their traffickers, even whilst they are looked after. Children can be trafficked within the UK. Traffickers may target vulnerable children and groom them for this purpose. Please see section on grooming for more information

13.7.2 Any child who has been a victim of trafficking will have a risk assessment setting out how the child will be protected from any trafficker, to minimise any risk of traffickers being able to re-involve a child in exploitative activities. This plan should include contingency plans to be followed if the young person goes missing.

Trafficking specifically targets the child as an object of exploitation; the child may be unaware of their fate.

13.7.3 Reason for trafficking children

- Sexual exploitation
- Domestic servitude
- Sweatshop, restaurant and other catering work
- Agricultural labour, including tending plants in illegal cannabis farms
- Benefit fraud
- Involvement in petty criminal activity
- Organ harvesting
- Drug mules, drug dealing or decoys for adult drug traffickers
- Illegal inter-country adoption

13.8 Grooming

13.8.1 Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female and they can be of any age. Many children and young people don't understand that they have been groomed, or that what has happened is abuse, they believe the Groomer is a friend and is only being nice to them.

Groomers do this by:

- pretending to be someone they are not, for example saying they are the same age online
- offering advice or understanding
- buying gifts
- giving the child attention
- using their professional position or reputation

- taking them on trips, outings or holidays.

13.8.2 Groomers are more and more frequently using social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child. They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship. It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

13.8.3 Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning
- public comments that suggest a child has low self-esteem or is vulnerable.

Groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds. Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

13.8.4. Staff at The Beeches School will aware that any child or young person may be at risk of grooming, regardless of their family background or other circumstances. Potential indicators of grooming will be addressed within staff training.

13.8.5. Any concern that a child may be at risk of grooming will be passed immediately to Children's Social Care or to the police through a 101 call.

13.9. Child Missing from Education

13.9.1. If a child is missing from education it is a potential indicator for abuse or neglect. All children are entitled to full time education despite of their circumstances, age or ability. The Beeches staff should follow the school policy for children who are missing from school. This will help identify any risks of abuse, sexual exploitation or potential safe guarding concerns such as travelling to conflict zones , FGM and forced marriages.

13.9.2. The Head of Education will ensure an admission register will be available and kept up to date to allow any absences to be clearly seen. The Beeches school will inform the child's Local Education Authority if they are to be removed from the register.

13.9.3 The child's LEA will be informed if the student placed with the Beeches school fails to attend school regularly or has been absent from school without permission for 10 days or more.

13.9.4 The Child's Social Care team will be informed if the child is frequently missing from education.

13.10. Radicalisation and Extremism

13.10.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent

extremism. Nationally, there have been occasions where extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

13.10.2. Whilst The Beeches School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.

13.10.3. The Beeches School seeks to protect children and young people against the messages of all violent extremism and will view any attempt to manipulate the vulnerable in this way as a matter of safeguarding.

13.10.4 The School's SPOC (Single Point of Contact) is Kathryn Black/Denise Grayston. They will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency. The Beeches has a Prevent Policy which can be found on our website if more information is required.

13.10.5 The School fully recognises its statutory duty to identify and support pupils at risk, and to follow the referral process when appropriate.

13.10.6 The school directors, the Head of Education and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, anti-bullying policy, e-safety and other issues specific to the school's profile, community and philosophy.

13.10.6 All staff have received training to support their understanding of the Prevent strategy.

14. Attendance

14.1 It is recognised by the Trust that full attendance at school is important to the well-being of all learners and enables them to access the opportunities made available to them at school. Attendance is monitored closely and the School works closely with the relevant Education Social Work Service when the patterns of absence are of concern.

14.2 The Trust is aware that a child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence, particularly where children go missing on repeated occasions and will follow the Department for Education's legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

14.3. The School Attendance Policy is set out in a separate document and is reviewed regularly by the Governing Body.

15. Partnership with Parents

15.1. The Trust is committed to working with parents positively, openly and honestly. The School will ensure that all parents are treated with respect, dignity and courtesy. Parents' rights to privacy and confidentiality are respected and the School will not share sensitive information unless it has permission or it is necessary to do so in order to protect a child.

15.2 The School will share with parents any concerns it may have about their child, unless to do so may place a child at risk of harm.

15.3 The School will encourage parents to discuss any concerns they may have with their child's DSL's.

15.4 The School will make parents aware of this Policy through the School website & prospectus.

16. Partnerships with Others

16.1 The Trust recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in the Northamptonshire Local Safeguarding Children Boards (MASH).

16.2 There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

17.Support for Learners, Families and Staff Involved in a Child Protection Issue

17.1 It is recognised that a learner's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents.

17.2 Whilst the School may, on occasion, need to make referrals without consultation with parents, every effort will be made to maintain a positive working relationship with parents whilst fulfilling the School's duties to protect the learner.

17.3 The Trust recognises that staff dealing with disclosures of information may need support themselves and in such circumstances the School will provide appropriate in-house support or access to external services.

17.4 The School will support learners, their families and staff by:

- i. taking all suspicions and disclosures seriously;

- ii. nominating a link person who will keep all parties informed and be the central point of contact;
- iii. where a member of staff is the subject of an allegation made by a learner, separate link people will be nominated to avoid any conflict of interest;
- iv. providing proper explanations (appropriate to age and understanding), as to what action is being taken on their behalf and why;
- v. responding sympathetically to any request from learners or staff for time out to deal with distress or anxiety;
- vi. maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- vii. storing records securely;
- viii. offering details of helplines, counselling or other avenues of external support;
- ix. when appropriate, following the procedures laid down in the Trust's whistleblowing, complaints and disciplinary procedures;
- x. co-operating fully with relevant statutory agencies.

