Safeguarding and Child Protection policy

Audience:	Parents Academy staff and volunteers Local Governing Bodies Trustees Regional Boards Local Authorities
Approved:	Trustees – July 2017
Other related policies:	Attendance; Behaviour; Missing Pupils; Code of Conduct; Disciplinary; E-safety; Health and Safety; Recruitment; Whistleblowing
Policy owner:	Helen Beattie, Associate School Leader for Safeguarding
Policy model:	Compliance: all REAch2 schools use this policy
Review:	Annually as a minimum, and in line with new editions of Keeping Children Safe in Education
Version number:	3.0 (July 2017)

REAch2 Safeguarding and Child Protection policy

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

Integrity   We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour

Responsibility   We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements

Inclusion   We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style

Enjoyment   Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved

Inspiration   Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full

Learning   Children and adults will flourish in their learning and through learning discover a future that is worth pursuing

Leadership   REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

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<u>**POLICY OVERVIEW**</u>

Overarching Principles

We recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Children's Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying this policy to ensure effective levels of safeguarding and care are afforded to all of our pupils. This policy sets out guidance and procedures that our academy will take to ensure appropriate action is taken in a timely manner to safeguard and promote the welfare of our pupils. Its contents are intended to be in accordance with all relevant Government guidelines and legislation, as well as the inter-agency procedures provided by Essex Local Safeguarding Children's Board. In Essex, all professionals must work in accordance with the SET Procedures   (ESCB, 2018).

Intended impact

- To enable all pupils to feel safe and cared for whilst at our academy, and to ensure that they have a safe place to which they can turn;
- To enable all adults involved with our academy to be fully equipped to fulfil their responsibilities in effectively promoting the safeguarding and welfare of all of their pupils.

Roles & responsibilities:

- Pupils will: adhere to academy rules regarding conduct and safe behaviour; report anything that worries them to a trusted adult;
- Parents/carers will: work collaboratively with academy staff to promote the safety of their children and other pupils; support our academy to teach pupils about keeping safe by reinforcing key safety messages; report any safeguarding concerns regarding their own children or another pupil to the academy;
- REAch2 academies will: ensure that all pupils have a safe learning environment and are taught about how to keep safe; train and support all adults involved with our academy to appropriately identify and respond to any pupil at risk of harm; work collaboratively with parents and professional agencies to safeguard our pupils;
- Governors will: ensure this policy is applied robustly throughout the academy; review it regularly (annually at a minimum) to ensure the effectiveness and rigor of safeguarding practice at our academy;
- REAch2 central staff will: learn, understand and follow the safeguarding procedures for each academy within which they work; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility;
- REAch2 Regional Safeguarding Leads/ASL for Safeguarding will: advise and challenge academies and their staff to support them in deploying best practice to meet their statutory safeguarding responsibilities.

How this relates to national guidance & requirements:

Statutory safeguarding and child protection practice for schools and academies is outlined in the following legislation and documents, with which this policy intends to be in accordance:

- Section 175, Education Act (2002);
- Section 26, Counter Terrorism and Security Act (2015);
- Keeping Children Safe in Education (2016)*draft version (DfE, 2018) effective September 2018*
- Working Together to Safeguard Children (2015*) Updated version expected June 2018*;
- Children Missing Education (2016);
- What To Do if You're Worried A Child is Being Abused (2015);
- Inspecting safeguarding in early years, education and skills settings (2016)
- Effective Support for Children and Families in Essex (ESCB, 2017)
- Serious Crime Act 2015 (Home Office, 2015)
- Sexual Offences Act (2003)
- Education (Pupil Registration) Regulations 2006

- Information sharing advice for safeguarding practitioners (HMG, 2015)
- Data Protection Act 1998
- Searching, screening and confiscation (DfE, 2018)
- Children Act 1989
- Children Act 2004
- Preventing and Tackling Bullying (DfE, 2017),
- Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2017)

Any key definitions:
Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2016) as: *'protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.'*
POLICY PRINCIPLES IN DETAIL

