



Chestnut Grove Academy

'A CREATIVE LEARNING COMMUNITY'

KEEPING CHILDREN SAFE IN EDUCATION POLICY

**Designated members of staff are:
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October 2016
(Pending Governors ratification on 14/11/2016)



Chestnut Grove Academy

This policy is in line with the DFE statutory guidance “Keeping Children Safe in Education” September 2016

All staff are required to read this policy carefully and to be aware of their role in these processes.

All new staff will have the opportunity to discuss safeguarding requirements and this policy during their induction process.

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SECTION A: CHILD PROTECTION

Safeguarding information for all staff

1. Introduction

The Governors and staff of Chestnut Grove Academy fully recognise the responsibilities and duty placed upon them to have arrangements to safeguard and promote the welfare of all students at the school, up to the age of 18.

For the purpose of this policy, safeguarding and promoting the welfare of children is defined 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 for children to have the best outcomes.

We recognise that everyone who comes into contact with children and their families has a role to play in safeguarding children and that school staff are particularly important as they are in a position to identify concerns early, and to prevent them from escalating.

We believe that our school should provide a caring, positive, safe and stimulating environment in which students can learn and which promotes the social, physical and emotional wellbeing of each individual pupil. Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

We recognise the need for the school to have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. **In 2016-17, in Chestnut Grove, this will be: Denys Wallace, Senior Deputy Headteacher.**

We recognise that all school staff, including volunteers, have a responsibility to provide a safe environment in which children can learn, and a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed; we are aware that in addition to working with the designated safeguarding lead staff members may be asked to support social workers to take decisions about individual children.

We will ensure that all staff members are aware of systems within Chestnut Grove which support safeguarding and these will be explained to them as part of staff induction. This includes: the child protection policy; the behaviour policy and the designated safeguarding lead. All staff members will receive appropriate child protection training which is regularly updated.

2 What staff should look for

2.1 It is important that all staff are aware of the signs of abuse and neglect, child sexual exploitation, FGM, Honor Based Violence, Forced Marriage and Radicalisation so that they are able to identify cases of children who may be in need of help or protection. We recognise that knowing what to look for is vital to the early identification of all of the above.

2.2 Staff members working with children are advised to maintain an attitude of 'it could

happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

2.3 There are various expert sources of advice on the signs of abuse and neglect. child sexual exploitation, FGM, Honor Based Violence, Forced Marriage, Domestic Violence and Radicalisation Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. One good source of advice is provided on the NSPCC website. The Academy's annual training provides clear information on what to be aware of and is available to all staff in the shared area on the secure school intranet.

2.4 If a member of staff discovers an act of female genital mutilation appears to have been carried out on a student under the age of 18 they must report this immediately to the DSL who must inform the police

2.5 We recognise that a child going missing from school is a potential indicator of any of the above and are aware of the guidance about children who run away or go missing from home or care

3 What staff should do if they have concerns about a child

If staff members have concerns about a child they should raise these with the school's designated safeguarding lead. This also includes situations of abuse which may involve staff members. The safeguarding lead will decide whether to make a referral to children's social care. Where a child and family would benefit from co-ordinated support from more than one agency (for example education, health, housing, police) there will be an inter-agency assessment in order to 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 co-ordinator, General Practitioner (GP), family support worker, and/or health visitor.

If, at any point, there is a risk of immediate serious harm to a child we will make a referral to children's social care immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

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

4 Definitions

- **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.
- **Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, ill health to a child.
- **Emotional abuse** is the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of the other person. It may include not giving children opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's development capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child although it may occur alone.
- **Sexual abuse** involves forcing or enticing a child or a young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may include non-contact activities, such as involving children in looking at, or the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or the failure to ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Specific safeguarding issues:

Advice on the following list of safeguarding issues can be found on the [GOV.UK](https://www.gov.uk) website, which the school will use as the need arises:

