

## Safeguarding and Child Protection Policy

Children and young people have a fundamental right to be protected from harm. Our pupils have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in ID are in a unique position to identify and to help abused and vulnerable children.

**‘Safeguarding’** is “the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully”.

Safeguarding is not just about protecting pupils from deliberate harm. It also relates to aspects of academy life including:

- Pupils’ health and safety
- The use of reasonable force
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Educational visits
- Online safety – in school and at home
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc.) and prejudice based bullying
- Racist, homophobic or transphobic abuse
- Extremist behaviour
- Terrorism/Radicalisation
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Upskirting (now a criminal offense)
- Substance misuse
- County Lines
- Issues which may be specific to a local area or population, for example gang activity or serious violent crime
- Sexual violence
- Sexual harassment between children in schools
- Mental health
- Domestic abuse or violence
- Particular issues affecting children including female genital mutilation and forced marriage.

Mental and physical health are relevant to Safeguarding and the welfare of children.



Advice for Schools and Colleges is provided in the Home Office's Preventing Youth Violence and gang involvement:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

and its Criminal Exploitation of Children and Vulnerable Adults, County Lines Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)



**‘Abuse’** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children (also known as peer on peer abuse).

**This policy has regard to the following statutory/guidance documents and Acts:**

- ✓ Keeping Children Safe in Education (September 2020 Updated Guidance) (KCSIE)
- ✓ KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (February 2015) updated August 2018
- ✓ KCSIE also refers to the non-statutory advice for practitioners: What to do if you’re worried a child is being abused – Advice for practitioners (March 2015)
- ✓ Guidance for safer working practice for those working with children and young people in education settings October 2015 (Safer Recruitment Consortium)
- ✓ Working Together to Safeguard Children (August 2018) (WT) Updated 21<sup>st</sup> February 2019
- ✓ The Children Act 1989 and 2004 and The Children and Young Person Act 2008
- ✓ Education Act 2002
- ✓ The Education (Pupil Information) (England) Regulations 2005
- ✓ Disqualification under the Childcare Act 2006
- ✓ Prevent Duty June 2015
- ✓ Improving the spiritual, moral, social and cultural (SMSC) development of pupils, November 2013 and Supplementary Information 2014
- ✓ The Counter-Terrorism and Security Act 2015 (section 26)
- ✓ Children Missing Education (Sept 2016)
- ✓ Information Sharing (July 2018) Advice for practitioners providing safeguarding services to children, young people, parents and carers
- ✓ RSHE Guidance 2020 – Relationship, Sex and Health Education
- ✓ Safeguarding and remote education (2020)

The NPCC Guidance ‘When to call Police’ is a useful reference when dealing with Safeguarding concerns.

In addition, ID specific policies or guidance will interrelate with this policy.

**This policy applies to all employees, volunteers and visitors, but specifically:**

- Permanent staff and staff under probation
- Temporary agency workers, contractors and casual workers
- Visitors to the site whether for lettings, events, training or conferences
- Central Government, Local Authority and peripatetic staff
- Parents, volunteers and other community visitors.

Specific responsibility	Name(s)	Contact details
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<p>The Designated Lead for Child Protection and Safeguarding is:</p>	<p>Susan Park Headteacher</p>	<p>ID Academy 3-5 Brenkley Way Bleazard Business Park Seaton Burn NE13 6DS  Tel: 0191 2303090 susanpark@idsupport.org.uk</p>
<p>The Deputy Designated Lead for Child Protection and Safeguarding is:</p>	<p>Katie Scott Key Stage 3 Lead Teacher and Health &amp; Safety Co- ordinator</p>	<p>ID Academy 3-5 Brenkley Way Bleazard Business Park Seaton Burn NE13 6DS  Tel: 0191 2303090 katiescott@idsupport.org.uk</p>
<p>The Safeguarding Partners in North Tyneside are:  North Tyneside Council  North Tyneside Clinical Commissioning Group  Northumbria Police</p>	<p>Children's Services</p>	<p>FrontDoor 0345 2000 109</p>
<p>Prevent/Channel/ Radicalisation Referrals:</p>	<p>Channel Police Practitioner</p>	<p>Front Door 0345 2000109 or Prevent Team, Special Branch, Northumbria Police Direct Line : 01661 863108</p>
<p>NSPCC Whistleblowing helpline</p>		<p>0800 028 0285 <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>

We are all responsible for reporting concerns about a child's welfare. There are requirements to report such as the legal duty to safeguard and promote the welfare of children as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "Keeping children safe in education – Statutory guidance for schools and colleges" September 2020.