18. Record Keeping

18.1 In relation to maintaining child protection records, the School will:

- i. keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- ii. keep records in a folder in a meticulous chronological order;
- iii. ensure all records are kept secure and in locked locations;
- iv. when a learner moves, ensure all relevant child protection records are sent separate from the general learner files and directly to the Designated Safeguarding Lead of the receiving school, college or other education establishment.

18.2 Child protection information will be stored and handled in line with Data Protection Act principles.

18.3 The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

18.4 All verbal conversations will be promptly recorded.

19. Confidentiality and Information Sharing

19.1 All staff will ensure that child protection issues retain a high level of confidentiality, not only out of respect for the learner and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

19.2 Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency, as required. Northamptonshire's guidance can be accessed at <http://www.northamptonshirescb.org.uk>.

19.3 It is reasonable for staff to discuss day-to-day concerns about learners with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or the Principal or – in the case of concerns about the Principal – to the Chair of the Board. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. However, the statutory guidance '*Keeping Children Safe in Education (2016)*' emphasises that any member of staff can contact Children's Social Care if they are concerned about the safety of a child.

19.4 Staff have a professional responsibility to share information with other agencies in order to safeguard children.

19.5 Staff, parents, Governors and Directors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation of abuse is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

20. Learner / Parental Access to Child Protection Information

20.1 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that learners and parents do not have an automatic right to see them.

20.2 Any learner or parent wanting to see child protection records will need to make the request to the Principal, who will advise them to submit a Freedom of Information request for consideration.

21. Complaints Procedure

21.1 The Trust's complaints procedure will be followed where a learner or parent raises a concern about poor practice towards a learner that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a learner or attempting to humiliate them, bullying or belittling a learner or discriminating against them in some way. Complaints are managed by the Principal, other members of the Senior Leadership Team and Governors.

21.2 Complaints from staff are dealt with under the School's Complaints and Disciplinary and Grievance Procedures.

22. Helping Learners to Keep Themselves Safe in all areas.

22.1 The School is committed to ensuring that learners are aware of behaviour towards them that is not acceptable and how they can keep themselves safe.

22.2 Learners are taught to understand and manage risk through the Personal, Social, Health and Economic (PSHE) education lessons and through all aspects of School life.

22.3 All learners are aware of who the senior member of staff with responsibility for child protection is, but that they can also talk to any member of staff regarding being at risk of harm or abuse.

22.4 Learners are informed as to who they might talk to, both in and out of the School, their right to be listened to and heard and what steps can be taken to protect them from harm.

22.5 The School's arrangements for consulting with and listening to learners are through Tutors, /Support Staff and other external agencies contracted by the School

23. E-Safety

23.1 The Beeches School believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications.

23.2 Chat rooms and social networking sites are increasingly the source of inappropriate and harmful behaviour and children are not allowed to access these sites whilst in school.

23.3 Staff will educate student of the dangers of the internet in IT, Life Skill and PSHE lessons. Staff will also inform students how to protect themselves on line as best as possible.

24. Mobile technology

24.1 Cameras and mobile phones are prohibited in all toilet and changing areas.

24.2 No photographs may be taken on personal mobiles/tablets or for an adult's own records.

24.3 All staff are aware of safeguarding issues around the use of mobile technologies and their associated risks.

24.4 Staff are not allowed to carry person mobile phones during the teaching day. Where possible a school mobile will be issued for staff going on trips.

25. Photography and Images

25.1 In order to protect learners the School will:

- i. seek their consent and parental consent for photographs to be taken/published and names of learners to be published alongside an image (for example, on

- websites or in newspapers or publications);
- ii. ensure learners are appropriately dressed; and
 - iii. encourage learners to tell a member of staff if they are worried about any photographs that are taken of them.
 - iv. Photographs will only be taken on the school cameras and down loaded onto the school camera.

26. Safer recruitment

Please see appendix 2 for the Beeches full Recruitment Policy.

Before confirmation of appointment, all staff (teaching and support) and volunteers who apply to work at the School will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children. References will be taken up and they will be required to give evidence of their Qualifications and details of previous experience and work history.

As part of this recruitment process, all potential staff will be required to declare any criminal record. Criminal Record Bureau checks will be undertaken. No one will be employed if it is considered they are unsuitable to work with children.

All staff, including supply teachers and other visiting staff (e.g. school nurses) and those supporting school trips are informed of the designated teacher's name(s) and the school's policy for the protection of children:

- During their first induction to the school
- Through a copy of this policy
- Raising awareness of the location of this policy (staff room)
- Through the supply teachers information sheet
- Information on relevant notice boards
- Whole staff training or briefing meetings
- Reminders at the beginning of each year – for new staff
- All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, that day to the designated teacher or named deputy. If in any doubt they should consult with the designated teacher.

More extensive procedures for the recruitment are now required from 1st January 2007 and staff should have reference to the more detailed procedures adopted by The Beeches to support this procedure.

In accordance with regulations, The Beeches School will ensure that staff are aware of legislation which may casue them to be disqualified including, where relevant, 'by association'.

27. Physical Intervention by staff

There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. This should be exercised in line with the school and LEA policy on appropriate restraint. The Head of Education requires the adult involved in any such incident to report this to her immediately (unless it was she who has exercised the restraint), and to record it in the interventions book. Any witnesses to the incident must be identified. Staff who are able to carry out physical intervention will have had the appropriate training through the Proact Scip training course.

28. Allegations against staff

28.1. Any allegation against a member of staff or volunteer at the School will be taken very seriously and will be referred immediately by the Head of Education or Designated Teacher for Child Protection to the Local Authority under to the Local Authority designated Officer (LADO).

An allegation would include:

- A member of staff or Volunteer who has behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offense against or related to a child.
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

28.2. The allegation will **not** be investigated in school, other than to establish the facts. The LADO will liaise with Social Care and the Police to determine if the allegation should be investigated internally or dealt with by Social Care / Police. 'When agreed, an Initial Action Meeting (IAM) should take place at the earliest opportunity but within at least 5 working days of the referral.' The Strategy Manager for the Education Welfare Service should be informed as soon as possible.

