

LEICESTER MONTESSORI GRAMMAR SCHOOL



SAFEGUARDING AND CHILD PROTECTION POLICY

This policy applies to governors, the Headteacher, teaching staff, non-teaching staff, volunteers and pupils, including EYFS.

1. Policy Statement

1.1 Leicester Montessori Grammar School (LMGS) is committed to safeguarding and promoting the welfare of children and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including young people who may be over the age of 18 years.

1.2 Key documents with which this Policy is in accordance:

- The Education Acts
- Education (Independent Schools Standards) Regulations 2014 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedoms Act 2012
- The Children Act 2004
- Working Together to Safeguard Children (March 2015)
- Information sharing: Advice for Practitioners (March 2015)
- Keeping Children Safe in Education (KCSIE) (July 2015)
- Prevent Duty Guidance (March 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- The Leicester Safeguarding Children Board (LSCB). Full details of the LSCB procedures and practice guidance can be found at www.lcitylscb.org
- DBS Referral Guidance (as may be amended from time to time)
- Teacher misconduct- regulating the teaching profession 2014 (NCTL)
- Use of Reasonable Force in Schools 2013
- Information Commissioner's Office Data Sharing Code of Practice May 2011
- Statutory Framework for the Early Years Foundation Stage (EYFS 2014)
- Mental Health and Behaviour in Schools (2014)
- Screening, Searching and Confiscation: Advice for Schools (2014)
- Preventing and Tackling Bullying (2014)

1.3 The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with **Leicester** Local Safeguarding Children Board (LSCB) guidance.

1.5 This Policy is addressed to all members of staff and volunteers at the School (temporary or permanent). Adherence to this Policy is mandatory for all staff and volunteers and its use is not

subject to discretion. This Policy applies whenever staff or volunteers are working with pupils including where this is away from the School, for example, at another institution, school visits and trips, as well as sporting and cultural activities.

1.6 This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.

1.7 Pupils are made aware of this Policy through their programme of PSHCE and other means of sharing information appropriate to their age and understanding. They are also taught safeguarding measures through assemblies, Sixth Form Enrichment, keeping safe on the internet, for example, in ICT and PSHCE lessons. Promoting British values underpins our School's ethos and so pupils regularly experience:

- How democracy and the law works in Britain in contrast to some other forms of government.
- The voice of pupils to be heard.
- How democracy works e.g. voting for school council members, issues, mock elections.
- Learning about a range of faiths.
- Extracurricular activities that promotes these values.

2 Creating a Culture of Safeguarding

2.1 The School recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures, covering areas such as Health and Safety, Anti-Bullying, Behaviour and Sanctions, Staff professional Code of Practice, Information Sharing and the ICT Acceptable Use Policy (for School Pupils) and (for Staff). All staff should also ensure that they have read the School's Statement on Physical Contact with Pupils and pay attention to the safeguarding arrangements when they are in close one-to-one teaching, particularly in specialists music and sports provision. Staff should also be aware of the School's Whistle Blowing policy.

2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well-being of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care

2.3 The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils, their families, Social Services Departments and other relevant agencies to ensure the risk of harm to children is minimised. Children who have suffered, or are likely to suffer significant harm, will be reported to Children's Social Care immediately by the DSL. Although this is the school's recommended practice, Keeping Children Safe in Education (KCSIE) 2015 makes clear that all

members of staff, and indeed visitors/volunteers, may make an independent referral to external agencies. *Those who are in need of additional support from one or more agencies will be referred to the appropriate body via the use of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches*, normally in consultation with parents and pupils. In the event of a looked after pupil being on roll, the Governors will ensure that staff have appropriate training to keep that pupil safe. The training will include: staff having access to recent assessment information from the relevant local authority; the most recent care plan and contact arrangements with parents; and delegated authority with carers.

2.4 Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, the school's Safeguarding and Child Protection Policy will be invoked. It is an expectation of the school that in the event of pupil on pupil abuse, that all children involved will be treated as being at risk, whether perpetrator or victim.