- **Child sexual exploitation (CSE)** - see below
- **Bullying, including cyberbullying**
- **Domestic violence** (It is important to recognise that many children will be living (or may have lived) in families where **Domestic Abuse** is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic abuse is: *Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those **aged 16 or over** who are or have been intimate partners or family members regardless of gender or sexuality.*
- **Drugs**
- **Fabricated or induced illness**
- **Faith abuse**
- **Female genital mutilation (FGM) — see below**
- **Forced marriage**
- **Gangs and youth violence**
- **Gender-based violence/violence against women and girls (VAWG)**
- **Mental health**
- **Private fostering**
- **Radicalisation**
- **Sexting**
- **Teenage relationship abuse**
- **Trafficking**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The Multi-Agency Guidance on FGM gives the following advice to schools:

Staff should be aware that any of the following might indicate FGM:

- Girls being withdrawn from PSD; they may be at risk as a result of the parents wishing to keep them uninformed about her body and rights;
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- Parent may take a girl out of the country for a prolonged period to a country where the practice is prevalent;
- A girl may have frequent urinary or menstrual problems; spending longer than usual in the toilet;
- Noticeable behaviour changes, particularly after prolonged absence;
- Reluctance to undergo normal medical examinations;
- Difficulty walking, sitting or standing.

It is important for schools to create an 'open' and supportive environment by:

- Raising awareness about FGM with students and staff; circulating and displaying materials and information about FGM (books, DVDs etc);
- Introducing FGM into PSD curriculum (and other subjects, e.g. Citizenship, PBE, Drama, History, Sociology);
- Ensuring that the designated member of staff with responsibility for safeguarding is well informed of the issues;
- Ensuring that a private telephone is available should students need to seek advice;

Honour Based Violence

The terms "honour crime" or "honour-based violence" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

Honour based violence (HBV) can be present in any community or culture and even though women falls victims to such abuse, males can also be victims. It is often associated where family members or acquaintances mistakenly believe that the individual has bought 'shame to the family/community because that have not conformed to the traditional beliefs of their culture.

Forced Marriage

A Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor

Radicalisation - Prevent

UK counter terrorism strategy aims to:

1. Protect
2. Pursue
3. Prepare
4. Prevent

All elements of terrorism. *Schools have a duty to safeguard young people from getting into terrorism and preventing it from occurring.*

Risk factors and behaviour which could lead to radicalisation

- Perceived Injustice
- Sense of Marginalisation
- Racial Prejudice, access denied
- Lack of emotional well being
- Foreign Policy
- Lack of power
- Identity
- Access to ideology
- Groomers

The Government's definition of domestic violence and abuse is:

“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.”

Children at risk

Domestic violence and abuse can affect adults and children within a family setting. The risks to victims of Domestic violence and abuse and children are likely to increase significantly when relationships finish and for some time following any break-up. Although both men and women can experience domestic violence and abuse it is much more likely that women and children will be affected in cases of ongoing abuse, with the risk of serious harm and homicide being higher for women than men. Children who live with domestic violence and abuse are highly likely to be suffering emotional abuse themselves and are likely to be facing many risks, such as:

- Suffering direct physical abuse;
- Injuries being caused when intervening in domestic violence situations;
- The emotional effects of witnessing domestic violence and abuse;
- Emotional stress and abuse through the overhearing of domestic violence in the

home .

These risks can cause both short and long term effects on the child's safety, welfare and development even if the parents are doing their best to protect them.

OnLine Safety

The Academy will ensure that it has in place appropriate filters and will regular monitor internet usage by staff and students.

Online safety sessions will be held for parents annually

All students receive guidance through the ICT curriculum on internet safety

Staff receive CEOPS training from the Academy's CEOPS Ambassador

SECTION B: THE MANAGEMENT OF SAFEGUARDING

The responsibility of governing bodies

1 Chestnut Grove's Governing Body will ensure that they comply with their duties under legislation, and ensure that the policies, procedures and training in Chestnut Grove are effective and comply with the law at all times.

Inter-agency working

2 **The Governing Body** will ensure that Chestnut Grove contributes to **inter-agency working in line with statutory guidance *Keeping Children Safe in Education September 2016***. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

3 **The Governing Body** will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

4 **The Governing Body** will ensure that a member of the Governing Body is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher, in which case allegations will also be reported to the local authority.

Child Protection Policy

5 **The Governing Body** will ensure there is **an effective safeguarding policy** in place together with a **staff code of conduct**, both of which will be provided to all staff — including temporary staff and volunteers — on induction. The child protection policy will describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.

