

## Safeguarding and Child Protection Policy

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## Introduction

This Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of Halliwell Education and is an overarching document which demonstrates how everyone working in or for our school service shares an objective to help keep children safe from harm and abuse.

We aim:

- to ensure that children within our school feel safe at all times.
- to ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first without concern that there will be any negative consequences attached to their actions.
- to ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge.
- to ensure that all adults who have contact with children in school have been trained.
- to undertake their safeguarding responsibilities effectively.
- to support an ethos where pupils and staff can talk freely about concerns, in the belief that they will be listened to and appropriate action taken
- to ensure that pupils always feel and know that there are responsible staff to whom they can turn in the event of encountering any problems.
- To ensure that pupil health and well being are at the core of our programme.

## Commitment

Maple House School is committed to safeguarding and promoting the welfare of all its pupils. As a matter of policy, we aim to ensure that all safeguarding related policies dovetail and are consistent with this safeguarding policy.

It is the Maple House School policy that it is **Mandatory** for staff to make a commitment to inform the Executive Headteacher who will notify the Disclosure and Barring Service of any member of staff they feel poses a risk or threat to a child.

We recognise that some children may be especially vulnerable to abuse and that children who are abused or neglected may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school their behaviour may be challenging and we recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance.

## **The role and responsibilities of Directors**

The Directors are responsible for:

- Ensuring the safety of the pupils in school at all times
- Ensuring that the Safeguarding Policy is kept up to date and in line with all current guidelines
- Ensuring that all Safer Recruitment processes are in place for new recruits
- Ensuring that at least one senior member of the school's leadership team takes on the DSL role, is fully and appropriately trained and attends refresher courses as required and at least annually
- Ensuring that all staff are provided with annual Safeguarding training
- Ensuring that all staff including volunteers and temps are made aware of this policy and all child protection arrangements
- Ensuring that any known issues or problems with Safeguarding processes are improved in a timely fashion
- Ensuring that Maple House School has strong guidelines and procedures for dealing with allegations of abuse and these processes are easy to find
- Ensuring that all policies and procedures are reviewed annually
- Liaising with the Executive Headteacher throughout the year to discuss processes and possible improvements and ultimately reduce risk

## **The role and responsibilities of the Executive Headteacher**

The Executive Headteacher is responsible for:

- Ensuring that Maple House School is a safe learning environment
- Undertaking regular, frequent and robust checks at each school (including unannounced monitoring visits) to check that the Safeguarding Policy and Procedures are fully and effectively implemented
- Ensuring that Lead Teachers are well trained and accredited in Safeguarding (Level 3)
- Ensuring that Maple House School implements the company's Safeguarding Policy and Procedures by holding the Lead Teachers to account
- All Safer Recruitment processes are in place for new appointments and acting as a member of the interview panel for all recruitment exercises
- Checking that Lead Teachers and staff attend welfare and safeguarding induction and ongoing training promptly and in line with the company's training schedule and at least annually
- Ensuring that Lead Teachers make all staff at each school including volunteers and temps aware of this policy and all child protection arrangements
- Ensuring that there is a designated member of staff for safeguarding available at all times that the school is open for staff to discuss concerns
- Ensuring that safeguarding processes are improved in a timely fashion
- Reviewing all policies and procedures annually, or earlier when significant changes are required
- Ensuring that all policies and procedures are amended promptly when significant changes are required by the DfE
- Liaising with the DfE, Directors and staff throughout the year to discuss processes, make changes and improvements wherever appropriate and ultimately reduce risk

## **The role and responsibilities of Staff**

Staff are responsible for:

- Ensuring that they are aware of Maple House School's Safeguarding Policy and procedures
- Ensuring that they have read, understood and are committed to the requirements of KCSIE (September 2023)
- Ensuring that the school site and learning environment are safe by exercising due diligence and a high level of vigilance
- Adhering to all aspects of the schools safeguarding policy and procedures including recording and reporting any issues
- Attending welfare and safeguarding induction and ongoing training promptly and in line with the companies training schedule
- Ensuring safeguarding processes are improved in a timely fashion
- Ensuring that any weaknesses they feel exist regarding the schools policy and procedures are promptly reported to the DSL or DDSL and their line manager

**NB: This policy pays due regard to the following updates to ‘Keeping Children Safe in Education’ (September 2023) guidance:**