There are six main elements to our policy:

- Ensuring that we practice safe recruitment in checking the suitability of staff and volunteers to work with our pupils
- Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe
- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures

effectively

- Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans
- Establishing a safe environment in which pupils can learn and thrive
- Ensuring there is a clear procedure for reporting concerns about a member of staff or volunteers

We recognise that our staff are well placed to observe the outward signs of abuse. We will therefore:

- Provide an opportunity for staff to contribute to and shape safeguarding arrangements and the child protection policy via consultation
- Establish and maintain an environment where our pupils feel safe and secure, and where they are encouraged to talk and are listened to seriously
- Ensure that our pupils know that there are adults in ID whom they can approach if they are worried or in difficulty or concerned about one of their peers
- Include opportunities in the curriculum for pupils to develop the skills to recognise abuse and to stay safe, and also to include material to help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies, especially the Police and the Local Authority Children's Services. It is important to note that data protection is not a barrier to information-sharing in relation to potential safeguarding concerns

**We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.**

All ID staff should also have regard to the document called "Guidance for safer working practice for those working with children and young people in education settings May 2019" (Safer Recruitment Consortium). This document offers excellent advice to staff about managing difficult situations with children and young people such as:

- Making professional judgements
- Dress and appearance
- Gifts, rewards, favoritism and exclusion
- Infatuations and 'crushes'
- Social contact outside of the workplace
- Physical contact
- First Aid and medication
- One to one situations etc.

ID Academy recognise that all matters relating to child protection and safeguarding are Updated September 2020

confidential.

The Headteacher will disclose any information about a child to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. We will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines re checks on staff and volunteers
- Requiring a standardised application form and not just a CV
- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children
- All interview panels will have at least one person who is trained in Safer Recruitment methods and who can pose relevant safeguarding questions
- Validating as far as possible qualifications, experience and expertise
- Proactively verifying internal as well as external references as far as possible
- Verifying identity, preferably from current photographic ID and proof of address
- Verifying the right to work in the UK
- Undertaking Prohibition checks for everyone in 'teaching work'
- Examining all career breaks, sudden job changes and/or dismissals
- Maintaining a single, central record/register of all staff

Everyone should feel able to raise concerns about poor or unsafe practice and potential failures in ID's safeguarding regime. Appropriate whistleblowing procedures and staff behaviour/standards or code of conduct policies, are in place for such concerns to be raised.

If a child chooses to tell a member of staff about alleged abuse, i.e. makes a disclosure, there are a number of actions that staff must undertake to support the child:

- The key facts should be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said
- Listen to what is being said without displaying shock or disbelief
- Reassure the child and let them know that they were right to inform you
- Acknowledge how hard it was for the child to tell you
- Accept what is being said
- Allow the child to talk freely
- Do not criticise the perpetrator, the child might have a relationship with them
- No promises should be made to the child, for example to keep secrets.
- Stay calm and actively listen with the utmost care to what the child is saying
- Question normally without pressurising and only using open questions such as "is

there anything else you want to tell me?”

- Leading questions should be avoided as much as possible
- Questioning should not be extensive
- Be careful not to burden the child with guilt by asking questions like “why didn’t you tell me before?” Instead you could ask “have you spoken to anyone else about this?”
- Staff should not put words in the child’s mouth but note the main points carefully
- Make some brief notes at the time or immediately afterwards
- As soon as possible a more detailed record should then be put together by the staff member It must be signed and dated, including the time the conversation with the child took place, include an outline of what was said with any comment on the child’s body language, etc. Body Maps may also be used if the child has obvious injuries
- It is not appropriate for staff to make children write statements about abuse that may have happened to them
- Inform the child what has to be done next and who has to be told
- Avoid making promises such as “I’ll stay with you” or “it’ll be ok”
- ID Academy will engage with the relevant agencies and parents if doing so will not put the child at further risk

Information sharing is vital to safeguarding and promoting the welfare of children and young people. A key factor identified in many serious case reviews has been a failure by practitioners to record information, to share it, to understand its significance and then take appropriate action.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

If information is to be shared, it should be done in conjunction with the guidance and ‘seven golden rules’ set out in the government’s “Information sharing – advice for practitioners providing safeguarding services to children, young people, parents and carers” July 2018.