6 **The headteacher** will ensure that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

Designated Safeguarding Lead: Denys Wallace: Senior Deputy Head

7 **The Governing body** will ensure that a member of the **school's leadership team** is appointed **designated safeguarding lead**. This will be explicit in the role-holder's job description (**see Annex B which describes the broad areas of responsibility**) and he/she will have the appropriate authority, time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings — and/or to support other staff to do so — and to contribute to the assessment of children.

8 The designated safeguarding lead will liaise with the local authority and work with other agencies in line with *Keeping Children Safe in Education September 2016*. If, at any point, there is a risk of immediate serious harm to a child the designated safeguarding lead will make a referral children's social care immediately.

9 The designated safeguarding lead will undergo **updated child protection training every two years**. The headteacher and all staff members will undergo child protection training which is updated regularly, in line with advice from the LSCB.

Opportunities to teach safeguarding Teaching about safeguarding

10 The Governing Body will ensure, through **the Learning and Behaviour committee**, that children are taught about safeguarding, including online, through HEALTH (personal and social development lessons), and sex and relationship education (SRE). Governors will receive reports about this delivery.

Recruitment and Selection of Staff

11 The Governing Body will ensure that the school adheres to statutory responsibilities to check that staff who work with children do not pose a risk of harm. All appropriate checks will be systematically made, and the school will ensure that volunteers are appropriately supervised. The school will have **Recruitment and Selection** Policy and procedures in place. **At least one person on every appointment panel will have undertaken safer recruitment training. All Governors are required to have an enhanced criminal records certificate from the DBS. Governors do not require a barred list check unless they are also engage in a regulated activity. HR will carry out prohibition from teaching checks using The Teachers Services System on all prospective employees.**

Allegations against staff

12 The Governing Body will ensure there are procedures in place to handle **allegations against members of staff and volunteers**. Such allegations will be referred to a designated officer or team of officers (formerly referred to as the Local Authority Designated Officer (LADO) and the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **(It is a legal duty and failure to refer when the criteria are met is a criminal offence.)**

The child's wishes

13 The Governing Body and school leaders will take children's wishes and feelings into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. It will be made clear to staff members that they cannot promise confidentiality to the child.

Looked after children

14 The Governing Body will appoint a designated member of staff to promote the educational achievement of children who are looked after and will ensure that this person has appropriate training.

In 2016-17, this will be Jasmine Miller

15 We will ensure that all appropriate staff know the legal status of children who are looked after and contact arrangements of both birth parents and those with legal responsibility.

The designated teacher will also be made aware of the child's social worker and the name of the virtual school head in the L.A.

Missing Children

16 A child going missing from an educational setting is a potential indicator of abuse and neglect. We will be aware of this, and inform the appropriate body in a timely way.

SECTION C: SAFER RECRUITMENT

Recruitment, selection and pre-employment vetting

1 The school will ensure that it operates a safe recruitment policy which will help deter, reject or identify people who might abuse children. The school will ensure it is following the most recent guidance in respect of these issues.

2 For most appointments, **an enhanced DBS check with barred list information will** be appropriate as the majority of staff will be engaging in **regulated activity**. A person will be considered to be in 'regulated activity' if as a result of their work they:

- will be responsible, on a regular basis, in any setting for the care or supervision of children; or
- will regularly work in a school at times when children are on school premises (where the person's work requires interaction with children, whether or not the work is paid (unless they are a supervised volunteer), or whether the person is directly employed or employed by a contractor); or

3. In a school or college a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. All volunteers must adhere to the Volunteers policy before they enter the Academy.

4. In addition to the DBS checks described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. See the pre-appointments section which follows.

5 Types of check

Disclosure and barring service (DBS checks)

5.1. The DBS is responsible for administering three types of checks:

- *Standard*: a check of the Police National Computer (PNC) records of convictions, cautions, reprimands and warnings;
- *Enhanced*: a check of the **PNC** records as above, plus other information held by the police that is considered relevant by the police; and
- *Enhanced with barred list information*: for people working in regulated activity with children. This adds checks of the DBS Children's Barred List to the enhanced check.

More information is available on the [DBS website](#).