28.3. Some allegations may be so serious that they may require immediate intervention from outside agencies such as the Social work team and or the Police. In this situation the Head of Education, Kathryn Black or The manager of Beeches UK Denise Grayston would be informed immediately to be able to inform agencies appropriately.

28.4. Where an allegation is made against the Head of Education, the Directors at The Beeches will be advised and will liaise with the LADO and the Strategy Manager for the Education Welfare Service. The LADO will liaise with Social Care and the Police to determine if the allegation should be investigated internally or dealt with by Social Care / Police. When agreed, an Initial Action Meeting (IAM) should take place at the earliest opportunity but within at least 5 working days of the referral.

28.5. The Beeches School Will use the below definitions 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

28.6 Please see below for the details of Peterborough LADO

Alison Curtis
 Local Authority Designated Officer (LADO)
 Children's Services
 Bayard Place
 Broadway
 Peterborough
 PE11FB Tel 01733 864015

29. Staff Training

The Registered Manager and Head of Education will undertake the relevant training for their role, in accordance to section 175 of the Education Act 2002; they will attend refresher courses every 2 years. All our staff will receive relevant training on Child Protection in accordance with section 175 of the Education Act 2002, every 3 years.

29.1 The Headteacher and all other staff, including those employed temporarily, who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively.

29.2 The training will be facilitated through regular 'refreshers' and information updates. All staff, governors and volunteers will read Part 1 of Keeping Children Safe in Education (2016) and any other recommended documents to ensure they are familiar with the signs and symptoms of abuse. A record will be kept to demonstrate compliance.

29.3 The Designated Safeguarding Lead and any nominated deputies will complete the local authority Designated Person training and this will be refreshed every two years.

29.4 All staff training will be recorded on staff training records and monitored by the Designated Safeguarding Lead. The safeguarding governor will have oversight of training records to ensure that this is taking place in a timely manner.

29.5 Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead and their deputies. The DSL will seek support from the Headteacher and/or appropriate local authority staff where required

30. Physical contact.

30.1. There may be occasions where staff need to make physical contact with a student such as when a student is upset and needs consoling. When this occurs, staff members will need to make sure a class room door is left open, where appropriate, and that they inform another member of the teaching team. The member of staff who makes physical contact with the student will be required to make a written account of what was said and done.

30.2 Where a member of staff is making physical contact by giving first aid a second member of staff will be called to act as a witness to protect both parties.

30.3 When a student requires support with person care, an individual care plan will be written. For more information please see our policy on personal care.

31.Site Security

31.1 Visitors to the School, including contractors, are to sign in at the Head Teachers office. Parents who are simply delivering or collecting their children do not need to sign in.

31.2 All visitors are expected to observe the School's safeguarding and health and safety regulations to ensure learners are kept safe.

31.3 The Head of Education will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Visitors who have not provided evidence of an up to date DBS check will be supervised at all times when working with or in the vicinity of the students.

32.Off-Site Arrangements

32.1 Where extended school activities are provided by and managed by the School, the School's Safeguarding and Child Protection Policy and Procedures apply. If other organisations provide services or activities on the School site, the School will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

32.2 During school trips students will be supervised at all times by a member of the Beeches school staff.

32.3 When School learners attend off-site activities, including day and residential visits and work related activities, the school will check that effective child protection arrangements are in place.

33. Work Experience

33.1 The School has detailed procedures to safeguard learners undertaking work experience, including arrangements for checking people who provide placements and supervising learners on work experience which are in accordance with the guidance in '*Keeping Children Safe in Education July(2016)*'.

SAFEGUARDING AT THE BEECHES:

32. A FRAMEWORK OF ROLES AND RESPONSIBILITIES

DESIGNATED PERSONNEL

DESIGNATED DIRECTOR QUIN LOVIS

REGISTERED

MANAGER(CARE)

DENISE GRAYSTON

designated child protection
coordinator (school)

KATHRYN BLACK

The Beeches believe it is important for its staff members to be clear about their respective roles and responsibilities from the top down. The following framework aims to achieve this clarity

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- 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 head teacher or principal (where role not carried out by the head teacher) to inform him or her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- To recognise how to identify signs of abuse and when it is appropriate to make a referral.
- Have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise.
- Be able to keep detailed accurate secure written records of referrals and or concerns.
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the establishment's child protection policy is updated and reviewed annually and work with the governing body or proprietor regarding this.
- Ensure parents see copies of the 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.
- Where children leave the establishment ensure their child protection file is copied for the new establishments as soon as possible but transferred separately from the main pupil file.