The role and responsibilities of the Designated Safeguarding Lead
- We will appoint a senior member of staff from our academy's senior leadership team to act as our Designated Safeguarding Lead (DSL) This person will coordinate all safeguarding and child protection procedures at our academy, and will take lead responsibility for this area, which will be specified in their job description;
- We will also appoint one or more Deputy Designated Safeguarding Leads, who will be trained to the same level as the Lead, and to whom activities may be delegated;
- During school hours, the Designated Safeguarding Lead or their Deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other modes of communication;
- The Designated Safeguarding Lead and their Deputies will undergo suitable training, including Prevent training, to equip them with the skills and knowledge required to undertake their role, which will be updated at a minimum every two years; in addition, their skills and knowledge will be refreshed at regular intervals, annually at a minimum;
- The Designated Safeguarding Lead and their Deputies will ensure that all staff know and understand the safeguarding and child protection procedures at our academy, as well as learning and working effectively with the local inter-agency procedures for assessment of early help needs and for referrals of suspected cases of abuse;
- The Designated Safeguarding Lead is expected to oversee and manage all referrals of suspected abuse that are made to Social Care, Police, Channel, and other agencies, and will also support and liaise with any academy staff who have either been involved in making such referrals or who have concerns about a pupil which may subsequently require a referral (See Annex 3 for contact numbers and Annex 4 for Local Procedures);
- The Designated Safeguarding Lead and their Deputies will maintain detailed and secure written records of any concerns and referrals.
- Where an allegation relates to a member of staff then the procedures outlined in Annex 5 will be followed.

Induction and training
- We will train all academy staff and volunteers to equip them with the necessary skills and knowledge to support them to fulfil their safeguarding responsibilities. This will take place upon induction and will be refreshed regularly, no less than annually, throughout the course of their work with our academy;
- Training and refresher sessions will reinforce understanding of: the types of abuse, including specific safeguarding issues; the adult's role in recognising and responding to abuse; the academy's processes for recording and following up on any concerns. Policies, policy updates, and statutory information will

also be shared during induction and refresher sessions (see page 6 'Implementation' for further information)

Types of abuse and specific safeguarding issues

- We recognise that adults working in our academy are in a unique position to recognise and respond to signs of abuse, and that these can take place and manifest in a variety of ways, including peer on peer;
- Induction training and regular refresher sessions will equip staff and volunteers to understand the different types of abuse, including specific safeguarding issues such as Female Genital Mutilation and radicalisation, and support them to know how to respond to any concerns;
- Annex 1, details our approach to dealing with the risks posed by abuse, and how we identify and respond to any signs of abuse.

Processes, procedures, and inter-agency liaison

- Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.
- Well-kept records are essential to good child protection practice. Our academy is clear about the need to record any concern held about a child or children within our academy, the status of such records and when these records should be shared with other agencies.
- Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. This will be logged on CPOMS (See Annex 3), a secure software application for monitoring child protection, safeguarding and a range of pastoral and welfare issues which all staff have access to. Training and refresher sessions will reinforce effective techniques for recording concerns, and will highlight the importance of accurate written records.
- Upon receiving a concern which indicates a suspicion of abuse, the Designated Safeguarding Lead or their Deputy will follow local inter-agency procedures, local information sharing protocols and statutory/legal expectations in deciding if a referral to an external agency is warranted; This will also be recorded on CPOMS accordingly.
- Any records related to child protection are kept within CPOMS in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially on CPOMs and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.
- In the case of a referral being made due to risk of significant harm, the referrer will make a detailed record of their actions on CPOMS, including: dates and times of any conversations; the name and role of any professionals that were spoken to; the outcome of the referral; any actions that the referrer and the agency receiving the referral have agreed to;
- Any disagreements between the referrer and a professional or agency will be appropriately voiced and discussed, with the referrer following appropriate escalation procedures if they remain dissatisfied and if the circumstances warrant. Any disagreements or escalation will be recorded in writing by the referrer and logged on CPOMS;
- In the case where a concern does not suggest a risk of significant harm but the pupil remains in need of additional support, the Designated Safeguarding Lead will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support;
- The Designated Safeguarding Lead or their Deputy will be a proactive contributor to any strategy meeting, Child Protection conference/review, core group, Early Help Assessment, and Team Around the Family meeting, and will attend professionals' meetings where requested, providing appropriate written

and/or verbal education and welfare reports related to the child and their family as requested by agencies and in line with statutory information sharing guidance.