5.2. When the DBS has completed its check of an applicant's PNC record and, if appropriate, whether or not he/she is on the barred list, the relevant information will be recorded on a certificate (the DBS certificate) that is sent to the applicant. The applicant must show the DBS certificate to the potential employer before he/she takes up post or as soon as practicable afterwards. If we intend to allow an individual to start work in regulated activity before the DBS certificate is available then we will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

5.3. We are aware that if we have reason to believe that an individual is barred, we will be committing an offence if we allow the individual to carry out any form of regulated activity and **face a penalty of up to five years in prison** if a barred individual is convicted of attempting to engage or engaging in such work.

Secretary of State Prohibition Orders

5.4. Prohibition orders prevent a person from carrying out teaching work in schools, sixth form colleges, 16 to 19 academies, relevant youth accommodation and children's homes in England. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Teacher Services System Prohibition orders are described in the National College for Teaching and Leadership's (NCTL) publication [Teacher misconduct: the prohibition of teachers](#).

5.5. Prohibition orders are made by the Secretary of State following consideration by a professional conduct panel convened by NCTL. Pending such consideration, the Secretary of State may issue an interim prohibition order if he considers that it is in the public interest to do so.

6. Pre-appointment checks

6.1. We will ensure that for all new appointments to regulated activity, an offer of appointment to a successful candidate, including one who has lived or worked abroad, will be conditional upon satisfactory completion of pre-employment checks:

- Verification of a candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- Obtaining a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- A check that a candidate to be employed as a teacher is not subject to a prohibition order issued by

- the Secretary of State, using the Employer Access Online service;
- Verification of the candidate's mental and physical fitness to carry out their work responsibilities. Applicant will be asked relevant questions about disability and health in order to establish that they have the physical and mental capacity for the specific role;
- Verification of the person's right to work in the UK.; This is to include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed using the NCTL Teacher Services System.
- Home Office guidance should be followed on criminal checks for overseas applicants
- Verification of professional qualifications, as appropriate.

6.2. There is no requirement to obtain an enhanced DBS check if, in the three months prior to beginning work in their new appointment, the applicant has worked:

- in a school in England in a post which brought them into regular contact with children or in any post in a school since 12 May 2006; or
- in a college in England in a position which involved the provision of education and regularly caring for, training, supervising or being in sole charge of children or young people under the age of 18.

But a school or college **may** request an enhanced DBS check with barred list information should there be concerns and bearing in mind the duty schools and colleges are under not to allow a barred person to work in regulated activity.

6.3. A school or college **may not** request an enhanced DBS check with barred list check for anyone working in the school or college who is not in regulated activity, but may request an enhanced DBS check **without** a barred list check.

7. Employment history and references

7.1. We will always ask for written information about previous employment history and check that information is not contradictory or incomplete. If a candidate for a teaching post is not currently employed as a teacher, we will also check with the school, college or local authority at which they were most recently employed, to confirm details of their employment and their reasons for leaving.

7.2. We will always request references directly from the referee and will never rely on open references, for example in the form of 'to whom it may concern' testimonials. These will always be scrutinised before the appointment is confirmed.

7.3. Whenever possible, references will be sought on all short-listed candidates, including internal ones, 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.

7.4. Any information about past disciplinary action or allegations should be considered carefully when assessing the applicant's suitability for the post (including information obtained from the Employer Access Online checks referred to previously).

8. Single central record

8.1. We will keep a single central record, covering:

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school or college, including volunteers; and
- all members of the governing body.

This will include information on what checks have been carried out or certificates obtained, and the date on which the checks were completed, i.e.:

- an identity check;
- a barred list check;
- an enhanced DBS check;
- a prohibition from teaching check;
- further checks on people living or working outside the UK;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

N.B. This will include:

- Individuals who have lived or worked outside the UK, and where appropriate, further checks will be carried out
- Agency staff – we will obtain written notification from agencies that checks have been carried out
- Trainee / student teachers

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

9 Volunteers

9.1. Volunteers must comply with the Volunteer Policy, fill in an application form and provide references. We will ensure that under no circumstances will a volunteer be left unsupervised or allowed to work in regulated activity, without suitable checks having taken place.