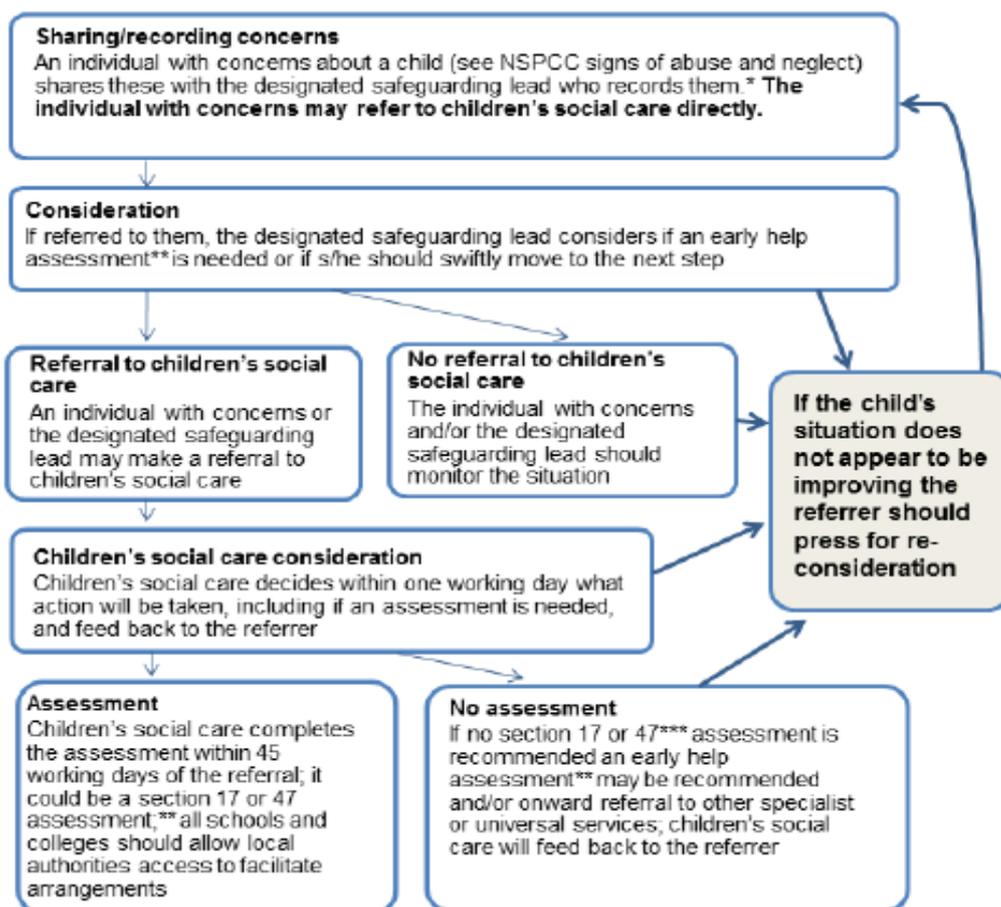
September 2016 (revised)

[Download our Brochure](#)

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.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or 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 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.

*** 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.

Additional Guidance

<http://www.nspcc.org.uk/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf **(Sexual Exploitation)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf **(Preventing and Tackling Bullying)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf **(Supporting Children and Young People who are bullied)**

<https://www.gov.uk/domestic-violence-and-abuse> **(Domestic Abuse)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf **(Drugs)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf **(Fabricated Illness)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012_Action_Plan_-_Abuse_linked_to_Faith_or_Belief_-_Summary.pdf **(Faith/Belief)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf **(Female Genital Mutilation)**

<https://www.gov.uk/forced-marriage> **(Forced Marriage)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf **(Gangs)**

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk> **(Violence against women/girls)**

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> **(Mental Health)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf **(Private Fostering)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf **(Radicalisation)**

<https://www.gov.uk/government/collections/this-is-abuse-campaign> **(Teenage relationship abuse)**

Appendix 3

Standards for Effective Child Protection Practice in Schools

The following standards may assist schools in evaluating their practice

In best practice, schools:

- 1 have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
- 2 provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
- 3 work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
- 4 are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
- 5 monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
- 6 provide and support child protection training regularly to school staff every three years and in particular to designated staff every two years to ensure their skills and expertise are up to date, and ensure that targeted funding for this work is used solely for this purpose;
- 7 contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
- 8 use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the

importance of protecting others, taking into account of the guidance for Governors on sex and relationship education in circular 5/94;

- 9 provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
- 10 have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
- 11 take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communicative skills;
- 12 have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set down in Keeping Children Safe in Education 2014
- 13 have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
- 14 the school will ensure that specified information is passed on in a timely manner to the LA for monitoring purposes.

Procedures for Safer Recruitment

New guidance came into force on 1st January 2007 replacing all previous guidance. It is a huge and very prescriptive document that addresses a number of key areas:

- sets out safeguarding responsibilities for local authorities, schools and FE colleges
- extends child protection considerations to include pupil health and safety, bullying, arranging to meet the medical needs of children and medical conditions, providing first aid, school security and drug and substance misuse
- provides recruitment safe practice for those who supply staff as well as LA, schools and FE colleges (way beyond having trained staff on any interviewing panel)
- allegations against staff within the school setting

The Beeches follows the guidance as set out in this document as a basis for this policy. This procedure organises the minimum requirements of the selection and recruitment requirements into a self-assessment tool for the school which must be applied whenever a new appointment of any staff or volunteer is made in school.

Recruitment and selection self-assessment checklist

Planning

Timetable decided: job specification and description and other documents to be provided to applicants reviewed and updated as necessary. Application form seeks all relevant information and includes relevant statements about references etc.

The recruitment and selection policy statement should be included in:

- Publicity materials
- Recruitment websites
- Advertisements
- Candidate information packs
- Person specifications
- Job descriptions
- Competency frameworks
- Induction training

It is important to be clear about what mix of qualities, qualifications and experience a successful candidate will need to demonstrate, and whether there are any particular matters that need to be mentioned in the advertisement for the post in order to prevent unwanted applications. It is essential to plan the recruitment exercise itself, identifying who should be involved, assigning responsibilities, and setting aside sufficient time for the work needed at each stage so that safeguards are not skimmed or overlooked. For example, it is important to organise the selection process to allow references to be obtained on shortlisted candidates before interview.

The person specification will need careful thought and drafting. It is also good practice to make sure at the outset that all the other material, e.g. the application form, job description, and information or guidance for applicants that will form part of the candidate information pack is up-to-date, and clearly sets out the extent of the relationships and contact with

children, and the degree of responsibility for children that the person will have in the position to be filled. N.B. all work in a school, FE college or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.

The time and effort spent in this stage of the process should help minimise the risk of making an unsuitable appointment.

Application form

Employers should use an application form to obtain a common set of core data from all applicants. It is not good practice to accept curriculum vitae drawn up by applicants in place of an application form because these will only contain the information the applicant wishes to present and may omit relevant details.