- Where a pupil transfers from our academy to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then remove any copies held in our school.
- Where a pupil joins our academy, we will request child protection records from the previous educational establishment (if none are received).

Safer recruitment and the Single Central Record

- We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we must promote a culture of safety within our academy environment by preventing unsafe adults from having access to it;
- In line with best practice for safer recruitment, a minimum of one member of academy staff will undertake a training in 'Safer Recruitment', and will be present on any interview panel;
- Our School Business Manager/Office Manager will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all school employees, Governors, agency workers and third-party staff;
- The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation;
- Please see our Recruitment policy for further detail regarding our adherence to safer recruitment principles for staff and volunteers.

Teaching pupils to stay safe

- We recognise the importance of teaching our pupils how to stay safe, and that opportunities to do so form an inherent part of a broad and balanced curriculum;
- Learning opportunities will take the form of: PSHE lessons, Computing lessons, Sex and Relationships education, assemblies, circle time, class/form time, and visiting speakers, as well as smaller group and focussed intervention for particular vulnerable pupils as needed;
- The ethos of our school and its curriculum will support the promotion of British Values, which is known to build resilience to exploitation and radicalisation;
- We will model and teach safe behaviour and appropriate language (including how to stay safe online), and will promote a culture of safety within our academy where everyone's opinion is valued and everyone has someone safe to whom they can turn;
- We will actively collect feedback from our pupils, and will regularly engage with Pupil Voice to seek the views of pupils on their experiences of feeling safe at our academy.

IMPLEMENTATION

This policy applies to all adults involved with our academy, including paid staff, volunteers, visitors, and Governors. It will be publically available on our academy website, and will be available in paper form upon request from the office. We will also make available and/or signpost all relevant statutory and legislation safeguarding and child protection documentation to staff and volunteers for their reference.

All academy staff and volunteers, including Governors, will be issued with a copy of this policy, along with a copy of the Newhall Primary Academy's Code of Conduct, Whistleblowing policy and Part 1 of Keeping Children Safe in Education (2016) at the beginning of the academic year. They will be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents. Any new staff who join our academy subsequent to the annual policy issue will receive a specific safeguarding induction, where this policy, plus our academy's Code of Conduct, Whistleblowing policy and Part 1 of Keeping Children Safe in Education (2016) will be shared and discussed. These staff will

also be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.

This policy will be reviewed annually in line with updates of statutory guidance, and additionally on a regular basis by Governors to assess the impact of our academy's processes and procedures in safeguarding pupils and promoting their welfare.

ANNEX 1 – types of abuse

We are aware that all children are potentially vulnerable to abuse. It can: take place at home, in the academy environment, or in the wider community; be committed by adults and by other children; be inflicted by people known to the child and by strangers; be a consequence of an act of deliberate harm and from failing to take necessary steps to prevent the child from coming to harm.

The four main types of abuse referred to in Keeping Children Safe in Education (2016) are:
• Physical;
• Emotional;
• Sexual;
• Neglect.

High quality training, which is regularly updated, ensures all adults involved with our academy are familiar with the definitions of abuse the acts that constitute each of the four categories, and the signs of each type of abuse/neglect so that children who may be in need of help or protection are appropriately identified.

In addition to the above, we recognise that there are a number of specific safeguarding issues that require special consideration due to their complex nature.