Staff should also be alert to other safeguarding issues such as:

Children missing from home or care

Domestic violence

Drugs

Fabricated or induced illness

Faith abuse

Gangs and youth violence

Gender-based violence/violence against women and girls (VAWG)

Hate

Mental Health

Private fostering

Sexting

Teenage relationship abuse

Trafficking  
Self-harm.

Where staff have reason to believe that a pupil may be subjected to abuse or suffering from distress in relation to any of the issues above then they should immediately speak with the Designated Safeguarding Lead who will in turn speak with the relevant authorities as appropriate.

### **Attendance and children missing from education**

A child running away or going missing from education or home is a potential indicator of abuse or neglect. Staff should follow the school's procedures for dealing with pupils that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, travelling to conflict zones, FGM and forced marriage and to help prevent the risks of them going missing in the future. The school has a duty of care for all its pupils and has a responsibility to accurately monitor and record attendance for all pupils. This covers those pupils who may access a modified timetable or attend mainstream or alternative education placements whilst on the school's role. If parents/carers of a pupil attending the school decide to home educate the pupil the Headteacher must receive confirmation of their decision in writing and always inform the relevant Local Authority.

ID Academy must inform the relevant Local Authority of any pupil who is going to be removed from the school's admission register where they:

- Have been taken out of the school by their parents and are being educated outside the school system e.g home education
- Have ceased to attend the school and no longer live within reasonable distance of the school at which they are registered
- Have been certified by a medical officer as unlikely to be in a fit state of health to attend the school before ceasing to be of compulsory school age
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period: or;
- Have been permanently excluded or notice has been served to the relevant Local Authority [See Admissions Policy for further details].

Where attendance becomes a significant concern the Headteacher will, where appropriate, refer the pupil to the relevant Education Welfare Service at the Local Authority.



## Designated Lead – responsibilities

It is the role of the Designated Lead and Deputy Designated Lead for Child Protection (where delegated) to:

- Act as a source of support, advice and expertise within the educational establishment
- Undertake Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of Radicalisation
- Ensure that they receive refresher training at two yearly intervals, and in addition, keep his or her knowledge and skills up to date on safeguarding developments at least annually
- Ensure that all staff who work with children undertake appropriate training, in accordance with the Safeguarding Partners in North Tyneside. They are:  
North Tyneside Council  
North Tyneside Clinical Commissioning Group  
Northumbria Police to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at yearly intervals
- To include regular updates on key safeguarding issues affecting the local / national area
- Ensure each member of staff has access to, and understands this policy
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract
- Ensure that ID operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the local Child Protection and Safeguarding Children Procedures
- Ensure that the Headteacher is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Early Help process, engage with relevant support agencies, locality support or a referral to one of the Local Authorities advice and referral teams
- Make referrals, liaise and work with the Local Authority's Children's Services over suspected cases of child abuse
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Be able to keep detailed, accurate and secure written records of referrals/concerns and ensure that these records are kept up to date and reviewed regularly to evidence and support actions taken by staff in discharging their safeguarding arrangements
- Submit reports to, contribute to assessments, and/or ensure ID's attendance at child protection conferences, core groups or other multi-agency planning meetings and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that ID effectively monitors children about whom there are concerns, including notifying Children's Services/ relevant agencies when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan
- Be alert to the specific needs of children in need, at risk, or those that require SEN support
- Provide guidance to parents, carers, pupils and staff about obtaining suitable support
- Ensure that this policy is publicly available



## Main School File and the 'Concern file'

The main school file is the standard pupil file which would be the initial repository for information about any pupil.

A 'concern' file (often known as a child protection file) should be commenced in the event of:

- A referral to children's social care
- A number of minor concerns on the child's main school file which increase the level of concern/risk
- Any child open to social care i.e. CP/CiN/LAC (child protection, child in need, looked after child).

The decision to commence a concern file rests with the Headteacher.

Any concerns about a child must be recorded in writing within 24 hours. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

A chronology will be kept in the main file prior to the commencement of a concern file. Staff, particularly pastoral staff, will record any minor concerns on the chronology and will take responsibility for alerting the designated person should the number of concerns rise or, in their professional judgement, become significant.

At the point at which a concern file is commenced then the chronology can be transferred to the concern file.

Staff should be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

Records will be kept up to date and reviewed regularly by the Headteacher to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the concern file will be sent or taken, as part of the admission/transition arrangements, to the Senior Designated Person at the new establishment/school. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.