2.5 The School is committed to working in partnership with parents, Social Services Departments and diverse communities, to develop continuously and improve the safeguarding culture within our School.

2.6 Having these safeguards in place not only protects and promotes the welfare of children, but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

2.7 The School has systems to:

- Prevent unsuitable people working with pupils
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Promote safe practice and challenge poor practice and unsafe practice
- Deal with issues of confidentiality, information sharing and consent
- Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm
- Deal with abuse by one or more pupils against another pupil

2.8 The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.

2.9 The school will notify the designated team/local authority, previously LADO if a safeguarding issue involves an allegation against a member of staff, a volunteer or the Headmaster.

2.10 All staff are required to adhere to the School's Staff Professional Code of Conduct and the ICT Acceptable Use Policy, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

2.11 All staff are required under the Disqualification under the Childcare Act 2006 (KCSIE 2015) to disclose if they or others in their households are “disqualified” – that is, not only if they are barred from working with children, but also if they have been cautioned for, convicted or charged with certain violent and sexual criminal offences against children or adults, at home or abroad; if other orders have been made against them relating to their care of children; if they have had their registration cancelled in relation to childcare, or children’s homes, or have been disqualified from private fostering; or if they are living in the same household where another person who is disqualified lives. Staff are asked to sign a staff suitability self-declaration form as part of their pre-employment checks, and subsequently on an annual basis each September.

3 Early Years Foundation Stage Setting

3.1 The school’s Early Years Coordinator is Miss Rebecca Gogerty.

3.2 All staff in the EYFS are required to adhere to the ICT Acceptable Use Policy. The use of mobile phones and cameras is permitted in Early Years as long as digital media is stored safely on the School’s network and deleted from an individual’s personal device as soon as can be reasonably expected.

3.3 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil’s behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern) and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6)

4 Implementation Procedures

The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns. Information on these procedures is available to all staff and volunteers at the School and the procedures must be followed at all times.

5. Aims

5.1 Our aims are to:

- * Create an environment in our School which is safe and secure for all pupils
- * Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults
- * Encourage children to develop a sense of autonomy and independence
- * Work with parents to build their understanding of and commitment to the welfare of all pupils.

5.2 In order to fulfil these aims the Headteacher will take the necessary steps to ensure that:

- All staff and volunteers receive training in Safeguarding Children as part of their induction. This will include the School's Safeguarding and Child Protection Policy and a copy of part 1 of KCSIE (July 2015) which staff will be expected to sign to say they have read and understood, Staff Professional Code of Conduct, whistleblowing procedures, the School's Behaviour and Sanctions policy. They are also informed of the identity of the DSL and other designated leads of Safeguarding and Child Protection (see above).
- All teaching staff receive regular updates on Safeguarding at staff meetings. All staff (teaching and support) and the Headmaster receive updated safeguarding training which is ongoing, to develop their understanding of the signs and indicators of abuse, the importance of responding to disclosures of abuse and how to adhere to this policy.

5.3 The School operates safe recruitment procedures, as set out in the Recruitment Policy. All successful applicants for both teaching and support posts will either receive a copy of the School's Safeguarding and Child Protection Policy. All applicants who are invited to interview will be questioned on safeguarding issues and reference requests will also have been made prior to appointment. No staff begin work before their DBS and Barred List Check disclosures, a NTCL check for teaching staff, and their signed Staff Suitability Declaration have been obtained.

5.4 The School obtains assurance that appropriate safeguarding checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils.

5.5 Where the school ceases to use the services of any person (staff (including agency staff), peripatetic teacher, volunteer or any other person) because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS: PO Box 181, Darlington, DL19FA. Tel: 01325 953795) promptly and in any event within 28 days in accordance with its legal duty. With reference to teaching staff, where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a referral to the National College for Teaching and Leadership.

5.6 All School staff are alert to signs of abuse and neglect (appropriate to their role) and all staff know to whom they should report concerns or suspicions of abuse or neglect.

5.7 All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

This Policy is compatible with and meets all applicable requirements of Leicester LSCB.

6. Identifying Abuse

6.1 Staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A safeguarding concern may come to the attention of School staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion.

