



# **Safeguarding and child protection policy.**

The board of trustees and executive director reviewed the Policy in January 2018. Next date of Review: January 2019

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## 1. Policy Statement and Principles

This policy is one of a series in the organisation's integrated safeguarding portfolio. Further details on key aspects of the Safeguarding (Child Protection) Policy are provided in the following other policies:

- | Anti-Bullying Policy
- | Safer Recruitment Policy
- | Induction Policy
- | Rewards and Sanction Policy

### Safeguarding & Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children and young people. We endeavor to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Where it is believed that a child is at risk of or is suffering significant harm, the organisation will follow the procedures set out in the Bolton Local Safeguarding Children Board (LSCB) Procedures.

These are available in electronic form at: <http://www.boltonsafeguardingchildren.org.uk>

Our core safeguarding principles are:

- – the organisation's responsibility to safeguard and promote the welfare of children is of paramount importance
- – safer children make more successful learners
- – representatives of the whole-organisation community of pupils, parents, staff and trustees will be involved in policy development and review
- – policies will be reviewed at least annually

### Policy Aims

- – To provide all sessional staff/volunteers with the necessary information to enable them to meet their child protection responsibilities

- – To ensure consistent good practice
- – To demonstrate the organisation’s commitment with regard to child protection to children and young people,

parents and other partners

- – To contribute to the organisation’s safeguarding portfolio

**Prevention:** The Flowhession Foundation is committed to early help and identification of unmet needs and vulnerabilities. The organisation works in partnership with other agencies to promote the welfare of young people and keep children safe.

**Protection:** All staff and volunteers are trained to recognise and respond to abuse and neglect. All staff and volunteers are expected to be vigilant and must act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with the Local Safeguarding Children Board procedures).

**Support:** The Flowhession Foundation acknowledges the sensitivity and complex nature of safeguarding and child protection and therefore ensures that young people, staff and families are supported appropriately.

At The Flowhession Foundation we recognize that effective safeguarding systems are those which:

- | – Put the child’s needs first;
- | – Provide children with a voice;
- | – Promote identification of early help;
- | – Encourage multi-agency working and sharing of information.

#### Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (Working Together to Safeguard Children 2015).

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (Children Act 1989).

Staff refers to all those working for or on behalf of the organisation, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian

## 2. Statutory Guidance

Education Act 2002: Section 157 and the Education (Independent Organisations Standards) (England) Regulations 2003 require proprietors of independent organisations to have arrangements to safeguard and promote the welfare of children who are pupils at the organisation.

Working Together to Safeguard Children 2015 sets out organisational responsibilities for organisations and colleges and this applies to maintained, independent, academies, free organisations and alternative non provision academies

Keeping children safe in education: Statutory guidance for organisations and colleges 2015 was issued under Section 175 of the Education Act 2002, the Education (Independent Organisation Standards) Regulations 2014 and the Education (Non-Maintained Special Organisations) (England) Regulations 2011. This contains information on what organisations and colleges should do and sets out the legal duties with which organisations must comply.

The Local Safeguarding Children Board (LSCB) from time to time will want to monitor organisations compliance with their duties by way of a self-assessment audit. This audit will form a key part of local evidence and can be used by organisations to identify improvements they require in their safeguarding arrangements.

## 3. Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect children and keep them safe.

Simplistically following the 4 R's does this

- – Recognises – unmet needs, abuse and harm
- – Respond – alert the Designated Safeguarding Lead (DSL) and/or Children's Services
- – Record – ensure records are kept up-to-date and secure
- – Refer – share information and refer to external agencies to safeguarding and protect children from harm

All staff (including trustees):

- – must have children's safeguarding training appropriate to their role and responsibility which is updated at least every 3 years (except Designated Leads who will undergo training every 2 years);
- – Should be aware of the signs of abuse and neglect;

- – should be aware of how to respond to specific safeguarding concerns as outlined in  
this policy;
- – have a responsibility to identify those children who may require early intervention  
support and what action to take to ensure they are supported appropriately;
- – have a responsibility to identify and respond to a child who is or likely to suffer  
significant harm and what action they must take, appropriate to their role;
- – must be aware of the importance of multi-agency partnership working and  
information sharing processes;
- – who work directly with children and can contribute to early support and  
safeguarding assessments must be aware of the risk sensible approach to  
safeguarding adopted in Bolton.

The trust board must ensure that:

- – the Organisation complies with their duties under legislation;
- – all staff have read at least part one of Keeping children safe in education (July 2015);
- – the organisation contributes to multi and interagency working in line with Working

Together to Safeguard Children 2015. This includes early help, child in need and child

protection assessments (see Chapter 5);

- – there is a child protection policy and procedures that are consistent with LSCB

requirements, reviewed and updated annually and made available to parents

(available on the organisation website);

- – there are procedures for dealing with allegations of abuse made against members of

staff including allegations made against the executive director and a nominated

safeguarding officer and his deputy and the nominated safeguarding trustee;

- – policies adopted by the governing body are disseminated, followed and understood

by staff;

- – they appoint a member of staff from the senior leadership team to the role of

Designated Safeguarding Lead (DSL);

- – they consider how children may be taught about safeguarding (including online)

through teaching and learning opportunities that arise during the activities they engage with at the Foundation.

- – there are written recruitment and selection procedures that include the requirement for appropriate pre-employment checks and at least one person on any appointment panel has undertaken safer recruitment training;
- – there are procedures in place to handle allegations of abuse of children against other children;
- – there are appropriate safeguarding responses to children who go missing from an activity they attend at the Foundation, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in the future;
  - the child's wishes and 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;
  - ensure the organisation ICT policy addresses the safety of children in accessing terrorist and extremist material when accessing the internet

The Trust board:

- – ensures that the child protection policy and procedures are implemented and followed by all staff and volunteers;

- – allocates sufficient time and resources to enable the DSL and deputy to carry out their roles effectively, including the assessment of young people and attendance at strategy discussions and other necessary meetings;
- – ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- – ensures that pupils' safety and welfare is addressed through the

The Designated Safeguarding Lead (DSL):

A deputy lead must also be identified who can undertake those functions in the absence of the DSL.