For applications for all types of post the form should obtain:

- full identifying details of the applicant including current and former names, date of birth, current address, and Nation Insurance number;
- a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which s/he is applying with details of the awarding body and date of the award;
- a full history in chronological order since leaving secondary [education](#), including periods of any post-secondary education or training, and part-time and voluntary work as well as full-time employment, with start and end dates, explanations for periods not in employment, education or training, and reasons for leaving employment;
- a declaration of any family or close relationship to existing employees or employers (including councillors and governors);
- details of referees. One referee should be the applicant's current or most recent employer, and normally two referees should be sufficient. B. where an applicant who is not currently working with children has done so in the past it is important that a reference is also obtained from the employer by whom the person was most recently employed in work with children. The form should make it clear that references will not be accepted from relatives or from people writing solely in the capacity of friends; and
- a statement of the personal qualities and experience that the applicant believes are relevant to his or her suitability for the post advertised and how s/he meets the person specification.

The application form should include an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and therefore that all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared. And it should require a signed statement that the person is not on List 99, disqualified from work with children, or subject to sanctions imposed by a regulatory body, e.g. the General Teaching Council (GTC), and either has no convictions, cautions, or bind-overs, or has attached details of their record in a sealed envelope marked confidential.

It should record that:

- where appropriate the successful applicant will be required to provide a CRB Disclosure at the appropriate level for the post;
- the prospective employer will seek references on short-listed candidates, and may approach previous employers for information to verify particular experience or qualifications, before interview;
- if the applicant is currently working with children, on either a paid or voluntary basis, his or her current employer with children will be asked about disciplinary offences relating to children, including any in which the penalty is time expired (that is where a warning could no longer be taken into account in any new disciplinary hearing for example) and whether the applicant has been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedure. If the applicant is not currently working with children but has done so in the past, that previous employer will be asked about those issues; and
- providing false information is an offence and could result in the application being rejected, or summary dismissal if the applicant has been selected and possible referral to the police.

Applicants for teaching posts should also be asked:

- to provide their DfES reference number;
- whether she/he has Qualified Teacher status (QTS); and
- whether she/he is registered with the GTC for England.

Job Description

This should clearly state:

- the main duties and responsibilities of the post; and
- the individual's responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with.

All work in a school or similar setting involves some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.

Person specification

This should:

- included the qualifications and experience, and any other requirements needed to perform the role in relation to working with children and young people;
- describe the competences and qualities that the successful candidate should be able to demonstrate;
- explain how these requirements will be tested and assessed during the selection process. For example:

“In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;

- emotional resilience in working with challenging behaviours; and
- attitudes to use of authority and maintaining discipline;” and
- explain that if the applicant is short listed any relevant issues arising from his or her references will be taken up at interview.

Candidate Information Pack

The pack should include a copy of:

- the application form, and explanatory notes about completing the form;
- the job description and person specification;
- any relevant information about the local authority or establishment and the recruitment process, and statements of relevant policies such as the authority or establishment’s policy about equal opportunities, the recruitment of ex-offenders, etc;
- the establishment’s Child Protection Policy Statement; and
- a statement of the terms and conditions relating to the post.

Vacancy advertised

Advertisements will include reference to safeguarding policy, i.e. statement of commitment to safeguarding and promoting welfare of children, and need for successful applicant to be CRB checked.

The employer should have an explicit written recruitment and selection policy statement and procedures that comply with national and local guidance. The statement should detail all aspects of the process and should link to their child protection policy and procedures.

The policy statement should incorporate an explicit statement about the organisation’s commitment to safeguarding and promoting the welfare of children. An appropriate statement should be included in any model recruitment and selection policy that a local authority or HR adviser provides to establishments. For example:

“This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

When a vacancy is advertised, the advertisement should also include reference to the need for the successful applicant to undertake an Enhanced Disclosure via the CRB, where appropriate, as well as the usual details of the post and salary, qualifications required, etc.

Applications on receipt

Application should be scrutinised – any discrepancies/anomalies/gaps in employment noted to explore if candidate should be considered for short listing.

Scrutinising and Short Listing

All applications should be scrutinised to ensure that they are: fully and properly completed; that the information provided is consistent and does not contain any discrepancies; and to identify any gaps in employment. Incomplete applications should not be accepted and should be returned for completion. Any anomalies or discrepancies or gaps in employment identified by the scrutiny should be noted so that they can be taken up as part of the consideration of whether to short list the application.

As well as reasons for obvious gaps in employment, the reasons for a history of repeated changes of employment, without any clear career or salary progression, or a mid-career move from a permanent post to supply teaching or temporary work, also need to be explored and verified.

All candidates should be assessed equally against the criteria contained in the person specification without exception or variation.

Checks Before interview

If a short list applicant claims to have some specific qualification or previous experience that is particularly relevant to the post for which s/he is applying that will not be verified by a reference, it is good practice to verify the facts before interview so that any discrepancy can be explored at interview. The qualification or experience can usually be verified quickly by telephoning the relevant previous employer and asking for written confirmation of the facts.

Shortlist prepared

Seeking References

These should be sought directly from referee on short listed candidates:

- ask specific recommended questions
- include statement about liability for accuracy.

References

The purpose of seeking references is to obtain objective and factual information to support appointment decisions. They should always be sought and obtained directly from the referee. Employers should not rely on references or [testimonials](#) provided by the candidate, or on open references and testimonials, i.e. “To Whom it May Concern” as there have been instances of candidates forging such references. Open references or testimonials may be the result of a compromise agreement and are unlikely to include any adverse comments.

Professionals and Character References

Ideally, references should be sought on all short listed candidates, including internal ones, and should be obtained before interview so that any issues of concern they raise can be explored further with the referee, and taken up with the candidate at interview. In exceptional circumstances it might not be possible to obtain references prior to the interview, either because of delay on the part of the referee, or because a candidate strongly objects to their current employer being approached at that stage, but that should be the aim in all cases.