6.2 Any suspicion, allegation or incident of abuse must be reported to the designated member of staff immediately. Although this is the school's recommended practice, KCSIE makes clear that all members of staff, and indeed visitors/volunteers, may make an independent referral to external agencies at www.lcitylscb.org or telephone: 0116 256 5151 – lines are open 24 hours a day, 7 days a week.

6.3 It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

6.4 What is Abuse:

- **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. Female genital mutilation (FGM) or the risk of FGM should also be treated as a child protection issue. From October 2015 it will be mandatory for teachers to report to the police, via 999, cases where FGM appears to have been carried out. Teachers should involve the DSL and children's social care, unless there is good reason to not do so. *Contact Leicester City on 0116 454 1004. The NSPCC FGM helpline is also a source of information on 0800 028 3550.* Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually

inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Child sexual exploitation should always be treated as a safeguarding and child protection issue. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Children who run away or go missing will also be treated as a Safeguarding and Child Protection issue.

6.5 **Who are the abusers?** - abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.

6.6 **Signs of abuse :**

The following may help staff be aware of possible signs of abuse but these do not necessarily mean that the child has been abused:

- **Physical Abuse**
 - Unexplained injuries or burns, particularly if they are recurrent
 - Refusal to discuss injuries
 - Improbable explanations for injuries
 - Untreated injuries or lingering illness not attended to
 - Admission of punishment which appears to be excessive
 - Shrinking from physical contact
 - Fear of returning home or of parents being contacted
 - Fear of undressing
 - Fear of medical help
 - Aggression/bullying behaviour
 - Over compliant or watchful attitude
 - Running away
 - Significant change in behaviour without explanation
- **Emotional Abuse**
 - Continual self-deprecation
 - Fear of new situations
 - Inappropriate emotional responses to painful situations
 - Self-harm or mutilation
 - Compulsive stealing or scrounging

- Drug/solvent abuse
- Air of detachment
- Social isolation, depression, withdrawal
- **Sexual Abuse (older children)**
 - Promiscuity
 - Prostitution
 - Provocative sexual behaviour
 - Pregnancy
 - Eating disorders
 - Tiredness, lethargy and listlessness
 - Over-compliant behaviour
 - Unexplained gifts or money
 - Depression
 - Self harm
- (Younger children)**
 - Bruises, scratches, burns and bite marks
 - Persistent infections in the anal and genital regions
 - Sexual awareness inappropriate for the child's age
 - Sexually abusive towards other children either younger or more vulnerable
 - Frequent public masturbation
 - Attempts to teach other children about sexual activity
 - Aggressiveness, anger, tears and anxiety
 - Withdrawal from friends
- **Neglect**
 - Constant hunger
 - Poor personal hygiene
 - Inappropriate clothing
 - Frequent lateness or non-attendance at school
 - Untreated medical problems
 - Low self-esteem
 - Poor social relationships
 - Compulsive stealing or scrounging
 - Constant tiredness
 - Left in circumstances without appropriate adult supervision which is likely to endanger the child.

7 Extremism and Radicalisation

If a member of staff has a concern that a particular pupil is engaging with extremist and radical ideology and therefore may be at risk of being drawn into terrorism, they should follow the School's normal safeguarding procedures, including discussing their concerns with the School's DSL. The DSL will take advice from Leicestershire Prevent Team 0116 2486726, preventengagement.team@leicestershire.pnn.police.uk. The Channel police practitioner will make an initial assessment from the information provided

and advise. If the young person's needs do not meet the thresholds for support from Channel they may be directed to safeguarding and support services.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

The Headteacher will provide ensure all visiting speakers to the School are suitable with regard to extremist ideology and links to radicalisation.