The broad areas of responsibility for the Designated Safeguarding Lead as outlined in 'Keeping children safe in education 2015' are:

Managing referrals:

- – Refer all cases of suspected abuse to the local authority children's social care and:
  - ▪ To the designated officer for child protection concerns (all cases which concern a staff member)-this remains the LADO in Bolton
  - ▪ To the Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - ▪ The Police (cases where a crime may have been committed)
- – Should liaise with the Principal to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- – Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training: The DSL should receive appropriate training every two years in order to:

- | – Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- | – Have a working knowledge of how local authorities' conduct child protection case conferences and child protection review conferences and be able to attend and contribute to these effectively when required to do so;
- | – Ensure each member of staff has access to and understands the organisations child protection policy and procedures, especially new and part time staff;



- – Be alert to the specific needs of children in need, those with special educational needs and young carers;
- – Be able to keep detailed, accurate, secure written records of concerns and referrals;
- – Obtain access to resources and attend any relevant or refresher training courses; and
- – Encourage a culture of listening to children and taking account of their wishes and

feelings, among all staff, in any measures the organisation or college may put in place to protect them.

Raising Awareness: The designated safeguarding lead should ensure The Flowhession Foundation's policies are known and used appropriately:

- – Ensure The Flowhession Foundation's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- – 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 The Flowhession Foundation in this.
- – Link with the local LSCB to make sure staff are aware of training opportunities and

the latest local policies on safeguarding; and

– Where children leave The Flowhession Foundation ensure their child protection file is

transferred to the new organisation or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

#### 4. Good Practice Guidelines

To meet and maintain our responsibilities towards young people we need to agree standards of good practice. This expectation of good practice applies to

All staff and volunteers will:

- | – treat all young people with respect;
- | – treat them as individuals;
- | – put their welfare first;
- | – set a good example by conducting ourselves appropriately;
- | – involve them in decisions that affect them;
- | – encourage positive and safe behaviour amongst them;
- | – be a good listener;
- | – be alert to changes in behaviour;

- – recognise that challenging behaviour may be an indicator of abuse;
- – Read and understand the organisation’s child protection policy and guidance documents on wider safeguarding issues, for example bullying, physical contact and information- sharing;
- – Ask the young person permission before doing anything for them of a physical nature, such as assisting with dressing, physical support during PE or administering first aid;
- – Maintain appropriate standards of conversation and interaction with and between young people and avoiding the use of sexualised or derogatory language;
- – be aware that the personal and family circumstances and lifestyles of some young people lead to an increased risk of abuse;
- – be aware and sensitive of different cultures and different communities;

express himself in English as well as in his mother tongue;

- – share concerns immediately with the DSL; and
- – always act in the best interests of the child or young person.

#### Property and Behaviour

All staff are expected to refrain from:

- | Behaving in a manner which could lead any reasonable person to question their suitability to work with children.
- | Making inappropriate (innuendo) remarks to, or about, a student.
- | Discussing personal relationships with or in the presence of students.
- | Discussing a student’s personal relationships in inappropriate settings or contexts.
- | Making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

#### Dress and Appearance

All staff are expected to wear clothing which:

- | Promotes a positive and professional image.
- | Is appropriate to their role.
- | Is not likely to be viewed as offensive, revealing or provocative.
- | Does not distract, cause embarrassment or give rise to misunderstanding.
- | Is absent of any political or otherwise contentious slogans.
- | Is not considered to be discriminatory.

#### Rewards & Gifts

All staff are expected to:

- | Ensure that gifts received or given in situations which may be misconstrued are declared immediately.

- | Generally, only give gifts to an individual student as part of an agreed reward system.

- | Where giving gifts other than as above, ensure that these are of an insignificant value and given to all children equally.

- | Ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff.

#### Infatuations

All staff are expected to:

- | Report any indications (verbal, written or physical) that suggest a young person may be infatuated with a member of staff. This must be reported to a senior

#### Social Contact

All staff are expected to:

- | Always approve any planned social contact with young people or parents with a senior leader.

- | Advise a senior leader of any (unplanned) social contact they have with a student which might cause concern.

- | Report and record any situation that they feel might compromise The Flowhesion Foundation or their own professional standing.

- | Refrain from sending personal communication to young people e.g. letters, cards, text messages or emails etc. unless agreed with a senior leader.

#### Communication using Technology

All staff are expected to refrain from:

- | Passing personal contact details to young people including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader.

- | Any communication with young people that may be construed as grooming.

- | Making any visual recordings of young people (still or moving) without the prior consent of a senior leader.

- | Using any personal equipment when communicating with students.

For the purposes of exchanging coursework or homework only, it is permitted for staff

to exchange their organisation email address with students. However, any correspondence whilst using organisation email must be very cautious and perfunctory to avoid any misconstruing.

Photography, Videos and other Creative arts

All staff are expected to:

- | Refrain from making any visual recordings of young people (still or moving) without the prior consent of a senior leader.
- | Ensure that the storage and distribution of such images is approved by senior leaders and care is taken to avoid illicit use of the images.
  
- | Ensure that all images are available for scrutiny in order to screen for acceptability.
- | Be able to justify images of children in their possession.
- | Avoid making images in one-to-one situations.
- | Avoid taking images of students using personal mobile phones.

## 5. Children who may be particularly vulnerable

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our young people receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- living in a domestically abusive situation
- affected by parental substance misuse
- asylum seekers
- regularly absent from organisation
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- living a transient lifestyle
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment
- speakers of another first language
- children that are subject to a Child Protection Plan
- exhibit any changing behaviours that cause concerns
- missing from education

### Bolton Framework for action

The Bolton framework for action is a tool to assist all those whose work brings them into contact with children, young people and their families (including the unborn child) to identify the level of help and protection required to ensure children grow up in circumstances that achieve their best

outcomes. The framework supports a risk sensible approach (see Appendix A).

### Early Support

Early support and intervention to address unmet needs can be either single agency (such as within organisation) or multi-agency as part of the Child and Family (CAF) assessment and plan.

Under LSCB information sharing guidelines consent is required to undertake a CAF assessment

## 6. Recognising and Responding to Safeguarding Concerns

All staff should be aware of the signs of abuse and neglect and if they are unsure they should speak to the DSL. In exceptional circumstances or for advice and support, staff and the DSL can contact the BSCB:

[boltonsafeguardingchildren@bolton.gov.uk](mailto:boltonsafeguardingchildren@bolton.gov.uk)

The Department for Education 'What to do if you are worried a child is being abused - Advice for practitioners' is a booklet that helps staff to identify child abuse and neglect and take appropriate action in response. All staff should be able to access a copy of this. (Appendix O)

### Child in Need (CIN)

Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- – The child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
- – The child's health or development is likely to be impaired, or further impaired, without the provision of such services;
- – The child is disabled.