Peer on peer abuse:
• Some children may abuse their peers, which can manifest in many ways including: bullying, online abuse, gender-based abuse, 'sexting', and sexually harmful behaviour;
• Harmful behaviour in our academy is not tolerated, and we will take swift action to intervene where this occurs, including referrals to Social Care and/or Police where appropriate;
• We will use lessons and assemblies to help children understand, age-appropriately, what abuse is, and encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

Gangs and youth violence
• We recognise that children are vulnerable, at any age, to being drawn into a gang environment and being targeted as perpetrators, or victims, of violence to others;
• We understand the positive impact that education, and spotting and responding to early warning signs of gang behaviour and violence, can have on affecting a positive outcome for a child and for building resilience to gang culture;
• We will be vigilant to any signs of our pupils being drawn into, or affected by, gangs and youth violence, and will work with local agencies to safeguard any perpetrators and/or victims.

Child Sexual Exploitation
• It is understood that any child of any age is vulnerable to the risks of sexual exploitation, and that this is not limited to older children or adolescents;
• We are alert to the signs and indicators of a child becoming at risk of, or subject to, sexual exploitation, including going missing from education;
• The Designated Safeguarding Lead is the named professional for this issue, and will work with local agencies as required to safeguard pupils at risk of, or subject to, sexual exploitation.
• This one page process map sets out arrangements for CSE in Essex.

'Honour based' violence, including Female Genital Mutilation, Breast Ironing and Forced Marriage

- 'Honour based' violence refers to actions committed under a belief of protecting or defending the honour of a family or community. Regardless of the motivation or circumstances, we recognise that these acts are illegal and abusive, and should be responded to as such;
- We are aware of, and will adhere to, the legal duty placed on teachers to notify the Police of any confirmed cases of Female Genital Mutilation carried out on a girl under the age of 18;
- We are alert to the signs and indicators of a child being at risk of 'honour based' violence, and will work with local agencies as required to safeguard these pupils.

Radicalisation
- Under the Counter Terrorism and Security Act (2015) academies are required to have 'due regard to the need to prevent people from being drawn into terrorism', otherwise known as the 'Prevent duty';
- We are alert to the signs and indicators of a child showing signs of radicalisation and of being at risk of being drawn into terrorism, and will work with local agencies and the Channel programme as required to safeguard these pupils;
- We recognise that a broad and balanced curriculum will support pupils in developing resilience to extremist ideology, therefore teaching and learning must promote pupils' spiritual, moral, cultural, mental and physical development, prepare them for the opportunities, responsibilities and experiences of life, promote community cohesion and British values, and provide a safe space in which pupils can understand, discuss and learn to challenge sensitive topics.

Children Missing Education
- We recognise that a child missing from education can be an indicator of abuse or neglect, including a risk of exploitation, 'honour based' violence and radicalisation, as outlined above;
- Robust procedures are in place for monitoring and responding to pupil attendance, as outlined in our academy's Attendance policy;
- In line with Children Missing Education (2016) and SET procedures, we will work with local agencies and make timely referrals as required to ensure that circumstances where children are missing from education are swiftly and appropriately responded to.

We will signpost our staff and volunteers to the full list of specific safeguarding issues and the accompanying guidance documents outlined in Part 1, Keeping Children Safe in Education (2016), about which all staff and volunteers should be aware.

ANNEX 2 – contact information

Name of Designated Safeguarding Lead	Debbie Gayler
Role of Designated Safeguarding Lead	Headteacher
Contact details for Designated Safeguarding Lead	head@newhallacademy.org

Name of Deputy Safeguarding Lead/s	Jenny O'Neill
Role of Deputy Safeguarding Lead/s	EYFS Lead
Contact details for Deputy Safeguarding Lead/s	(phone and/or email) – Not Started yet

Name of Chair of Governors	Paul Mcfarlane
Contact details for Chair of Governors	Via office@newhallacademy.org, please mark confidential
Name of Safeguarding Governor	Mr Tom Webb – Not appointed yet (CofG in interim)
Contact details for Safeguarding Governor	Via office@newhallacademy.org, please mark confidential

Essex Social Care contact details	**0345 603 7627**
Essex Out of hours Social Care contact details	**0345 606 1212**

Essex LADO name	Essex Duty LADO
Essex LADO contact details	**03330 139 797**

Essex Prevent agency name	Seema Moules – Prevent Lead (family Operations)
Essex Prevent agency contact details	Seema.Moules@essex.gov.uk

ANNEX 3 – Logging a safeguarding concern on CPOMS

Login to CPOMS.