8 Children Missing from Education

A child going missing from education is a potential indicator of abuse or neglect. Staff should be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. The School will inform Leicester School Admissions on 0116 454 5520 when any pupil is absent for a period of 10 consecutive days without reason or without contact being made between home and school and when a pupil is going to be, but before they are, deleted from the admission register because they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

9. Other Specific Safeguarding Issues

The following list is not exhaustive but gives an overview of the types of safeguarding that pupils in our School will be made aware of, at the appropriate stage, and protected against:

body image
 self harm
 child sexual exploitation (CSE)
 bullying including cyberbullying
 domestic violence
 drugs

fabricated or induced illness
 faith abuse
 female genital mutilation (FGM)
 forced marriage
 gangs and youth violence
 gender-based violence/violence against women and girls (VAWG)
 mental health
 preventing radicalisation
 sexting
 teenage relationship abuse
 trafficking

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues that may effect pupils in School. For example information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

10. Designated Staff

10.1 The School has a senior designated member of staff who takes responsibility for child protection matters. This senior role involves maintaining an overview of safeguarding within the School, opening channels of communication with local statutory agencies and monitoring the effectiveness of policies and procedures in practice.

The Designated Safeguarding Lead (DSL) is:-

Mr Aleks Grubisic, Headteacher, 0116 270 6667, alexg20@hotmail.co.uk

The Deputy DSL is:

Miss Rebecca Gogerty (Head of EYFS), 0116 270 6667, AIS@montessorigroup.com

10.2 The designated members of staff listed above will:

- Be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations set out above
- Refer cases of suspected abuse or allegations to the local Social Services Department in accordance with LSCB procedures
- Ensure that all safeguarding-related records are kept confidentially and securely in a lockable filing cabinet and are, therefore, separate from pupil records.
- Ensure that an indication of further record-keeping is marked on a pupil's records
- Ensure the welfare and progress of 'looked-after children' at the School and is in receipt of up to date assessment information from the relevant authority, the most recent care plan and contact arrangements with parents and delegated authority to carers.

- Ensure that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.
- Ensure that they are aware of the latest national and local guidance and requirements and will keep the Headteacher, staff and volunteers informed as appropriate
- Receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years
- Ensure that the Headteacher, staff and volunteers have access to and understand their role as appropriate in the safeguarding and child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, gap year students, volunteers, catering staff, cleaning staff and caretakers
- Act as a source of advice and support within the School and co-ordinate action regarding referrals in relation to both children and allegations against staff.
- Ensure that administrative staff request pupil records, including any historic safeguarding documents which should be marked as ‘strictly confidential’ and sent to the Headteacher, from a previous school during the first term of admission.

11. Responding to Disclosures of Abuse

11.1 Children are more likely to be abused by someone they know and trust than by a stranger.

11.2 Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.

11.3 If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. A designated member of staff will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the Anti-Bullying Policy. In the event of disclosures about pupil on pupil abuse, all children whether perpetrator or victim, will be treated as being ‘at risk’.

11.4 Immediate Response

If a disclosure is made, the member of staff or volunteer **should**:

- Allow the pace of the conversation to be dictated by the pupil
- Ask open questions which encourage the pupil to talk such as “can you tell me what happened?”
- Accept what the pupil says and do not ask for further detail
- Acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously
- Note carefully any clearly visible external signs of possible injury or neglect (see below)

- Reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (a designated member of staff) and why.

The member of staff or volunteer **should not**:

- Burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”
- Interrogate or pressure the pupil to provide information
- Ask any potentially leading questions such as those that start with the words, how, what, when, where and why
- Undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect
- Criticise the alleged perpetrator, this may be someone they love
- Promise confidentiality (see below)
- Make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”
- Put words in the child's mouth (i.e. finish their sentences)
- Jump to conclusions or speculate about what happened or might have happened, or make accusations
- Show an overly emotional reaction, such as expressing disgust, shock or disbelief
- Attempt to investigate the allegations.

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers *must not make promises about confidentiality*. Staff must tell the pupil sensitively that they have a responsibility to tell a designated member of staff so that the child can be helped to stay safe and feel better.

11.5 In every case, the staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared. If the pupil does not consent, the staff/volunteer should explain that they need to share the information with a designated member of staff and reassure them that the information will only be disclosed to other people who need to know.

11.6 The School should ensure the child’s wishes or feelings are taken 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.