Referral to Childrens Services is via the BSCB using the BSCB

form (see the next section)

### Child in Need of Protection

Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

- – is the subject of an Emergency Protection Order;
- – is in Police Protection; or where they have

- | – reasonable cause to suspect that a child is suffering or is likely to suffer significant

harm

A professional making a child protection referral under s.47 must provide information that highlights what the child's unmet needs (underlying risk factors) are as well as high risk indicators that potentially identify the child may be suffering or likely to suffer significant harm.

The underlying risk factors and high risk indicators are identified on the BSCB form which is to be used for all referrals to Children's Services (Also see referral flow chart appendix P):

Under LSCB information sharing guidelines, consent can be overridden for a child protection referral

Referral to children's social care

– Contact Bolton Borough – (Multi-Agency Safeguarding Board)  
 boltonsafeguardingchildren@bolton.gov.uk  
 01204 337474

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. There are four categories of abuse: physical, emotional, sexual abuse and neglect:

### Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. It may feature age – or developmentally – inappropriate expectations being imposed on children. These may include interactions that are beyond the child's

developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They

may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

### Neglect

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. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

(Definitions are taken from Working Together to Safeguard Children 2015).

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to BSCB immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration.

Key points for staff to remember for taking action are:

- | – in an emergency take the action necessary to help and protect the child, for example, call 999
- | – report your concern to the DSL as soon as possible
- | – do not start your own investigation
- | – share information on a need-to-know basis only – do not discuss the issue with  
colleagues, friends or family
- | – complete a record of concern

- – seek support for yourself if you are distressed

If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a young person talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on. The point at which they tell the pupil this is a matter for professional judgment. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the young people,

s

- – allow them to speak freely
- – endeavour to utilise a neutral translator if necessary
- – remain calm and collected – they may stop talking if they feel they are upsetting their listener
- – give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- – not be afraid of silences – staff must remember how hard this must be for the young person.
- – under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too.

think about all this

- – tell the young person that in order to help them, the member of staff must pass the information on
- – do not automatically offer any physical touch as comfort. It may be anything but comfort to a child who has been abused
- – avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish



you had told me about this when it started' or 'I can't believe what I'm hearing' may

be interpreted by the child to mean that they have done something wrong

- – tell the young person what will happen next. The pupil may agree to go to see the designated senior person. Otherwise it is the duty of the member of staff to inform the DSL of what has been discussed. If the young person does agree to go and see the designated person, the staff member should inform the DSL that the child will be coming to see

them at some point

- – report verbally to the DSL even if the child has promised to do it by themselves
- – write up their conversation as soon as possible on the record of concern form and

hand it to the designated person

- – seek support if they feel distressed.

Notifying parents

The organisation will normally seek to discuss any concerns about a young person with their parents (if safe to do so). This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the organisation/DSL believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care (particularly if the disclosure is sexual abuse, forced marriage, under Prevent Duty, Female Genital Mutilation or Fabricated and Induced Illness (FII)).

## 7. Specific Safeguarding Circumstances

Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts or simply affection) as a result of engaging in sexual activities. The perpetrator will not only groom the victim (possibly over a long period of time) but will always hold some kind of power which increases as the exploitative relationship develops. Sexual exploitation involves a degree of coercion, intimidation or enticement, including unwanted pressures from peers to have sex, sexual bullying including on line bullying (cyberbullying)

and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- All staff will undertake CSE training appropriate to their role
- The organisation curriculum will include relevant information around the risks of and associated with CSE.

CONTACT PHOENIX EXIT: phoenix.exitteam@gmp.pnn.police.uk

01204 337195

### Children Missing from Education

This can be a potential sign of abuse or neglect including sexual exploitation, forced marriage or travelling to conflict zones. Staff must follow organisation procedures when a child misses education particularly on repeat occasions to prevent the risk of them going missing in the future.

The organisation will inform the local authority of any pupil who is going to be deleted from the register whereby:

- parents have removed them from organisation for education outside of the organisation system e.g. home organisationing
- they have ceased to attend organisation and no longer live within reasonable distance of the organisation
- they have been certified by the organisation medical officer as unlikely to be fit to attend organisation before ceasing to be of compulsory organisation age
- the child is in custody for a period of more than four months and organisation does not believe they will return at the end of that period
- the child has been permanently excluded
- the child has been absent without permission for a continuous period of 10 days or

more

Refer to 'Children missing in Education' policy for further guidance:

### Prevent

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism, there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. From July 2015 all organisations are subject to a duty under section 26 of the Counter-Terrorism and Security Act of 2015, to have 'due regard to the need to prevent people from being drawn into terrorism', known as the 'Prevent Duty'.

- | – staff should have a general understanding of how to identify a child who may be at risk of radicalisation
  - | – staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.
  - | – staff should use professional judgement in identifying children who might be at risk of radicalisation and act proportionately
  - | – staff will undertake training appropriate to their role (the DSL will undertake Prevent Workshop to Raise Awareness of Prevent (WRAP)training)
- the organisation ICT policy will ensure the safety of children by ensuring they cannot access terrorist and extremist material when using the internet and that suitable filtering software is in place
- staff must speak to the DSL if they have concerns
- the DSL must follow LSCB procedures in relation to obtaining advice and/or making

a referral to Channel

Gaynor Egerton – 0161 856 6325 or [gaynor.egerton@gmp.police.uk](mailto:gaynor.egerton@gmp.police.uk) (SPOC)

Recognising extremism and radicalisation

The following guidance is written with regard to the Home Office guidance “Channel:

Protecting Vulnerable People from Being Drawn into Terrorism” and “Channel: Vulnerability Assessment Framework”.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

- - Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- - We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- | Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
- | Seek to provoke others to terrorist acts;
- | Encourage other serious criminal activity or seek to provoke others to serious criminal

acts; or

- | Foster hatred which might lead to inter-community violence in the UK.

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that organisation staff are able to recognise those vulnerabilities.

Staff should be alert to look out for signs and triggers when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Indicators of vulnerability include:

- | Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- | Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- | Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- | Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- | Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- | Special Educational Need –pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- |  Being in contact with extremist recruiters;
- |  Accessing violent extremist websites, especially those with a social networking

element;

- |  Possessing or accessing violent extremist literature;
- |  Using extremist narratives and a global ideology to explain personal

disadvantage;

- |  Justifying the use of violence to solve societal issues;
- |  Joining or seeking to join extremist organisations; and
- |  Significant changes to appearance and / or behaviour;
- |  Experiencing a high level of social isolation resulting in issues of identity

and / or personal crisis.