9.2. For all volunteers in regulated or non-regulated activity who will regularly teach or look after children we will obtain an enhanced DBS certificate with barred list check.

9.3 : ITT

Salaried ITT students employed by the Academy must have an enhanced DBS certificate including barred list information.

It is the responsibility of the training provider to carry out the necessary checks for fee funded ITT students and to inform the Academy that they have done so.. There is no requirement for these to be recorded on the Central Register.

10 Contractors

10.1 The use of contractors on site will be subject to a rigorous risk assessment process by the Premises Manager. The vast majority of contractors will only be booked on site in school holidays, weekends or after school; when students are not present.

In the event that contractors are required to be on site during school hours, are not being directly supervised by premises staff and may have access to the school site, we will request DBS clearance information from the individual or organization.

10.2. We will always check the identity of contractors and their staff on arrival at the school.

11 Visitors, Guest Speakers and Organisations

11.1 Visitors such as parents are expected to comply with the Visitor Policy, No visitors will be admitted to the site during school hours without a pre booked appointment. The Headteacher will use his/her professional judgment about the need to escort or supervise visitors

11.2 Individuals or organisations who may be coming onto the site as guest speakers at assemblies or events etc will be subject to the school policy for Guest Speakers and Organisations.

12. Adults who supervise children on work experience

12.1. Schools and colleges organising work experience placements should ensure that policies and procedures are in place to protect children from harm.

12.2. Barred list checks by the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. The school or college would have to consider the specific circumstances of the work experience, in particular the nature of the supervision and the frequency of the activity being supervised, to determine what, if any, checks are necessary. These considerations would include whether the person providing the teaching/training/instruction/supervision to the child will be:

- unsupervised; and
- providing the teaching/training/instruction frequently (at least once a week or on more than three days in a 30 day period, or overnight).

12.3. If the person working with the child is unsupervised and the same person is in frequent contact with the child, the work is likely to be regulated activity. If so, the school or college could ask the employer providing the work experience to ensure that the person providing the instruction or training is not a barred person.

12.4. Schools and colleges are not able to request an enhanced DBS check with barred list information for staff supervising children aged 16 to 17 on work experience.

12.5. If the activity undertaken by the child on work experience takes place in a 'specified place', such as a school or college, and gives the opportunity for contact with children, this may itself be considered to be regulated activity. In these cases and where the child is 16 years of age or over, the work experience provider should consider whether a DBS

enhanced check should be requested for the child/young person in question. DBS checks cannot be requested for children/young people under the age of 16.

SECTION D: CHILD MISSING FROM EDUCATION

The Academy will place all students on an Admissions Register and an Attendance Register

The Academy will place students on the Admissions Register on the first day on which the school has agreed or they have been notified that the student will attend the school..

If the student fails to attend on the date agreed or notified the Academy will notify the Local Authority to help prevent the student going missing from education.

The Academy will notify the Local Authority if a student has been absent for a continuous period of 10 full days without the school's permission.

The Academy will notify the Local Authority within five days when a student's name has been added to the school register.

The Academy will notify the Local Authority when a student is to be deleted from the Academy's Admission Register under any of the 15 grounds set out in the Education(Pupil Registration) England Regulations 2006 as amended. as soon as the ground for the deletion is met and no longer than the time that which the pupil's name is deleted from the Academy's Admission Register.

A pupil can only be deleted from the Admission Register if the school and the Local Authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on what constitutes reasonable enquiries is found in the Children Missing Education Guidance.

The Academy will provide the Local Authority with the following information when it deletes a student from its Admission Register.

- The full name of the student
- The full name and address of any parent with whom the student is living
- One telephone contact for the parent with whom the student is living

- The full name and address of the parent with whom the student is going to live and the expected date they will be living there from

- The name of the student's destination school and their expected start date

- The ground in regulation 8 under which the student is to be deleted from the Academy Admission Register

The Academy will notify the Local Authority if they have been unable to obtain any of the above information from the parent

The Academy will send a CTF (Common Transfer File) to the student's new school

SECTION E: ALLEGATIONS OF ABUSE MADE AGAINST STAFF

This refers to cases of allegations that a member of staff has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he/she works regularly or closely with children.