## INFORMATION/FRONT SHEET

<b>Name:</b>		<b>DOB:</b>	<b>Class:</b>	<b>Ethnicity:</b>	
<b>Home Address:</b>			<b>Telephone:</b>		
			<b>E-mail:</b>		
<b>Status of file and dates:</b>					
OPEN					
CLOSED					
TRANSFER					
<b>Any other child protection records held in the academy relating to this child/child closely connected to him/her? YES/NO WHO?</b>					
<b>Members of household</b>					
<b>Name</b>	<b>Age/DOB</b>	<b>Relationship to child</b>	<b>Home or work</b>	<b>Contact No</b>	
<b>Significant Others (relatives, carers, friends, child minders, etc.)</b>					
<b>Name</b>	<b>Relationship to child</b>	<b>Address</b>		<b>Tel No</b>	
<b>Other Agency Involvement:</b>					
<b>Name of officer/person</b>	<b>Role and Agency</b>	<b>Status of Child</b>	<b>Tel No</b>	<b>Date</b>	



## Chronology

## CONFIDENTIAL INCIDENT CONCERN LOG

Sheet Number:

Complete for all incidents of concern including where a 'logging a concern' sheet has not been completed. If one has been completed then add a note to this chronology to cross reference (significant information may also be added).

Name:		
DOB:		Form:
Date	Information/Details of concerns or contact	Print Name and Signature



## LOGGING A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE

Part 1 (for use by any staff member)

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>Year:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b> ..... ..... <b>Print</b> <span style="margin-left: 200px;"><b>Signature</b></span>		
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>Record the following factually: Who? What (if recording a verbal disclosure by a child use their own words)? Where? When (date and time of incident)? Any witnesses?</b>		
<b>Professional opinion where relevant (how and why might this have happened).</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

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

**Please pass this form to your Headteacher.**

<p><b>Time and date information received by DSL, and from whom.</b></p>	
<p><b>Any advice sought by DSL (date, time, name, role, organisation and advice given).</b></p>	
<p><b>Action taken</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>	
<p><b>Parent's informed Y/N and reasons.</b></p>	
<p><b>Outcome: Record names of individuals/ agencies who have given information regarding outcome of any referral (if made).</b></p>	
<p><b>Should a concern/ confidential file be commenced if there is not already one? Why?</b></p>	
<p><b>Signed</b></p>	
<p><b>Printed Name</b></p>	

### **Body Map Guidance**

- 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.

### **At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person**

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:

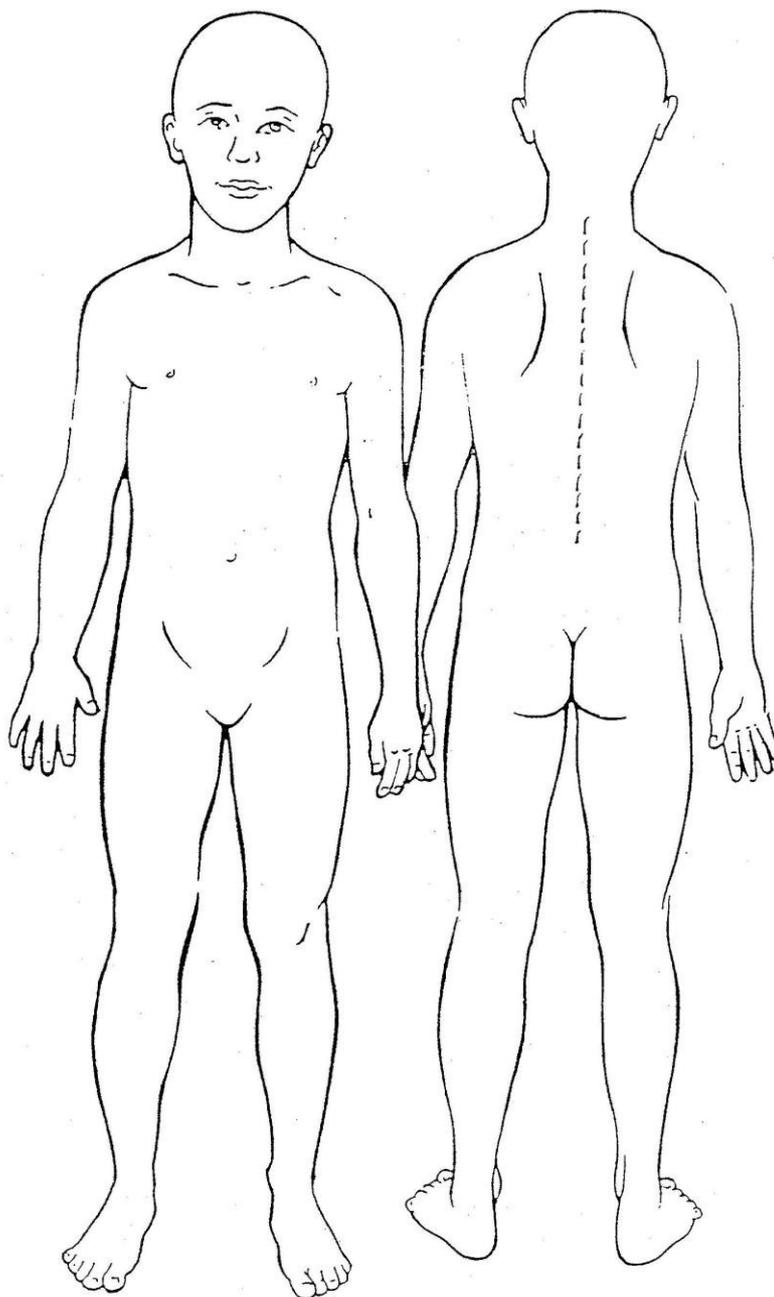
- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimeter's or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site 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 confidential file