Female Genital Mutilation (FGM)

crisis

Female Genital Mutilation (FGM) is illegal in the UK and a form of child abuse with long- lasting harmful consequences. Although The Flowhesion Foundation has no female pupils DSL will be responsible if any concerns are raised.

Warning signs for FGM can be found on pages 16-17 of the HM Government Multi-Agency Practice Guidance for FGM, and pages 42-44 focuses on the role of organisations and colleges.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

- | – There is a statutory duty upon teachers to report to the police cases where they discover that an act of FGM appears to have been carried out.
- | – Staff must also follow LSCB procedures. Online Safety

Mobile phones, computers and other digital devices can be a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm may include sending hurtful or abusive texts and emails; enticing

children to engage in sexually harmful conversations online; inappropriate/indecent webcam filming and photography or face-to-face meetings.

The organisation's ICT accessible use policy explains how we try to keep pupils safe in organisation. Children and young people may unknowingly also engage in activities that could put themselves and others at risk, such as revealing personal information and uploading images of others.

Online bullying by pupils, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures.

### Modern Slavery

The Modern Slavery Act 2015 places a new statutory duty on public authorities, including organisations, to notify the National Crime Agency (NCA) (section 52 of the Act) on observing signs or receiving intelligence relating to modern slavery, e.g. human trafficking, slavery, sexual and criminal exploitation, forced labour and domestic servitude. The public authority (including organisations) bears this obligation where it has 'reasonable grounds to believe that a person may be a victim of slavery or human trafficking'.

Currently, victims of human trafficking who are identified by a 'first responder', including local authorities, can be referred to the NCA via the NRM (National Referral Mechanism) however this is on a voluntary basis and with the adult victim's consent.

Children do not need to give their consent to be referred to the NCA.

- – Staff must be aware of the above and contact the DSL should they suspect or receive information that either parents or their children may be victims of modern slavery
- – The DSL should then contact the NCA and the following persons:
  - **Claire Donnelly** who is the Single Point of Contact (SPOC) for concerns about children. [claire.donnelly@gmp.pnn.police.uk](mailto:claire.donnelly@gmp.pnn.police.uk)

Further information on the above and other specific safeguarding concerns (below) can be found on the following:

- | □ TES website: <https://www.tes.com/uk/>
- | □ NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/>
- | – children missing from home or care
- | – bullying including cyber/online bullying

- ☐ – domestic violence
- ☐ – substance misuse
- ☐ – fabricated or induced illness
- ☐ – faith abuse
- ☐ – forced marriage
- ☐ – gangs and youth violence
- ☐ – gender-based violence/violence against women and girls (VAWG)
- ☐ – mental health
- ☐ – private fostering
- ☐ – sexting
- ☐ – teenage relationship abuse
- ☐ – modern slavery

## 8. Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- ☐ – taking all suspicions and disclosures seriously
- ☐ – nominating a link person (DSL) who will keep all parties informed and be the central point of contact
- ☐ – nominating a separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest
- ☐ – responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- ☐ – maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- ☐ – storing records securely
- ☐ – offering details of helplines, counselling or other avenues of external support

- | – cooperating fully with relevant statutory agencies
- | – making sure a neutral interpreter is available when English is not the child's first

language

- | – provide time for the member of staff to reflect on child protection issues (e.g.

through peer support and/or reflective safeguarding practice/supervision) as outlined in Working Together to Safeguard Children 2015.

## 9. Safer Recruitment

Our organisation endeavours to do our utmost to employ 'safe' staff by ensuring our recruitment, selection and pre-employment processes are in line with statutory guidance including Disclosure and Barring Service (DBS) and 'Keeping children safe in education 2015' and these are contained within our 'Safer recruitment policy'.

See also 'single central record'.

Regulated activity requires an enhanced DBS certificate and this includes barred list information. Regulated activity is if a member of staff:

- – will be responsible, on a regular basis in The Flowhesion Foundation, for teaching, training instructing, caring for or supervising children; or
- – will carry out paid, or unsupervised unpaid, work regularly in a organisation or college where that work provides an opportunity for contact with children (this includes unsupervised volunteers); or
- – engage in intimate or personal care or overnight activity, even if this happens only once

Teaching staff: anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Organisation will register and complete these checks as appropriate:

<https://www.gov.uk/guidance/teacher-status-checks-information-for-employers>

For staff who have regular contact not classed as regulated activity: an enhanced DBS certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract

Senior Students:



– The Flowhession Foundation will ensure any student who has been appointed to carry out additional responsibilities in The Flowhession Foundation will be checked against disclosure and barring service before commencing these responsibilities.

External Contractors:

– The Flowhession Foundation will ensure that any contractor or their employees has been subject to the appropriate level of DBS check prior to undertaking work in organisation.

Single Central Record:

Keeping Children Safe in Education (2015) sets out the organisations responsibility to keep all staff details on the Single Central Record. This will cover the following

- all staff who work at the organisation: and all members of the trust board  
Safer recruitment means that all applicants will (appropriate to the role & responsibility):

- have their identity checked;
- An enhance DBS check/certificate;
- 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 persons right to work in the UK

Further information on details that organisation must keep can be found in 'Keeping children safe in education 2015' paragraph 74 page 32.

Induction

The Flowhession Foundation's 'Induction Policy' outlines the procedures for the induction of new

staff. All new staff should be inducted fully so that they are able to contribute towards the safeguarding and promoting the welfare of young people. This includes ensuring that new staff are:

- | Aware of organisation systems and structures for supporting the wellbeing of young people;
- | Provided with adequate training on safeguarding issues; and
- | Introduced to the designated person(s) in AlJamiatullIslamiyyah who have responsibility for safeguarding.

## 10. Allegations of abuse made against staff

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to young people and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children

Allegations against staff should be reported to the Director.

Allegations against the Director should be reported to the Chair of Trustees

The Director and/or Chair of Trustees must discuss the allegation and with the Local Authority Designated Officer (LADO).

**Staff conduct:** Staff that are concerned about the conduct of a colleague towards a young person are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount and that they have a duty to respond and inform the Designated Senior Lead.

The organisation's whistleblowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal.