It is up to the person conducting the recruitment to decide whether to accede to a candidate's request to approach his or her current employer only if s/he is the preferred candidate after the interview, but it is not recommended as good practice.

All requests for references should seek objective verifiable information and not subjective opinion. The use of reference pro formas can help achieve that. A copy of the job description and person specification for the post for which the person is applying should be included with all requests, and every request should ask:

- about the referee's relationship with the candidate, e.g. did they have a working relationship: if so what; how long has the referee known the candidate, and in what capacity;
- whether the referee is satisfied that the person has the ability and is suitable to undertake the job in question, and for specific comments about the applicant's suitability for the post, and how s/he has demonstrated that s/he meets the person specification;
- whether the referee is completely satisfied that the candidate is suitable to work with children, and, if not, for specific details of the referee's concerns and reasons why the referee believes the person might be unsuitable;

and should remind the referee that:

- they have a responsibility to ensure that the reference is accurate and does not contain any material misstatements or omission and
- relevant factual content of the reference may be discussed with the applicant.

In addition to the above, requests addressed to a candidate's current or previous employer in work with children should also seek:

- confirmation of details of the applicant's current post, salary, and sick record;
- specific verifiable comments about the applicants performance history and conduct;
- details of any disciplinary procedures the applicant has been subject to in which the disciplinary sanction is current;
- details of any disciplinary procedures the applicant has been subject to involving issues related to the safety and welfare of children or young people, including any in which the disciplinary sanction has expired, and the outcome of those; and
- details of any allegations or concerns that have been raised about the applicant that relate to the safety and welfare of children or young people or behaviour towards children or young people, and the outcome of those concerns e.g. whether the allegations or concerns were investigated, the conclusion reached, and how the matter was resolved.

References – on receipt

These should be checked against information on application; scrutinised; any

discrepancy/ issue of concern noted to take up with applicant (at interview if possible).

On receipt references should be checked to ensure that all specific questions have been answered satisfactorily. If all questions have not been answered or the reference is vague or unspecific, the referee should be contacted and asked to provide written answers or amplification as appropriate. The information given should also be compared with the

application form to ensure that the information provided about the candidate and his or her previous employment by the referee is consistent with the information provided by the applicant on the form. Any discrepancy in the information should be taken up with the applicant.

Any information about past disciplinary action or allegations should be considered in the circumstances of the individual case. Cases in which an issue was satisfactorily resolved some time ago, or an allegation was determined to be unfounded or did not require formal disciplinary sanctions, and in which no further issues have been raised, are not likely to cause concern. More serious or recent concerns or issues that were not resolved satisfactorily are more likely to cause concern. A history of repeated concerns or allegations over time is also likely to give cause for concern.

Invitation to interview

In addition to the arrangements for interviews – time and place, [directions](#) to the venue, membership of the interview panel – the invitation should remind candidates about how the interview will be conducted and the areas it will explore including suitability to work with children. Enclosing a copy of the person specification can usefully draw attention to the relevant information.

The invitation should also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and that where a CRB Disclosure is appropriate the person will be required to complete an application for a CRB Disclosure straight away. Consequently all candidates should be instructed to bring with them documentary evidence of their identity that will satisfy CRB requirements, i.e. either a current driving licence or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate's current name and address, and where appropriate change of name documentation.

Candidates should also be asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. N.B. if the successful candidate cannot produce original documents or certified copies written confirmation of his or her relevant qualifications must be obtained from the awarding body.

A copy of the documents used to verify the successful candidate's identity and qualifications must be kept for the personnel file.

Interview arrangements

Interview panel

It is better to have a minimum of two interviewers, and in some cases, e.g. for senior or specialist posts, a larger panel might be appropriate. A panel of at least two people allows one member to observe and assess the candidate, and make notes, while the candidate is talking to the other. It also reduces the possibility of any disputes about what was said or asked during the interview.

The members of the panel should:

- have the necessary authority to make decisions about appointment
- be appropriately trained
- meet before the interviews to:
 - reach a consensus about the required standard for the job to which they are appointing;
 - consider the issues to be explored with each candidate and who on the panel will ask about each of those; and
 - agree their assessment criteria in accordance with the person specification

The panel must agree in advance a list of questions for each candidate that they will not deviate from, but they should agree a set of questions they will ask all candidates relating to the requirements of the post, and the issues they will explore with each candidate based on the information provided in the candidate's application and references (if available). A candidate's response to a question about an issue will determine whether and how that is followed up. Where possible it is best to avoid hypothetical questions because they allow theoretical answers. It is better to ask competence based questions that ask a candidate to relate how she/he has responded to, or dealt with, an actual situation, or questions that test a candidate's attitudes and understanding of issues.

Interview

Explores applicants' suitability for work with children as well as for the post.

Scope of the interview

In addition to assessing and evaluating the applicant's suitability for the particular post, the interview panel should also explore:

- the candidate's attitude towards children and young people;
- his or her ability to support the authority or establishment's agenda for safeguarding and promoting the welfare of children;
- gaps in the candidate's employment history; and
- concerns or discrepancies arising from the information provided by the candidate and/or a referee.

The panel should also ask the candidate if they wish to declare anything in light of the requirement for a DBS disclosure.

If, for whatever reason, references are not obtained before the interview, the candidate should also be asked at interview if there is anything s/he wishes to declare or discuss in light of the questions that have been (or will be) put to his or her referees. It is vital that the references are obtained and scrutinised before a person's appointment is confirmed and before s/he starts work.

The interviewing panel should also stress that the identity of the successful candidate will need to be checked thoroughly to ensure the person is who he or she claims to be, and that where a DBS Disclosure is appropriate the person will be required to complete an application for a DBS Disclosure straight away. All candidates should have been instructed to bring with them documentary evidence of their identity that will satisfy DBS requirements, i.e. either a current driving license or passport including a photograph, or a full birth certificate, plus a document such as a utility bill or financial statement that shows the candidate's current name and address, and where appropriate change of name documentation.