Adding an Incident

To add an incident to the system click on the '**Add Incident**' link at the top of the screen.

This will take you to the incident page where you can proceed to fill in all the required information.

- Firstly select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name click the red 'X' delete button to choose an alternative.
- Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.
  N.B When inputting any linked student names into the incident text box, please ensure that you spell their name identically to how it is spelt within your MIS. This ensures that if you do need to use the 'Hide Names' feature in the future, their name will be detected and blanked out. If the student is not linked in to the incident, we recommend using their initials as they will not automatically be picked up by the 'Hide Names' feature.
- After you have filled in all of the details of the incident you need to select at least one category to assign it to (if there is an overlap you can select more than one).
- You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.
- The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
- Following this you can select a time and date. These will both default to the current time and date you are adding the incident, however if you wish to change it to when the incident actually occurred you can do so here.
- Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members. Alternatively you can select to alert an entire alert group by choosing the relevant alert group button(s) (beneath the individual alert option).
- If you would like to attach a document to support the incident e.g. a social services letter, previous school case notes, or meeting minutes etc. you can do so at this point. Simply click to browse and find the relevant document on your pc and add as you would an email attachment, or drag a file from one of your folders to upload.
- Next, you can add any agency names to the incident to make others aware of which agencies are involved with this pupil.

Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

Children and Families Hub Flow Chart

Children & Families Hub Partner Access Map

(Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212

Information Advice and Guidance to support a Family (Level 2 & 3*)

Call 0345 603 7627

Safeguarding Concerns about a child (Level 4*)

* These levels are explained in more detail in the 'Effective Support for Children and Families in Essex' document

You will be put through to ECC Customer Services who will answer the initial call

Please email any Request for Service to :

FOH@essex.gcsx.gov.uk

Unless there is immediate risk of significant harm, the family should be consulted by the referrer and informed of the referral.

Specifically ask for the Children & Families Hub and state if it is:

For a Consultation (level 2,3,4)
A Priority(level 4)

An adviser will listen to and respond to your concerns and will signpost support depending on the level of need identified. This may include:

CONSULTATION LINE
A Social Worker will give consultation about the safeguarding concern and identify actions the caller may need to make. This will not be recorded on our system.

PRIORITY LINE
Priority should only be considered if an immediate response needs to be made for safeguarding reasons

Give Information, Advice and Guidance of services in your area that will meet the family's level of need (Levels 2/3)

Considering Family Solutions by completing a Request for Support Form

All Children & Families Requests for Support Forms need to be completed with the consenting family, be password protected and emailed to FOH@essex.gcsx.gov.uk.

Considering Social Care
Where there is significant risk of harm to a child and an immediate response is necessary the C&FH will contact the Assessment and Intervention Team.
Where an immediate response is not necessary a request for services will need to be completed. All written requests need to be password protected and emailed to FOH@essex.gcsx.gov.uk