## 11. Complaints

Our complaints procedure will be followed where a young person or parent raises a concern about poor practice towards a young person that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the Director and Trustees.

Complaints from staff are dealt with under the organisation's complaints, disciplinary and grievance procedures which can be found in our organisation complaints policy.

## 12. Staff training

It is important that all staff have appropriate training and are confident and competent to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern (see also Chapter 3: Roles and Responsibilities).

New staff and Trustees will receive training during their induction. All staff, including the Director and Trustees will receive training that is updated at least every three years and the DSL will receive training updated at least every two years.

Guidance for Safer Working Practice – a copy of this guidance should be given to every member of staff (paid or voluntary) to assist with appropriate behaviour and minimise allegations of professional abuse.

### 13. Confidentiality and Information Sharing

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

Staff should only discuss concerns with the Designated Safeguarding Lead, young person or Chair of trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage. Child protection information will be stored separately from the pupil's organisation file and the organisation file will be 'tagged' to indicate that separate information is held.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal or DSL.

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

The organisation policy will reflect the LSCB Multi Agency Information Sharing Policy

Staff may find more recent guidance on particular aspects of safeguarding. These include:

| Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

| Supporting young people with drug/alcohol abusing parents

[www.teachernet.gov.uk/childprotection/guidance.htm](http://www.teachernet.gov.uk/childprotection/guidance.htm)

| Channel – working together to counter terrorism

[channelreferrals@lancashire.pnn.police.uk](mailto:channelreferrals@lancashire.pnn.police.uk)

| Supporting young people in cases of domestic violence

[www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

| Young people who sexually abuse [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

| Sexual Exploitation of Young people [www.teachernet.gov.uk/childprotection](http://www.teachernet.gov.uk/childprotection)

| Forced Marriages

‘Dealing with Cases of Forced Marriage’, which is available at [www.fco.gov.uk](http://www.fco.gov.uk).

Implementation, Monitoring & Evaluating the Safeguarding (Child Protection) Policy

The policy will be included in the staff handbook and given to all staff at the start of the academic year. Staff meetings will be used to disseminate the policy, clarify any queries and explain key responsibilities.

The policy will be reviewed annually by the board of trustees and executive director. The lead responsibility for the monitoring and evaluation of the policy is that of the Designated Person(s) and this will be done through feedback:

| From young people.

| From staff through the staff meetings.

| And review from members of the Local Safeguarding Children’s Board.

Appendix A

## Bolton Framework for Action

Level	Risk & Need	Definition of the Level
1	No Unmet Needs & Negligible Risk	<p>Universal Service Provision</p> <ul style="list-style-type: none"> <li>  <input type="checkbox"/> Primary prevention services being accessed by parents/carers through universal service routes; effects of socio- economic disadvantage addressed</li> <li>  <input type="checkbox"/> Good enough parenting</li> <li>  <input type="checkbox"/> Social and emotional readiness for organisation and equipped for life</li> <li>  <input type="checkbox"/> Step Down from level 2: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
2	Evidence of Some Unmet Need(s) & Low Risk	<p>Single Agency Targeted Service Provision and Child and Family Plan (CAF)</p> <ul style="list-style-type: none"> <li>  <input type="checkbox"/> Selective primary prevention services offered to vulnerable groups/areas</li> <li>  <input type="checkbox"/> Variety of unmet needs and 'underlying risk factors' that are not being met, making the child potentially vulnerable and requiring multi-agency early help to ensure the child maintains the capacity and protective factors to sustain satisfactory development</li> <li>  <input type="checkbox"/> Parenting and parental relationships requiring additional support and guidance</li> <li>  <input type="checkbox"/> Secondary prevention to respond quickly to low level problems to prevent them getting worse; interventions designed to stop falling into difficult circumstances</li> <li>  <input type="checkbox"/> Step Down from level 3: Provision of prevention services to avoid long term suffering, monitoring of progress and access to tools required to transform lives</li> </ul>
3	Higher Levels of Unmet Needs & Medium Risk	<p>Child in Need (CIN) – s.17 Children Act (1989)</p> <ul style="list-style-type: none"> <li>  <input type="checkbox"/> Unlikely to meet developmental milestones without concerted multi-agency support led by a social worker</li> <li>  <input type="checkbox"/> Variety of unmet needs and 'underlying risk factors' that are not being addressed (including resistance at CAF level to address), making the child vulnerable and unlikely to</li> </ul>

		<p>achieve good outcomes</p> <ul style="list-style-type: none"> <li>  <input type="checkbox"/> Tertiary prevention services including responding to serious problems and avoiding them becoming entrenched</li> <li>  <input type="checkbox"/> Step Down from level 4: Provision of prevention services to avoid long term suffering, monitoring of progress and</li> </ul>
Level	Risk & Need	Definition of the Level
		access to tools/services required to transform lives
4	Significant Unmet Needs & High Risk	<p>Child Protection (CP) and Looked After Children (LAC)</p> <ul style="list-style-type: none"> <li>  <input type="checkbox"/> Reasonable cause to suspect the child is suffering, or likely to suffer, significant harm requiring immediate multi-agency management and service provision – s.47 Children Act (1989)</li> <li>  <input type="checkbox"/> Possible unaddressed ‘underlying risk factors’ and the presence of ‘high risk indicator(s)’</li> <li>  <input type="checkbox"/> Child accommodated by the local authority due to: the child having no person who has parental responsibility for him/her; or, the child being lost or abandoned; or, the person caring for the child is prevented from providing suitable accommodation or care – s.20 Children Act (1989)</li> <li>  <input type="checkbox"/> Child is suffering, or likely to suffer (if a court order were not made), significant harm and that the harm, or likelihood of harm is attributable to the care given to the child (the care not being what it would be reasonable to expect a parent/carer to provide) – s.31 Children Act (1989)</li> <li>  <input type="checkbox"/> Tertiary prevention services including responding to serious problems and avoid them becoming entrenched</li> </ul>

Underlying risk factors and high risk indicator can be found on the BSCB form.

### Appendix B Single Central Record Template

Identity	Qualifications	Prohibition from teaching	List 99/Barring check	CRB/DBS/enhanced DBS	Child Care Regulations	Right to work in the	Overseas criminal
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Assessment Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment all organisations should allow LAs access to facilitate arrangements.

No Assessment: If no section 17 or 47 assessment is recommended an early help assessment may be recommended and/ or onward referral to other specialist or universal services; children's social care will feedback to the referrer.