11.7 The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

11.8 The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the School will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

11.9 All allegations, against a member of School staff or volunteer, should be referred to the Local Authority Designated Officer (LADO) by the Headmaster for advice, without delay or in the most serious cases, referred to the police. The School must not undertake their own investigation. In borderline cases, these discussions can be held informally and without naming the individual.

12 Recording Information

Staff/volunteers should:

- Make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated
- Clearly distinguish between fact, observation, allegation and opinion
- Record any observed injuries and bruises
- Note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms")
- Ensure that all written notes are passed to a designated member of staff.
- Appreciate that their records may be used in criminal proceedings or disciplinary investigations.

13 Reporting to a designated member of staff

13.1 Any concerns about pupils must be discussed with a designated member of staff as soon as possible and at latest by the end of the school day. Although this is the school's recommended practice, KCSIE makes clear that all members of staff, and indeed visitors/volunteers, may make an independent referral to external agencies.

13.2 Where the disclosure identifies a safeguarding issue, the designated member of staff will report the disclosure to the local Social Services Department within 24 hours. In the most serious cases the police may be contacted.

14. Allegations against staff

14.1 The School has procedures for handling allegations made against staff and/or volunteers which adhere to 'Keeping Children Safe in Education' (2015).

14.2 Where a safeguarding related allegation or cause for concern is made against any member of staff or volunteer, the matter should be reported immediately to the Headteacher. The Headteacher will contact the Local Authority Designated Officer (LADO) for advice, without delay and within 24 hours or in the most serious cases, contact the police. The School must not undertake their own investigation. In borderline cases, these advice seeking discussions can be held informally and without naming the individual. The Headteacher should not speak to the member of staff who is the subject of the allegation at this point. In the absence of the

Headteacher, the allegation should be reported to the Head of Human Resources. If an allegation is made against a member of staff all unnecessary delays should be eradicated.

14.3 Where a safeguarding-related allegation or cause for concern is made against the Headteacher, the person receiving the allegation (the DSL) should immediately inform the Head of Human Resources, without informing the Headteacher. Where a safeguarding-related allegation or cause for concern is made against the DSL, the Headteacher should be informed immediately and, in their absence, the Head of Human Resources.

14.4 A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Headteacher following consultation with the LADO. The Headteacher and LADO will agree a course of action, which may include the involvement of the police. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. The decision as to whether or not to suspend the Headteacher is taken by the Head of Human Resources (having consulted the relevant authorities).

14.5 In considering the available options, including redeployment of the member of staff or volunteer, the LADO and the Headmaster will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation, which will be led by the LADO.

14.6 As noted above, where we cease to use the services of any person because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with our legal duty. The school will also make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or has resigned in lieu of dismissal or possible dismissal) and a prohibition order may be appropriate.

Ceasing to use a person's services includes:

- dismissal;
- non-renewal of a fixed-term contract;
- no longer engaging/refusing to engage a supply teacher provided by an employment agency;
- terminating the placement of a student teacher or other trainee;
- no longer using staff employed by contractors;
- no longer using volunteers;
- resignation; and
- voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Compromise agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. Proprietors of independent schools have a legal duty to respond to requests from the DBS for information they hold already, but they do not have to find it from other sources.

14.7 In all allegations against members of staff, efforts must be made to maintain confidentiality and guard against unwanted publicity. These restrictions should be maintained up to the point where the accused person is charged with an offence, or the DfE/NCTL publishes information about an investigation or decision in a disciplinary case.

14.8 Communications with the School community about safeguarding related allegations shall only be made following consultation with the LADO and any investigating authorities. If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future

14.9 Malicious Allegations. These will be removed from personnel records and any that are unfounded, unsubstantiated or malicious will not be referred to in employer references.

14.10 Pupils that are found to have made malicious allegations are to be dealt with in accordance with the school's Behaviour Policy. Appropriate sanctions will be applied. This could include temporary or permanent exclusion, as well referral to the police if there are grounds for believing a criminal offence may have been committed.