Essex Windscreen of Need and levels of intervention

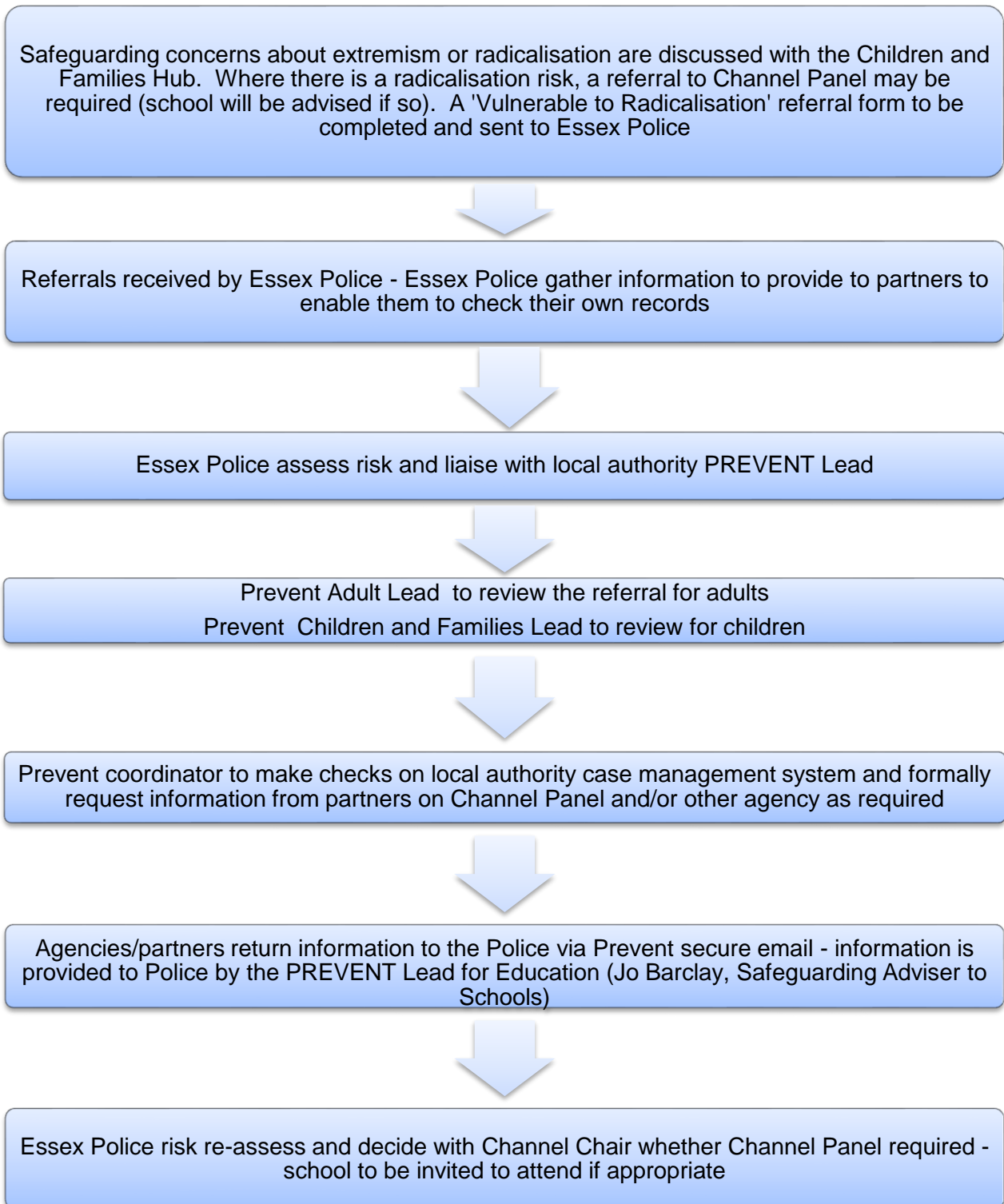All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist service

Essex PREVENT Referral Chart:

Safeguarding concerns about extremism or radicalisation are discussed with the Children and Families Hub. Where there is a radicalisation risk, a referral to Channel Panel may be required (school will be advised if so). A 'Vulnerable to Radicalisation' referral form to be completed and sent to Essex Police

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Referrals received by Essex Police - Essex Police gather information to provide to partners to enable them to check their own records

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Essex Police assess risk and liaise with local authority PREVENT Lead

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Prevent Adult Lead to review the referral for adults

Prevent Children and Families Lead to review for children

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Prevent coordinator to make checks on local authority case management system and formally request information from partners on Channel Panel and/or other agency as required