1. Duties of employers and employees

The school will provide effective support for anyone facing an allegation; this includes a names contact if the member of staff is suspended. The designated lead for allegations in Chestnut Grove is: Denys Wallace

2. Definitions

- substantiated: there is sufficient evidence to prove the allegation;
- malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- false: there is sufficient evidence to disprove the allegation;
- unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term does not imply guilt or innocence.

3 Staff should know:

- The name of the designated lead;
- The code of conduct and the standards of behaviour expected of adults who work or volunteer in the school;
- Be aware of the 'whistle-blowing' policy;
- Be aware they should talk to the designated lead if something does not 'feel right'.

4 Procedures

Stage 1: The allegation must be reported to the headteacher; if the allegation is against the headteacher, it must be reported immediately to the Chair of Governors.

Stage 2: The headteacher will discuss the allegation with the designated H.R. contact/LADO to agree a course of action. This may include referral to the police. He/she will also discuss whether suspension is appropriate/necessary.

Stage 3: If the above has concluded there is a case to answer, the headteacher will inform the accused person of the allegations and the course of action to be taken (unless advised against this by the LADO). He/she should be advised to contact the union representative, or a colleague to support, and be given access to counseling. The headteacher should appoint a named representative to keep the person informed (particularly if suspended).

Stage 4: Parents/carers of the child or children should be told about the allegation as soon as possible if they do not already know. If a strategy meeting is to be called, however, the headteacher should wait, if possible, until this meeting decides what information is to be given to the parents. Parents/carers should be kept informed about the progress of the case. They should not be told the details of a disciplinary hearing, but should be told the outcome.

5. Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while the investigation takes place. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. The reporting restrictions apply until the point that the accused person is charged with an offence or until the Secretary of State publishes information about an investigation or decision in a disciplinary case. The reporting restrictions also cease to apply if the individual accused waives their right to anonymity by going public themselves or giving written consent to another to do so.

6. Managing the situation and exit arrangements

- If the accused person resigns, this should not prevent an allegation being followed up. A referral to the DBS must be made, if the criteria are met. A compromise agreement should not be used in this case.
- The allegation must be fully investigated, and the disciplinary procedures followed as per the L.A.'s guidelines.

7. Record-keeping

- Details of allegations that are found to be malicious should be removed from personnel records.
- For all other allegations, records of the whole procedure should be kept on file. These could be used in further investigations (e.g. by the police).

8. Suspension

Suspension should only be considered in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. Alternatives to suspension should be considered. These include:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned;

- Providing an assistant to be present when the individual has contact with children;
- Redeploying to alternative work so that the individual doesn't have unsupervised contact with children;
- Moving the child/children to another class, making it clear this isn't a punishment (and parents should have been consulted)
- Temporarily redeploying the member of staff to another location (e.g. to work for L.A. or another school).

Where suspension is deemed appropriate, the headteacher should record the reasons for this decision.

9. On conclusion of a case

- It is a legal requirement for employers to make a referral to the DBS where they think an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.
- Schools should support the member of staff returning to work, if that is the outcome of the case. This may include a phased return.
- If the allegation has been deemed to be unsubstantiated or malicious, the school should refer the matter to the children's social services to determine whether the child is in need of services, or may have been abused by someone else. The headteacher should also consider disciplinary action against the child.

10. Positive Handling and Physical Intervention

- Staff should be aware of Chestnut Grove's policy on positive handling and physical intervention by staff (separate document). This sets out that staff should only use physical intervention in particular circumstances, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.

Appendix 1 Useful web-sites

London Child Protection Procedures, 4th edition

available as hard copy in each school, also available electronically via Wandsworth Safeguarding Board website www.wscb.org.uk and London SC website — www.londonscb.gov.uk

London Safeguarding Children Board supplementary procedures

These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

Working Together to Safeguard Children 2013

www.education.gov.uk/aboutdfe/statutory/d00213160/working-together-to-safeguard-children

What To Do If You Are Worried a Child Is Being Abused

Dept of Health publication - 31815

Available in summary version also - multiple copies distributed to schools

Managing Allegations Against Staff

WSCB guidance, available on WSCB [website. www.wscb.org.uk](http://www.wscb.org.uk)