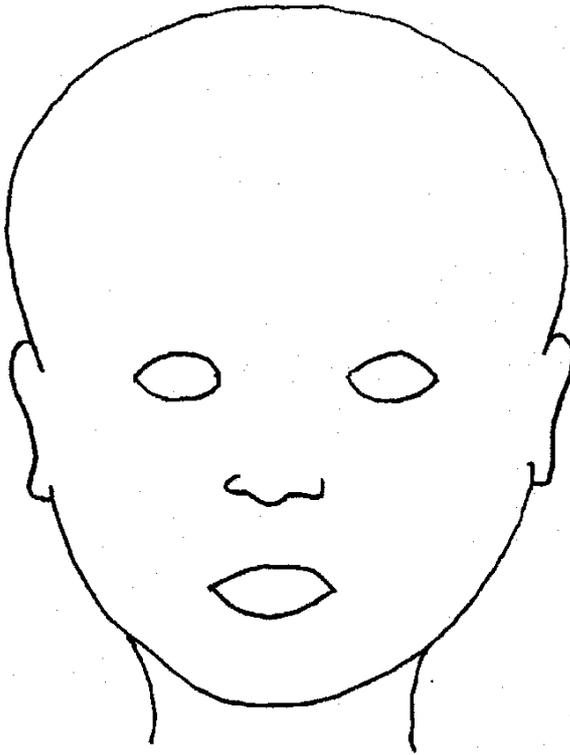
Please record any injuries here and on the next 3 pages if applicable:



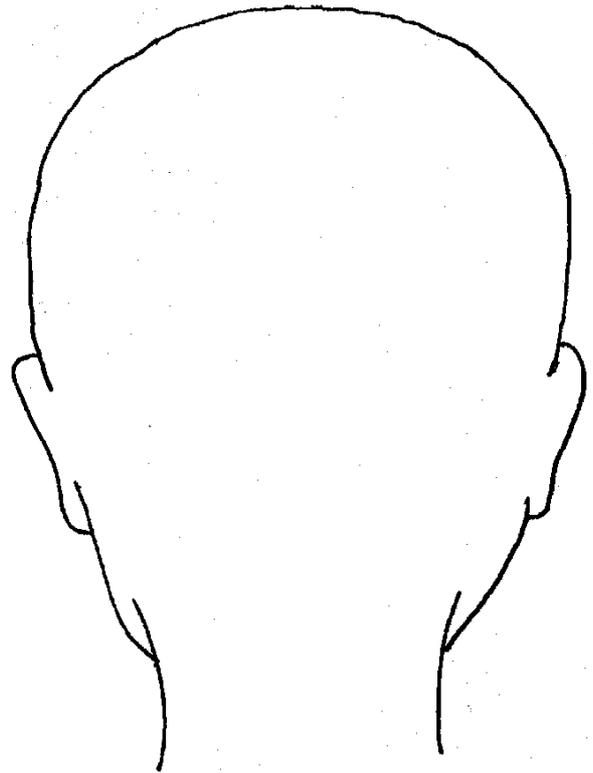
<b>Name of pupil</b>		<b>Class</b>	
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<b>Completed by</b>		<b>Date</b>	
<b>Designation</b>		<b>Time</b>	