Candidates should also have been asked to bring documents confirming any educational and professional qualifications that are necessary or relevant for the post, e.g. the original or a certified copy of a certificate, or diploma, or a letter of confirmation from the awarding body. N.B. if the successful candidate cannot produce original documents or certified copies written confirmation of his or her relevant qualifications must be obtained from the awarding body.

N.B. The identity and qualifications of successful applicant to be verified on day of interview by scrutiny of appropriate **original** documents. Copies of all documents will be taken and placed on file. Successful applicant will also complete application for CRB Disclosure on the day of interview.

Conditional offer of appointment: pre appointment checks

Any offer of appointment is made conditional on the satisfactory completion of the following pre-appointment checks and for non-teaching posts a probationary period.

Conditional Offer of Appointment: Pre-Appointment Checks

An offer of appointment to the successful candidate should be conditional upon:

- the receipt of at least two satisfactory references (if those have not already been received)
- verification of the candidate's identity (if that could not be verified straight after the interview);
- a check of DfES list 99 (in some residential establishments a check of the PoCA list may also be required) and, where appropriate, a satisfactory CRB Disclosure;
- verification of the candidate's medical fitness;
- verification of qualifications (if not verified after the interview);
- verification of professional status where required e.g. GTC registration, QTS status (unless properly exempted), NPQH;
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999); and
- (for non teaching posts) satisfactory completion of the probationary period.

The authority or establishment should seek advice from its HR or personnel services provider, and follow relevant CRB guidance if a Disclosure reveals information that a candidate has not disclosed in course of the selection process.

All checks should be:

- confirmed in writing;
- documented and retained on the personnel file (subject to relevant advice contained in the CRB Code of Practice and the organisation's own data protection arrangements); and
- followed up where they are unsatisfactory or there are discrepancies in the information provided.

Where:

- the candidate is found to be on List 99 or the PoCA list, or the CRB Disclosure shows s/he has been disqualified from working with children by a Court; or
- an application has provided false information in, or in support of, his or her application; or
- there are serious concerns about an applicant's suitability to work with children, the facts must be reported to the police and/or the DfES Children's Safeguarding Operations Unit (formerly the Teachers Misconduct Team).

List 99/PoCA List/DBS Disclosures on Overseas Candidates

List 99, and DBS Disclosures and where appropriate PoCA List checks must be completed on overseas staff. In addition, criminal records information should be sought from countries where individuals have worked or lived. Chapter 4 provides detailed guidance on these checks.

Identity

(If that could not be verified straight after the interview)

Identity

It is important to be sure that the person is who he or she claims to be. The employer **must** ask to see proof of identity such as a birth certificate, driving licence, or passport combined with evidence of address, before an appointment is made. Some form of photographic identity should be seen except where for exceptional reasons none is available. Please note that proof of identity is required in connection with an application for a CRB Disclosure. In summary, the proof should include name, date of birth, address and photographic identity.

Qualifications

(If not verified on the day of interview)

Qualification Requirements

Employers must always verify that the candidate has actually obtained any qualifications legally required for the job and claimed in their application e.g. by asking to see the relevant

certificate or diploma, or a letter of confirmation from the awarding institution. If original documents are not available, employers should see a properly certified copy.

Permission to work in UK

Staff who have lived outside the United Kingdom

Newly appointed staff who have lived outside the United Kingdom must undergo the same checks as for all other staff in schools and FE colleges. This includes a CRB Disclosure and List 99 check. In addition, employers must make such further checks as they consider appropriate due to the person having lived outside the United Kingdom, taking account of this guidance. These further checks must be completed prior to an individual starting work.

DBS – Where appropriate satisfactory DBS Disclosure received

DBS Disclosures

The following are examples of positions which are exempted from the provisions of the Rehabilitation of Offenders Act 1974, and individuals **must** be asked by employers to declare any convictions, cautions or reprimands, warnings or bind-overs which they have incurred, including any that would be regarded as ‘spent’ under the Act in other circumstances. If a person is subsequently selected for appointment for such a position, the employer **must** ask them to apply to the CRB for a CRB Enhanced Disclosure to verify their declaration (see Appendix 9 for further information about the CRB Disclosure service):

- any work in a school; or
- any position involving unsupervised contact with a child under arrangements made by the child’s parents or guardian, the child’s school or a registered day care provider; or
- a position as a governor of a school, FE college, including sixth form college, which involves regular work in the presence of, or care for, children, or training, supervising or being in sole charge of children; or
- any position in which the normal duties include providing education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18 in an FE college including sixth form colleges.

The School Staffing (England) (Amendment) Regulations 2006 and the intended School Staffing (England) (Amendment) (No 2) Regulations 2006 make it mandatory for CRB Enhanced Disclosures to be obtained on all newly appointed school staff. The intended Further Education (Providers of Education) (England) Regulations 2006 make CRB Enhanced Disclosures mandatory for those of the FE workforce who provide education and have regular care for, train, supervise, or have sole charge of persons aged under 18. In the case of schools, this includes those who do not work directly with children, for example admin staff, caretakers and other ancillary staff. By newly appointed we mean anyone who within the three months before his or her appointment has not worked in:

- a school in a post in a school England which brought him or her into regular contact with children or any post they were appointed to since 12 May 2006; or
- an FE college and the new appointment will be one providing education and regularly caring for, training, supervising, or being in sole charge of children or young people under the age of 18.

Guidance on obtaining and dealing with CRB Disclosures is at Appendix 9

DBS Disclosures and Existing Staff

Schools, FE colleges or local authorities are not required to ask existing staff, in post, who were not previously eligible (including those recruited before the establishment of the CRB) for criminal background checks to apply for a CRB Disclosure, unless

- they have concerns about the person's suitability to work with children; or
- an individual moves to work that involves greater contact with children and their previous work did not require a CRB Enhanced Disclosure.