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when Organisation staff or volunteers are present.

In these situations staffs are required to:

- | Listen to the child, and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- | Reassure the child but tell them that a record of the information given will be made, and do this. Include timing, setting and others present. Record the child's demeanour as well as what is said.
- | Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.
- | Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.

The individual who receives the information will be expected to pass it on as a matter of urgency to the relevant Designated Safeguarding Lead to record the information.

## ALLEGATIONS OF ABUSE MADE AGAINST OTHER STAFF

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment that secures the wellbeing and very best outcomes for children and young people in their care; however children can be subjected to abuse by those who work with them in any and every setting.

We also know that some professionals may feel vulnerable to false allegations. The length of time taken to deal with cases, plus the widespread publicity some cases attract can have very damaging effects on children, the adults involved, their families and their carers. It is in everyone's interest to have a rigorous, fair and timely system for dealing with allegations of abuse.

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a organisation or college that provides education for children under 18 years of age 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; or
- |  Behaved towards a child or children in a way that indicates he or she would pose a risk



of harm to children

This part of the guidance relates to members of staff who are currently working at The Flowhession Foundation or regardless of whether the organisation is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

On receipt of such an allegation, the DSL must follow the first five minutes (see appendix 4) and contact Paula Williams, Local Authority Designated Officer (LADO) at the Local Authority Child Protection Unit to seek advice within one working day. If the LADO is not available advice can be sought by the Local Authority Safeguarding in Education Office: Jacqui Parkinson (who is also the Senior Nominated Officer).

If the allegation concerns the director, the member of staff receiving the allegation will speak immediately to or Paula Williams (LADO), if unavailable, Jacqui Parkinson – Safeguarding in Education Officer or a Police officer at the Police Protection Investigation Unit. Additionally, the Chair of Trustees (or the Vice Chair in their absence) will be notified

#### Information for Staff

We have a duty of care to our employees. Our organisation ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in organisation is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation

#### Initial Considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a organisation's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- |  Substantiated: there is sufficient evidence to prove the allegation;
- |  Malicious: there is sufficient evidence to disprove the allegation and there has been a

deliberate act to deceive;

- | False: there is sufficient evidence to disprove the allegation;
- | Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation.

The term, therefore, does not imply guilt or innocence

Organisations may wish to use the additional definition of 'unfounded' to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances

In the first instance, DSL, or where the Director or DSL is the subject of an allegation, the chair of Trustees, chair of the management committee or proprietor of an independent organisation (the 'case manager') should immediately discuss the allegation with the LADO following BSCB first 5 minutes. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation. See the BSCB tracking form for a allegation/concern raised against Organisation Staff.

The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the organisation or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. (See the full Managing allegations policy/guidance further information on

<http://boltonsafeguardingchildren.org.uk/working-with-children-and-young-people/managing-allegations/>).

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children (2015). If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other organisation and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated office(s) should discuss the next steps with the case manager. In those circumstances, the options open to the organisation or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the organisation or college's staff.

However, in other circumstances, such as lack of appropriate resource within the organisation or college, or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained organisations and colleges can buy in from the authority. It is important that local authorities ensure that organisations and colleges have access to an affordable facility for independent investigation where that is appropriate.

#### Confidentiality

It is extremely important that when an allegation is made, the organisation makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a member of staff who has been accused by, or on behalf of, a pupil from the same organisation (where that identification would identify the staff member as the subject of the allegation).

The reporting restrictions apply until the point that the accused person is charged with an offence. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts

restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Association of Chief Police Officers’ (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted).

The case manager should take advice from the LADO, police and children’s social care services to agree the following:

- | WHO needs to know and, importantly, exactly what information can be shared;
- | HOW to manage speculation, leaks and gossip;
- | WHAT, if any information can be reasonably given to the wider community to reduce speculation; and
- | HOW to manage press interest if and when it should arise

#### Managing The Situation And Exit Arrangements

##### Resignations and ‘settlement agreements’

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met – see paragraph 81. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the organisation or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the organisation or college would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s

period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

#### Record Keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. (See the BSCB tracking form for a allegation/concern raised against Organisation Staff.)

#### References

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

#### Timescales

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and

can be held without further investigation, the hearing should be held within 15 working days.

#### Oversight and Monitoring

LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with Bolton Safeguarding Children Board (BSCB) on the subject. LADO will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:

- | Liaising with the designated officer(s);
- | Taking part in the strategy discussion or initial evaluation;
- | Subsequently reviewing the progress of those cases in which there is a police investigation; and
- | Sharing information on completion of the investigation or any prosecution

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

#### Suspension

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the member of staff's family, those concerns should be reported to the LADO or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the organisation or college is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the organisation or college or until

the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. In cases where the organisation or college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the organisation or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- | Redeployment within the organisation or college 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 in the organisation or college so the individual does not have

unsupervised access to children;

- | Moving the child or children to classes where they will not come into contact with the

member of staff, making it clear that this is not a punishment and parents have been consulted; or

| Temporarily redeploying the member of staff to another role in a different location, for example to an alternative organisation or college or work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be

informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the proprietor of the organisation, or governing bodies of the organisation or college who are the employers of staff at the organisation or college. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the organisation or college consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

#### Information Sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation and about the alleged victim.

Where the police are involved, wherever possible the Organisation should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

#### Specific Actions

##### Following a criminal investigation or a prosecution

The police should inform the employer and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances

the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

##### On Conclusion Of A Case



If the allegation is substantiated and the person is dismissed or the organisation ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager and their personnel adviser whether the organisation or college will decide to make a referral to the DBS for consideration of inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that 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.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the organisation or college.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the head teacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

Learning lessons

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the organisation or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## APPENDIX C

### USEFUL TELEPHONE CONTACT NUMBERS

- | ☐ Children's Social Care: Child Protection Unit:
- | ☐ Referral and Assessment Team – North District:
- | ☐ Referral and Assessment Team – South District:
- | ☐ Referral and Assessment Team – West District:
- | ☐ Paula Williams Local Authority Designated Officer (LADO):

- ☐ | Jacqui Parkinson or Natalie France - Safeguarding in Education Team:
- ☐ | Karen Presto – Early Help Integrated working Team Manager:
- ☐ | Bolton Safeguarding Children Board Website:  
<http://boltonsafeguardingchildren.org.uk/>
- ☐ | Emergency Duty Team – Out of Hours:
- ☐ | Police – Safeguarding Vulnerable Persons Unit:
- ☐ | Police Public Protection Investigation Unit (Child protection):