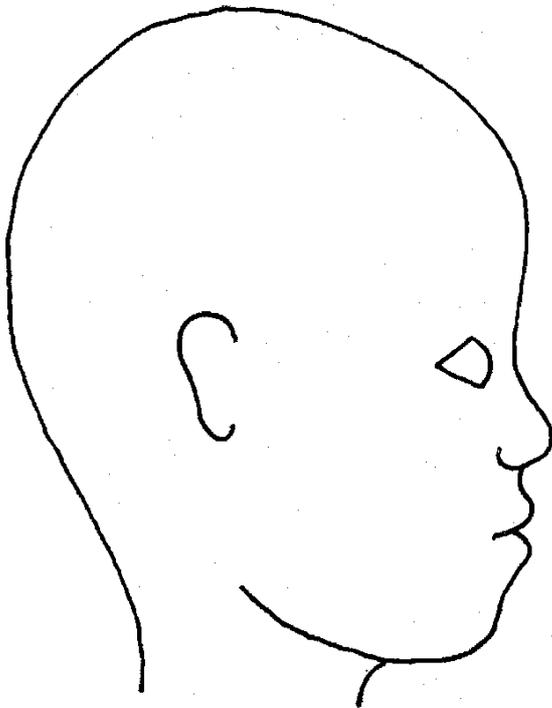
**Comments**



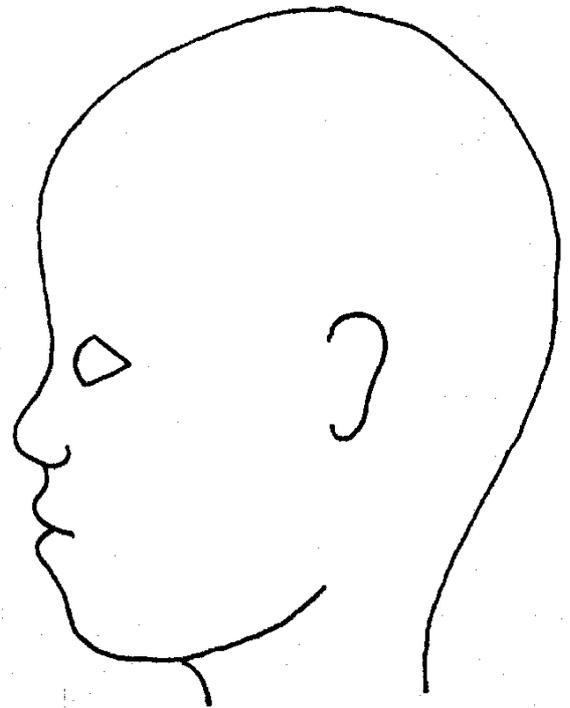
**FRONT**



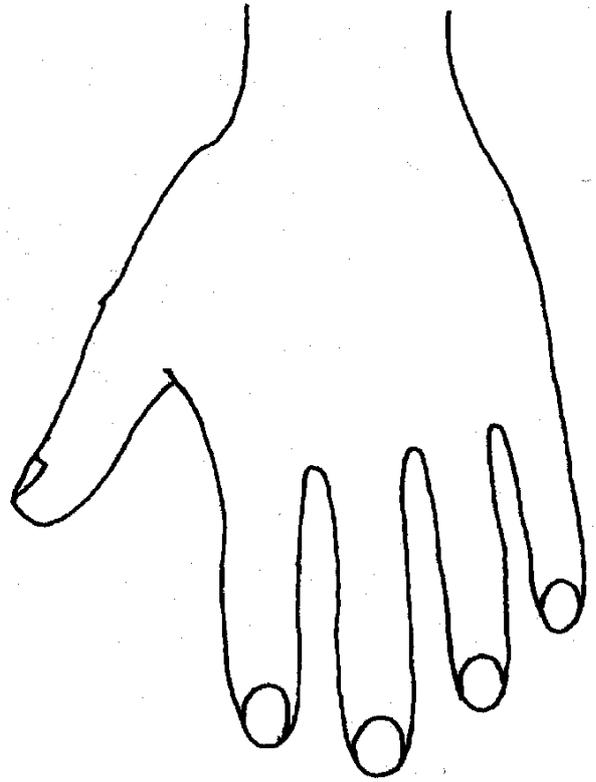
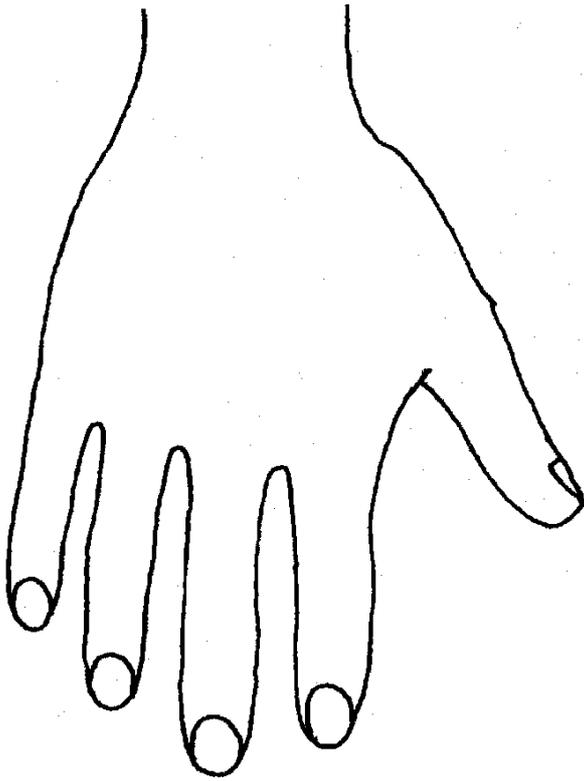
**BACK**