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Agencies/partners return information to the Police via Prevent secure email - information is provided to Police by the PREVENT Lead for Education (Jo Barclay, Safeguarding Adviser to Schools)

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Essex Police risk re-assess and decide with Channel Chair whether Channel Panel required - school to be invited to attend if appropriate

ANNEX 5 – managing allegations against a member of staff

Keeping Children Safe in Education (2016) defines an allegation of abuse against a member of staff as any case in which it is alleged that an adult (including volunteers) at the school or academy has:
- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This policy is designed to work in full accordance with the statutory guidelines set out within Part Four, Keeping Children Safe in Education (2016), as well as with local guidelines issued by Essex Local Authority (SET Procedures 2018), both of which set out each stage of the process for managing allegations in detail. Headteachers, members of the Senior Leadership Team and the Chair of Governors will familiarise themselves with both of these documents; however, key principles that we will follow are detailed below.

Staff awareness
- All staff and volunteers will be issued with our academy's Code of Conduct and our Whistleblowing policy, which is intended not only to support them in adopting safe practice in their work with children but also to advise on how to report any concerns about the conduct of a colleague;
- Additionally, all staff and volunteers will be signposted to the Ofsted Whistleblower Helpline, 0300 123 3155, and to the NSPCC Whistleblowing Advice helpline, 0800 028 0285.

Headteacher, SLT and Governor awareness
- The Headteacher, members of SLT (in case of the Headteacher's absence) and the Chair of Governors (in case of the allegation being against the Headteacher) will know the name and contact details for the Local Authority Designated Officer (LADO), with whom contact must be made as soon as possible upon receipt of an allegation against a member of staff or volunteer at our academy, and always within one working day;
- If further investigation or action is required, the person referring the concern to the LADO will then be nominated as the 'case manager'. If the specific circumstances warrant, or if the case is unusually complex, the case manager role may be taken on by a professional independent to our academy, i.e. a colleague from within REAch2 Academy Trust.

Information sharing
- When directed to by the LADO, the case manager will inform the accused person of the allegation and will be given as much information as possible about its nature. We have a duty of care to our employee, and will provide effective support to anyone in this situation, as well as ensuring that the matter is dealt with quickly, fairly and consistently;
- As directed by the LADO, the case manager will also tell the parents of the child or children involved of the allegation (if they are not already aware) and will keep them informed as to the progress and outcome of the process.

Managing the situation
- As directed by the LADO, we will assess the possible risk posed by the accused individual if they are to continue in their role. This assessment may result in suspension if the risk is considered sufficient and if all suitable alternative options have been considered;
- If a member of staff who is judged to be unsuitable to work with children resigns or their services cease to be used, we will assess the situation against the published DBS criteria and will follow up with a referral where necessary. A compromise or settlement agreement will not be used in cases where this would prevent a referral to DBS being made, as to do so could result in a criminal offence and in non-compliance with our legal duty;
- One-off and/or repeated allegations of malicious, false or unsubstantiated conduct will not be referred to in employer references;

- Where an allegation has been found to be malicious, we will consider whether to take further action, either via the Behaviour policy (in the case of a pupil) or via discussion with the Police (in the case of a parent or other adult).

Record keeping
- Full details of each stage of the allegations process will be recorded in writing by the Case Manager;
- Where an allegation has been found to be malicious, i.e. the allegation is disproved and there has been a deliberate attempt to deceive, all details and records will be removed from the person's personnel file;
- For allegations found to be substantiated, false or unsubstantiated, details of the allegation and the investigation process, including the outcome, will be kept as per the Disciplinary policy, but usually separately and confidentially to the person's personnel file, with a copy also provided to the person concerned;
- Records will be retained for a period of 10 years from the date of the allegation, or until the accused has reached pension age (if this is sooner).

Learning lessons
- As soon as is practicable, the Governing Body will convene to review the facts of the case, reflect on any lessons to be learned, and implement any needed changes to policy and/or procedure. Where applicable, this will include reference to any feedback given by the LADO.