01204 337479 01204 337408 01204 337729 01204 334625 01204 337474 01204 337472

01204 331392

01204 337777 0161 8566583 0161 8567949

## APPENDIX E

The Flowhession Foundation – Summary of the Child Protection and Safeguarding Children Policy and Procedures for Contractors and Volunteers

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2015 & Keeping Children Safe in Education 2015) will be issued to all organisation staff both permanent and temporary, and also to any volunteers or contractors who

All volunteers, contractors and staff engaged or employed by The Foundation have a duty to report and refer any concerns they may have to the relevant member of staff who has overall responsibility for child protection matters. The relevant members of staff are:

Abdul Hafeez Siddique and Abookbaker Makki

Definitions/categories of abuse are shown below and volunteers, contractors and staff engaged or employed by The Flowhession Foundation are expected to familiarise

Physical Abuse

- ☐ | Physical attack of any form
- ☐ | Giving of drugs including alcohol
- ☐ | Excessive training in sport

Sexual Abuse

- ☐ | Penetrative or non-penetrative acts by males or females
- ☐ | Showing of pornographic material

- ☐ | Persistent lack of affection
- ☐ | Constant threatening behaviour
- ☐ | Constant overprotection
- ☐ | Unrealistic pressure to perform to high expectations
- ☐ | Exposure to violence to other(s) within the child's household

Neglect

themselves  
with them.

- | Persistent failure to meet a child's basic needs
- | Failure to protect from harm
- | Failure in ensuring access to medical treatment
- | Leaving a child without supervision

#### Other

- | Any actions that single out a pupil for special attention and could therefore be interpreted as 'grooming' a pupil (or a child who is linked to the organisation in some way)
- | Staff needs to be fully aware of the dangers and risks associated with electronic communications. Consequently, they MUST ensure that they do NOT engage in inappropriate electronic communication of any kind with a child.

A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when organisation staff or volunteers are present.

Any member of organisation staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:

#### Receive

- | □ What is said
- | □ Accept what you are told – you do not need to decide whether or not it is true
- | □ Listen without displaying shock or disbelief.

#### Reassure

- | The child
- | Acknowledge their courage in telling you
- | Do not promise confidentiality
- | Remind them they are not to blame – avoid criticising the alleged perpetrator
- | Do not promise that "everything will be alright now" (it might not be).

#### React

- | React calmly, respond to the pupil but do not interrogate
- | Avoid leading questions but ask open ended ones
- | Clarify anything you do not understand
- | Explain what you will do next i.e. inform the Designated Person for Child Protection.

#### Record

- | Make notes as soon as possible – during the interview if you can
- | Include:

- Time

- Date
- Place
- The pupil's own words – do NOT assume: Ask “Please tell me what means”.
  - | Describe observable behaviour
  - | Do not destroy your original notes – they may be needed later on.

#### Support

- | Consider what support is needed for the child – you may need to give them a lot of your time
- | Ensure you are supported – such interviews can be extremely stressful and time consuming
- | Talk to your Designated Safeguarding Lead/Head teacher/Line Manager
- | Consider using the Bolton Safeguarding Children Board (BSCB) Staff Care Scheme.

(Telephone: 337861)

AJAI Organisation is committed to safeguarding and promoting the welfare of children

## APPENDIX F

### – Child Protection and Safeguarding Children Policy for Parents and Carers

#### Introduction

The Foundation will strive to ensure that all pupils remain safe and free from harm, and the organisation is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the organisation has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with Young people, and direct work with families, staff who work in organisations have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the organisation is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries outside organisation, which result in cuts/bruises/fractures should inform the organisation without delay and explain the cause.

#### Principles

Children have a right to be safe.  
Parents have a right to be informed.  
Children are best protected when parents and organisation can work together.

#### Partnership

Organisation will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

#### Prevention

Organisation will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights, and encourages them to speak about any concerns. The organisation will also address the issue of children's safety through the curriculum.

#### Responding to Concerns

Organisation will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.

Organisation will consult with other agencies when it has concerns that a child may have been abused or neglected.

Organisation will discuss with parents/carers any concerns they have about their children. Parents/carers will be kept informed about what has happened.

#### Child/Child Abuse

Physical and emotional abuse of children by other children will be dealt with, initially, through the organisation's anti-bullying policy. Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred immediately to Children's Social Care.

#### Child Protection Strategy Meeting and Conferences

Members of organisation staff will attend strategy meetings and conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. Organisation will keep confidential child protection records separately from a pupil's academic and other organisation records.

#### Confidentiality

Information from any source, including parents, about possible child abuse cannot be kept confidential.

Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it, and will be kept strictly confidential by them.

If parents have concerns about the safety or wellbeing of their child, they should contact:

Abdul Hafeez Siddique

**APPENDIX G**  
**RECORD OF CONCERN**  
 Part 1 – for use by any staff

Pupil's Name : Date of Birth: Class/Yr:

Date & Time of Incident:

Date and time of concern :

REASON:

Professional Abuse

Extremism

Domestic Violence

Physical Abuse

Sexual Abuse

Emotional Abuse

Neglect

Your name:..... Job Title:.....

Signature:

Record the following factually:

- | Who:
- | What – if recording a verbal disclosure by a child, use their word:
- | Where:
- | When: (day and time)
- | Were there any WITNESSES:

What is the pupil's account and/or perspective?

Your professional opinion (where relevant):

Any other relevant information (distinguish between fact and opinion): \*E.g. previous concerns

~ Check to make sure your report is clear to someone else reading it ~

Please pass this form to your Designated Safeguarding Lead.