Children Missing from Home and Care

WSCB procedures, available on WSCB website www.wscb.org.uk

Positive Handling

WSCB guidance, available on WSCB website www.wscb.org.uk

Sexual exploitation

WSCB protocol and guidance, available on WSCB website www.wscb.org.uk

Domestic Violence — guide for schools Wandsworth guidance issued June 2012

Appendix 2 School report to Child Protection Conference

School	
Name of child	
Date of birth Year group	
Names of tutor & Head of Year	
Attendance & Punctuality	
How does the child travel to school?	
Is the child prepared for school? e.g PE kit, homework	
General appearance / presentation e,g appropriate clothing; clean & tidy etc	
Emotional presentation? Happy, sad, anxious, preoccupied, withdrawn etc	
Social development	

Relationships with adults	
Relationships with other children	
Home / school contact Are parent(s) easily contactable / supportive of school / attend parent's evenings / use diaries etc	
Are there any other areas of concern? Please note any issues or specific incidents which have concerned you	
Signature	
Print name	
Date	

Appendix 3 Guidance for potential signs of abuse from London SCB procedures

Recognising Physical Abuse

The following are often regarded as indicators of concern:

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

Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse.

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' — difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self harming
- Running away

Recognising Neglect

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

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural. Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

Appendix 4 Safeguarding / Child Protection protocol / procedures

The designated members of staff in our school are **Christian Kingsley, Mikayla Jolley (EWO) Denys Wallace (Senior Deputy Headteacher)**

All staff members have a statutory responsibility to safeguard and promote the welfare of all students at all times

If you have a concern about a pupil or you receive information that leads you to be concerned that a pupil has been harmed or is at risk of harm or their welfare is being compromised you are required to act appropriately to ensure action can be taken to protect the pupil concerned.

The concern may be as a result of a disclosure from a pupil, a parent or a third party or may arise due to behaviour that has caused you to become concerned.

If a pupil discloses abuse please note the following key points

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to — just establish what the pupil is telling you
- Be honest with the pupil and explain what you will happen next
- Record the information fully
- Pass on to the designated member of staff (DMS)

In the case of any concerns always record the information clearly and be clear how the concern has arisen.

If the information you have indicates that the pupil has suffered harm or there is a high level of risk, ensure this is passed to the DMS immediately.

In all other instances concerns should be passed on to the DMS at the as soon as possible — do not delay.

Please remember the DMS is available to offer help, advice and guidance to staff and students where necessary. If you have a concern or problem and are unclear how to proceed ask for advice.

In all cases ensure ongoing support is offered to the pupil as appropriate

Appendix 5 Useful Contacts

Principal EWO/Safeguarding lead for schools 0208 871 7961 (office)
07931 325 665 (mobile)

Referral and Assessment Service (duty SW) 0208 871 6622

Out of hours duty service 0208 871 6000

SAFEGUARDING STANDARDS

Head of Service: Ruth Lacey 0208 871 7858

Principal administrator 0208 871 7208

WSCB business manager 0208 871 8610

LADO: Venita Eastmond-Jessamy 0208 871 7226

School Nurse 0208 772 2575

Appendix 6 Role of the Designated Safeguarding Lead 2015-16

Christian Kingsley (CK), delegated to:

- Denys Wallace (Senior Deputy Head) - DW
- Mikayla Jolley (Educational Welfare Officer) - MJ

The broad areas of responsibility are:

Managing referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
- The local authority designated officer (LADO) for children protection concerns (all cases which concern a staff member (MJ);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child) (CK);
- Police (cases where a crime may have been committed (CK);
- MJ and DW will liaise with CK and keep him informed;
- MJ and DW will act as a source of support, advice and expertise to staff on matters of safety and safeguarding.

Training

- The designated safeguarding leads (DW and LC) will receive appropriate training every two years.
- RJ/LC will ensure that every member of staff will have access to the school's Child Protection procedures, especially new and part time staff;

Day to day working — DWMJ will:

- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Keep detailed, accurate, secure written records of concerns and referrals;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raising Awareness

The designated safeguarding lead should:

- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and presented for adoption by governors;
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school to ensure their children protection file is copied for any new school or college as soon as possible, but transferred separately from the main student file.