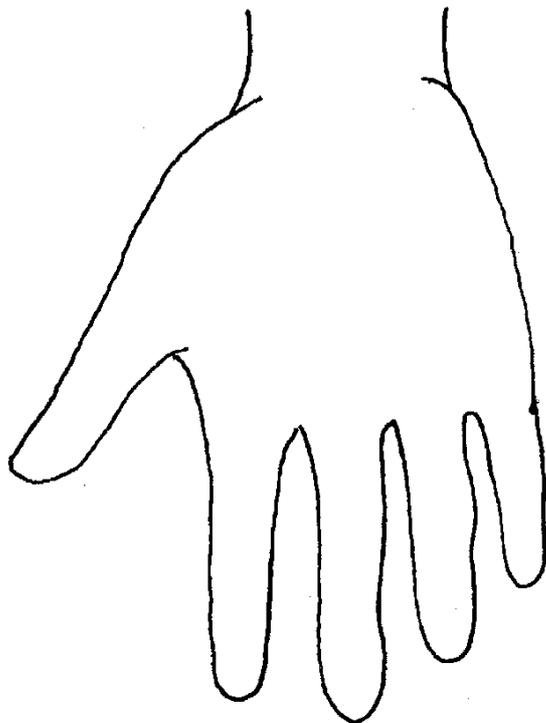
**RIGHT**



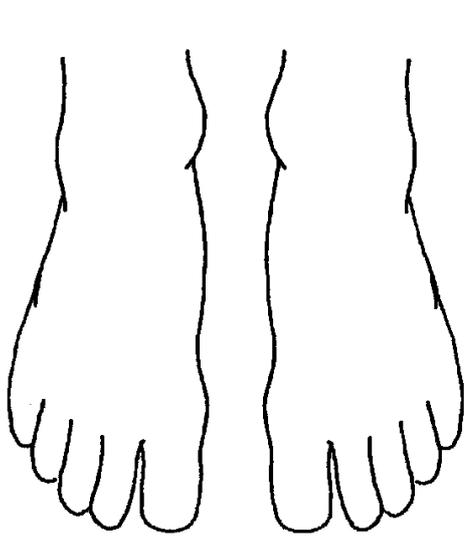
**LEFT**



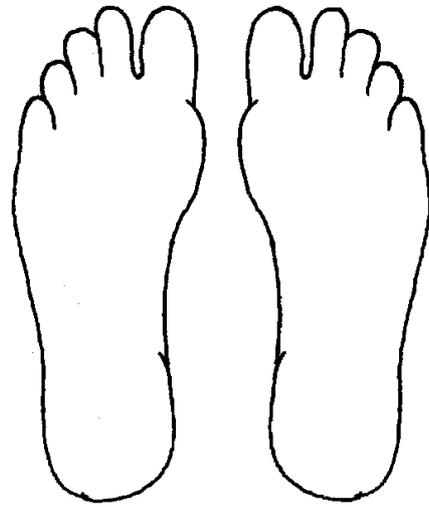
**BACK**



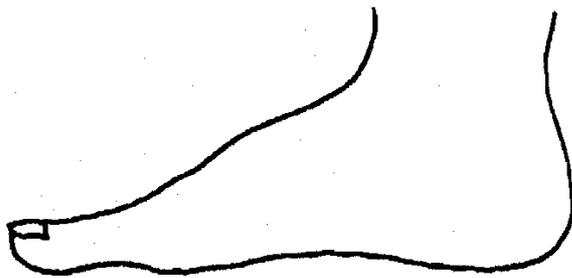
**PALM**



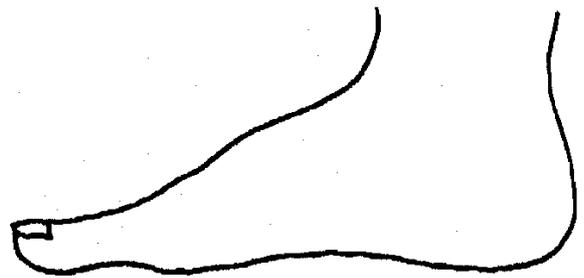
TOP



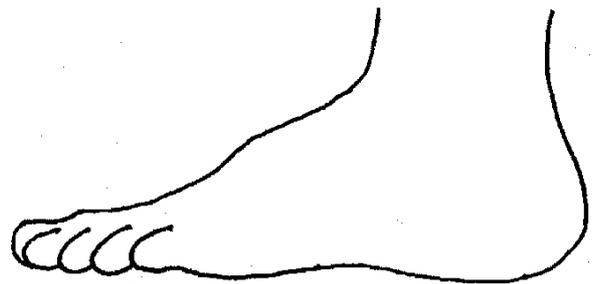
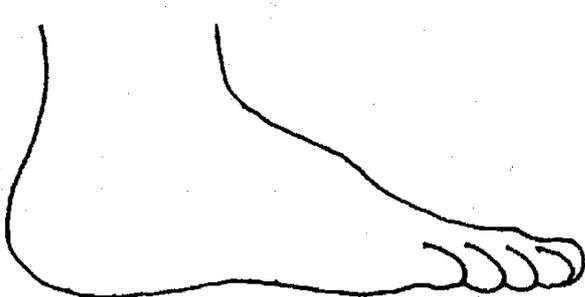
BOTTOM



INNER



OUTER



## The management of allegations against staff

### Initial action by person receiving or identifying an allegation or concern

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should not:

- Investigate or ask leading questions if seeking clarification
- Make assumptions or offer alternative explanations
- Promise confidentiality, but they can give assurance that the information will only be shared on a 'need to know basis'.

They should:

- Make a written record of the information (where possible in the child's own words), including the time, date and place of incident/s, persons present and what was said
- Sign and date the written record and immediately report the matter to the Headteacher
- Complete a body map of any overt physical injuries
- If staff members are unsure they should always speak to their designated safeguarding lead
- The Headteacher should be informed of the concern and discuss the matter with the Proprietor
- Where there are concerns about the Headteacher it must be referred to the Proprietor

The procedures for dealing with allegations needs to be applied with common sense and judgment. When informed of a concern or allegation, the designated person should not initially investigate the matter or interview the member of staff, child concerned or potential witnesses.

Instead, they should:

- Obtain written details of the concern / allegation, signed and dated by the person receiving (not the child / adult making the allegation)
- Record any information about times, dates and location of incident/s and names of any potential witnesses
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions.

The purpose of an initial discussion is for the Headteacher and the Proprietor to consider the nature, content and context of the allegation and agree a course of action. It also alerts the Headteacher about cases that may also reach them via another route for example if the parent goes straight to the police or social care – allowing the Headteacher to have as full a picture as possible.

To gain an overview the Headteacher may also want to know details of any previous complaints, any adult witnesses, any child witnesses, and noted injuries, any tensions between staff and parents and a clear idea of the time and location of when issues may have occurred.

It is extremely important that when an allegation is made, that ID makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

\* From 1st October 2012 the Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. Basically the reporting restrictions apply until the point that the accused person is charged with an offence.

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 a person's confidential personnel file, and a copy provided to the employee.

The purpose of the record is to enable accurate information to be given in response to any future request, where appropriate. It will provide clarification in cases where future DBS Disclosures 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 person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

Written by: S Park, Headteacher July 2018

Review Date: August 2019, September 2020

Next Review Date: September 2021

Authorised by Gordon Quince (Director)

A handwritten signature in black ink, appearing to read 'Gordon Quince', written in a cursive style.

## Allegations / Concerns Against Staff Child Protection Process