15. Roles and Responsibilities

The School states that every member of staff, directors, and every volunteer who assists the School is responsible for safeguarding pupils and ensuring that the following procedures are followed:

- Identifying and providing for pupils who may require additional support or intervention. Where necessary, contact is made with external agencies which can provide specialist support to individuals.
- Protect pupils from abuse
- Be aware of the School's Safeguarding and Child Protection Policy
- Know how to access and implement the procedures
- Follow the procedures at all times
- Know the identity of the School's designated members of staff
- Report all safeguarding concerns to the designated member of staff, as per the above
- Keep a record of any safeguarding concern, conversation or incident (in accordance with the above)
- Undertake appropriate training including refresher training every three years.

16. Referring Concerns to Social Services

16.1 The decision to make a referral, which could activate a child protection investigation, is taken by the DSL or by the deputy DSL, in their absence. Although this is the school's recommended practice, KCSIE makes clear that all members of staff, and indeed visitors/volunteers, may make an independent referral to external agencies. In cases of serious harm the police will be informed from the outset.

16.2 The consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.

16.3 In accordance with paragraph 5.12.2 of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the designated member of staff will report the disclosure to Social Services within 24 hours.

16.4 Social Services are required to acknowledge written referrals within one working day, although schools should expect a prompter response in cases which appear to be urgent. If the School has not heard from Social Services after two working days the School should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the School has spoken should be kept.

17. Whistle-blowing

17.1 The School has a culture of safety and raising concerns. It has a culture of valuing staff and of reflective practice. The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff are made aware of the School's Whistle-blowing policy as part of their induction.

17.2 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.

17.3 The member of staff or volunteer should bring their concerns to the attention of the designated member of staff, or in a case where the concerns relate to the actions or inaction of a designated member of staff, to the Headteacher. Although this is the school's recommended practice, KCSIE makes clear that all members of staff, and indeed visitors/volunteers, may make an independent referral to external agencies.

18. Monitoring and Review

18.1 The day to day working of this Policy in school will be monitored by Mr Grubisic (DSL), who will report as required to the Head of Human Resources. The policy is monitored and reviewed annually by the above, including an update and review of procedures and their implementation. The Headteacher will ensure relevant minutes and available evidence underpinning the review (e.g. training records, referral information in respect of requests for help and support for individual children, issues and themes which may have emerged in the school and how these have been handled, contribution the school is making to local discussions on safeguarding matters). Minutes should therefore be appropriately detailed.

18.2 The Headteacher is also responsible for monitoring and checking the School's Central Register.

19. Equal Opportunities and Equality

19.1 In meeting its safeguarding obligations the school will be mindful of the obligations under the Equality Act 2010, which covers discrimination against a pupil or prospective pupil on grounds of sex, race, caste, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

19.2 All staff, volunteers and governors with responsibilities under this Policy must take into account the Equal Opportunities Policy when discharging their duties.

20. Use of ICT

20.1 Use of Cameras, Mobiles and Digital Images:

The use of cameras and mobile devices is an integral part of daily life. However, it has to be recognised that digital technology has increased the potential for cameras, mobile devices and images to be misused and there are concerns about the risks to young children. Practical steps must be taken to ensure that the use of cameras and mobile devices and images will be managed sensitively and respectfully. In order to prevent allegations of inappropriate activities, staff may not store images of pupils on personal devices. Any images taken on personal devices must be downloaded to school systems as soon as reasonably possible and the personal copy permanently deleted.

12.2 Use of Social Media for the benefit of the School:

For members of staff who use photographs of pupils to upload to social media sites eg. Twitter they must ensure the suitability of all photographs and ensure that the photograph is deleted from their personal device, once the photograph has been posted, as per the School's Staff Professional Code of Conduct.

13. Training

All staff are reminded about updated safeguarding and child protection arrangements throughout the year.

Designated members of staff: every 2 years in relation to child protection and Prevent awareness and inter-agency working.

All Staff: every 3 years in relation to child protection and meeting the requirements of the competence framework set out by LSCB. Last whole school training August 2014.

Leicester Safeguarding Children Board

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Review

Staff Meeting : November 2015

Leadership : November 2015

Next Review : August 2016