Part 2 – for use by DSL

Time and date information received and from whom:	
Any advice sought (if required):	Date, time, name, role, organisation & advice given:
Action Taken	Referral to children's social care/monitoring, advice given to appropriate staff or EHA with reasons:  Note time, date, names, who the information was shared with etc.
Parents/carers informed	Yes/No Reasons:
Outcome	Record names of individuals & agencies who have given information regarding outcome of any referral (if made):
Additional Information	Where can additional information regarding the child/incident be found (e.g. pupil file, serious incident book etc.)
Should a concern or confidential file be commenced*	*if there isn't already one in place: Yes/No  Why – state reasons:
Signed	
Print Name	
Date	

36

## APPENDIX H

### Body Map Guidance for Organisations

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed? Are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

## **BODYMAP**

(This must be completed at time of observation)

Name of Pupil: Date of Birth: Name of Staff: Job title: Date and time of observation:

37

Name of pupil:

Date and time of observation:

FRONT

BACK

RIGHT

LEFT

38

Name of pupil: Date and time of observation:



## RL BACK

39

Name of Pupil: Date and time of observation:

## R TOP L R BOTTOM L

Printed Name, Signature and Job title of staff:

## RL INNER

## RL OUTER

40

## APPENDIX I

### HOME ACCIDENT OR INJURY FORM

This form should be completed when a parent/carer informs organisation that a child has sustained an injury or had an accident outside of organisation

Date Accident/Injury Reported:	
Name of Child:	
Class/Year Group:	
Person Reporting Incident:	
Relationship to Child:	
Date Accident Occurred:	
Place of Accident:	

Description of injury (complete body map if needed):

Brief detail of how the accident occurred:

Witnessed by:	
First Aid Treatment given:	Yes No
Was Medical advice sought?	Yes No
If yes, when and where?	
Signed by parent/carer:	
Member of staff accident reported to:	

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## APPENDIX J

### INFORMATION/FRONT SHEET for CHILD PROTECTION FILE

Full Name: Gender:

Home Address:

Status of file and dates:

OPEN CLOSED

TRANSFER (include details of organisation transferred to)

Any other child protection records held in organisation relating to this child or a child closely connected to him/her? YES/NO WHO?

Members of household

Name

Significant Others (relatives, carers, friends, child minders, etc.)

Name

Other Agency Involvement

Name of officer/person

DOB: Ethnicity:

Class/Form:

Additional needs:

Telephone: E mail:

Relationship to child

DOB/Age

Tel No

Relationship to child

Address

Tel No

Role and Agency

Status of Child i.e. EHA/CAM/CP/LAC

Tel No

Date

42

## APPENDIX K

### Chronology of Significant Events

Name:	Pupil Class/Form:
-------	-------------------

Suggestions below on how to complete this:

Incident logs	S47 Enquiries
Bullying incident	Case Conference details
Racist incidents	Accommodation Episode/De-Accommodation
Early Help Assessment opened	LAC
Early Help Assessment closed	Placement Moves
SEND	Significant events for child eg. Medical examination, change of organisation etc.
Referral made to Social Care	Key planning meetings and Decision making
Significant Family Event e.g. Birth or Death,	Legal Actions
Changes in household	Telephone call to parents reporting concerns
Professional/Family/Public Concerns	Strategy meeting held

Pupil No.

Date

Witness or Document Reference

43

Detail of Significant Event

## APPENDIX L

### TRANSFER OF SAFEGUARDING RECORDS

This form should be completed when a pupil moves to another setting and there are safeguarding concerns and records to transfer.

Child's name
DOB
Previous surnames or aliases
Name of people with parental responsibilities
Name of social worker/lead professional

Information and files transferred (to include chronologies and assessments)

NB: Parental consent is needed to transfer Early Help Assessment

Name of sending organisation
------------------------------

Name of receiving organisation
Passed to (name)
Date of first entry in file
Date of last entry in file

Child status: (please tick)

Single Agency Support	
Early Help	
Child in Need	
Looked After Child	
Privately Fostered Child	
Transferred by:	Received by:
Name: Position:	Name: Position:
Signed: Date:	Signed: Date:

44

## APPENDIX Q

Managing allegations against those working with children

“THE FIRST FIVE MINUTES”

What to do if an allegation or incident against a staff member is received. Manager/Person in Charge receives complaint.

Make sure children are safeguarded Refer to Advice & Assessment (if required)

At this stage do not question the victim or alleged perpetrator or witnesses.

Ring Senior Nominated Officer 01204 337472

Jacqui Parkinson

Senior Nominated officer will discuss with LADO Paula Williams 01204 337474 and agree course of action.

3 Possible Courses of Action

Action by Organisation or Establishment No Further Action Strategy Meeting

45

## APPENDIX R

## Tracking Form Allegation/concern raised against Staff

1. When an allegation / concern is received brief details should be obtained and passed to SLT as soon as possible.

Date:

Time

Allegation made by:

Who the allegation is made against:

NB: The subject of the allegation should not be informed without first seeking advice

Allegation first received by:

Brief details of the allegation:

Date of alleged incident:

Does this allegation involve a restraint?

YES/NO/ NYK

Case manager appointed and to complete tracking form

2. Allegations which appear to meet the criteria should be referred to LADO within 24 hours ( see Note 1)

Does this appear to meet the criteria for managing allegations?

YES / NO

Referred to LADO:

YES / NO Date:

Advice given:

Date:

Action to be taken:

Suspension should never be automatic but should be considered and rationale given for decisions made. See Appendix B

Decision to suspend YES / NO

## 3. Information gathered about the allegation

Staff witnesses	Account taken	Copy forwarded to LADO
1.		
2.		
3.		
Pupil witnesses		
1.		
2.		
3.		
4.		
Plan of setting/classroom etc		
Chronology of event begun		
st		
1 Aid log		

## 4. Full details gathered

Pupil name:	
Date of Birth	
Address:	
Is the pupil known to Social Care?	YES / NO
Does the pupil have Special Educational Needs?	YES / NO If yes - details
Has the pupil raised previous concerns?	YES / NO If yes - details
Staff full name:	
Date of Birth:	
Address:	
Has this person raised concerns before?	

## 5. Informing others

Staff members should be informed of the allegation ASAP - on advice from LADO

Have parents of the pupil been informed?	
Details of response	
Has the staff member been informed?	YES / NO
Name of Key person nominated to feedback to them:	

## 6. Outcome of LADO consultation

Does this meet LADO criteria:	YES / NO
Further action required:	
Professional Strategy Meeting to be held:	YES / NO
Professional Strategy Meeting date:	
Attended by Case Manager:	YES / NO
Minutes received:	YES / NO
Outcome: – please circle	Unfounded Unsubstantiated False Substantiated Malicious
Disciplinary investigation to be held:	YES / NO
Staff member informed of outcome:	YES / NO
Parents informed of outcome:	YES / NO
Chair of Trustees informed:	YES / NO
Details added to overview table:	YES / NO
Outcome:	

Lessons learned:

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## Note 1 - Criteria for managing allegations

An allegation may relate to a person who works with children who has:

- |  Behaved in a way that has harmed, 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 they may pose a risk of harm to