A key exception of this is set out in – checks on overseas staff.

DBS Disclosures when someone moves School, Local Authority or FE College

A new CRB Disclosure is not required when someone moves school, local authority or FE College. A new CRB Disclosure is only required if an individual has not worked in:

- a school in post which brought him or her into regular contact with children or any post since 12 May 2006; or
- an FE college within the three months before his or her appointment, and the new appointment will be one providing education and regularly caring for, training, or being in sole charge of children or young people under the age of 18.

However, employers are reminded that they must ensure that all the other recommended and mandatory pre-recruitment checks are carried out, including List 99.

LIST 99 – person is not prohibited from taking up the post

List 99

List 99 checks **must** be undertaken for all school staff including local authority employed school staff, and staff providing education in FE colleges before they begin work. List 99 checks are usually completed as part of the CRB Enhanced Disclosure. It is important when completing a CRB Disclosure request that the relevant statement is ticked on the Disclosure form confirming that employment involves working with children. When a person applies for a CRB Disclosure to verify their suitability to work with children the Disclosure will contain details of whether they are included on List 99 and/or the Protection of Children Act (PoCA) List. A separate list 99 check will not be required unless the CRB Disclosure remains outstanding at the time the individual begins work.

Health – the candidate is medically fit

Health

Anyone appointed to a post involving regular contact with children or young people must be medically fit (see the Education (Health Standards) (England) Regulations 2003). It is the

statutory responsibility of employers to satisfy themselves that individuals have the appropriate level of physical and mental fitness **before** an appointment offer is confirmed. Circular 4/99 relating to medical fitness is in the process of being updated and the revised version will provide more detailed guidance and contact information.

GTC England – (for teaching posts in maintained schools and non-maintained special schools) the teacher is registered with the GTC or exempt from registration

Additional Checks on Those Applying For Teaching Posts in Schools

All teachers working in teaching posts in maintained schools, non-maintained special schools and pupil referral units in England must register with the General Teaching Council for England (GTC), unless they are exempt from the requirements to hold Qualified Teacher Status (QTS). Employers must check with the GTC whether teachers applying for positions in such schools are registered with the Council, whether any GTC restrictions are in force against the teacher, and, where appropriate, whether they have Qualified Teacher Status and have completed their induction period. Local authorities can do this on-line; schools which are employers can all the employer access line on 0870 001 4823.

With effect from 31 March 2012 the GTC will cease to operate and on April 1 2012 a new executive agency of the Department for Education (DfE) – the Teaching Agency- will be responsible for:

- Maintaining a database of who has been awarded QTS
- Maintaining a list of those prohibited from teaching
- Making this information available to employers.

QTS – (for teaching posts in maintained schools the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a Higher Education Institute (HEI), or the FE Teaching Certificate conferred by an Awarding Body

Qualified Teacher Status (QTS)

No person may teach in a maintained school or non-maintained special school unless she/he:

- has qualified teacher status (QTS), otherwise known as a 'qualified teacher'; or
- falls within one of the special categories specified in the Education (Specified Work and Registration) (England) Regulations 2003 (S.I. No.1663).

Statutory induction

Post Appointment: Induction

There should be an induction programme for all staff and volunteers newly appointed in an establishment, including teaching staff, regardless of previous experience. In the case of teaching and learning support staff this will be implemented and overseen by the Head of Education . The purpose of induction is to:

- provide training and information about the establishment's policies and procedures;
- support individuals in a way that is appropriate for the role for which they have been engaged;
- confirm the conduct expected of staff within the school
- provide opportunities for a new member of staff or volunteer to discuss any issues or concerns about their role or responsibilities; and
- enable the person's line manager or mentor to recognise any concerns or issues about the person's ability or suitability at the outset and address them immediately.

The content and nature of the induction process will vary according to the role and previous experience of the new member of staff or volunteer, but as far as safeguarding and promoting the welfare of children is concerned the induction programme should include information about, and written statements of:

- policies and procedures in relation to safeguarding and promoting welfare e.g. child protection, anti-bullying, anti-racism, physical intervention or restraint, intimate care, internet safety and any local child protection and safeguarding procedures;
- safe practice and the standards of conduct and behaviour expected of staff and pupils in the establishment;
- how and with whom any concerns about those issues should be raised; and
- other relevant personnel procedures e.g. disciplinary, capability and whistle-blowing.

The programme should also include attendance at child protection training appropriate to the person's role.

March 2012

Appendix 3: Sources of Advice Peterborough

Peterborough Local Safeguarding Children Board
 Jody Watts Business Support Officer
 Bayard Place,
 Broadway,
 Peterborough,
 PE1 1FB
 Tel: 01733 863744 Email: jody.watts@peterborough.gov.uk

- [Young Lives](#) - Provides a range of support services to voluntary and community organisations working with children, young people and families.
- [Circles Network](#) - Provides support for are experiencing social exclusion or at risk of being isolated.
- [Cambridgeshire and Peterborough NHS Foundation Trust](#)
 Provide services for older people, children and adolescents, adults, primary care, learning disabilities, substance misuse and forensics.
- [NHS Peterborough](#) - *Safeguarding Adults*.

Alison Curtis
Local Authority Designated Officer (LADO)
Children's Services
Bayard Place
Broadway
Peterborough
PE11FB
01733 864015

Children's Services
Referral and Assessment
Peterborough City Council
Bayard Place
Broadway
Peterborough
PE1 1AY
Tel: 01733 86170/864180

Central Referral and Tasking Unit
Child Abuse Investigation Unit (CAIU)
Cambridge Constabulary HQ
Hinchingsbrooke Park
Huntingdon
PE29 6NP