- More emphasis on online safety. Be aware that:
  - Technology is a significant component in many safeguarding issues
  - Abuse can happen online, offline, or both
  - Children can also abuse their peers online. This can include:
    - Abusive, harassing or misogynistic messages
    - Non-consensual sharing of indecent images (particularly in chat groups)
    - Sharing of abusive images and pornography to those who don't want to receive such content
  
- In addition to the groups you should already be aware of as more likely to need early help, the following groups have been added:
  - Pupils with health conditions
  - Pupils with mental health needs
  - Pupils with a family member in prison or who are affected by parental offending
  - Pupils at risk of honour-based abuse (such as female genital mutilation or forced marriage)
  - Pupils who are persistently absent from school, including persistent absences for part of the school day
  
- Additional forms of child-on-child abuse have been added:
  - Abuse in intimate personal relationships between peers
  - Causing someone to engage in sexual activity without their consent (for example, forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)

Also, prejudice-based and discriminatory bullying have been added as examples of types of bullying (bullying was already a form of child-on-child abuse staff should be aware of)

- Risk factors that increase the likelihood of involvement in serious violence have been added:
  - Being male
  - Being frequently absent or permanently excluded from school
  - Having experienced child maltreatment
  - Having been involved in offending such as theft or robbery
  
- There's additional emphasis that victims should be taken seriously, supported and kept safe, and never made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment

## New specific safeguarding issues added to annex B

### > Child abduction and community safety incidents:

- Child abduction is when children are taken from their parents or carers without permission. It can be committed by parents or other family members, by people known but not related to the child (like neighbours, friends and acquaintances), and by strangers
- Community safety incidents are things like unknown adults loitering near school or trying to talk to children
- Always follow our pick-up procedures to make sure children only go home with their designated adult(s)
- **If you see anything suspicious or that doesn't feel right, report it immediately**

### > Modern slavery:

- This includes human trafficking and slavery, servitude and forced or compulsory labour
- The exploitation can take many forms, for example sexual exploitation, forced labour, forced criminality and the removal of organs
- There's a national referral mechanism for modern slavery – speak to your DSL if you need to know more about this

### > Cybercrime:

- This is defined as criminal activity committed using computers and/or the internet
- This includes activities such as hacking, 'denial of service' attacks (where a website is made unavailable), and creating and using malware such as viruses
- Children who are particularly skilled in computing and technology may be drawn into cybercrime – either deliberately or inadvertently



## **Providing a Safe and Supportive Environment**

### **Safer Recruitment and Selection**

The school pays full regard to current DfE guidance KCSIE (September 2023). All staff have read the KCSIE (September 2023) Part 1 document and sign off as read at the end of this policy. Managers have their own copy of the whole document and all staff have their own personal copies of Part 1 and have signed documentation to indicate that they have read, understood and will implement the guidance.

The school pays full regard to the latest guidance in relation to safer recruitment. For example, the guidance in Part 3 of KCSIE (September 2023) will be followed to the full. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and where appropriate, undertaking DBS and all other safeguarding checks. Enhanced Disclosure and Barring Service checks are carried out along with the other checks on suitability including scrutiny of personal and professional references.

This school is committed to keep an up to date single central record detailing a range of checks carried out on our staff, volunteers. All new appointments to our school workforce from overseas or who have lived outside the UK will be subject to additional checks as appropriate. Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy. Identity checks will be carried out on all appointments to our school workforce before the appointment is made.

All teachers in the school must be checked to ensure that they are not subject to a Prohibition Order made by the Secretary of State under section 141B of the Education Act 2002. This is a separate check from the Children's Barred List check and it cannot be done through the DBS; see paragraph 18 for how it should be carried out through the Teaching Regulation Agency (TRA). Proprietors and staff with management responsibility must also be checked to ensure that they are not prohibited from taking part in the management of an independent school by a directive issued by the Secretary of State under section 128 of the Education and Skills Act 2008. An enhanced DBS check with barred list will disclose whether someone is prohibited under section 128; additionally, the s128 check can (and in some cases must) be made through the TRA. All members of staff who work in or manage the EYFS, or who provide care to children under the age of 8, must be checked to make sure that they have not been disqualified under the Childcare Act 2006. Most categories of disqualification can be checked through the Children's Barred List. The school recognises its responsibility to carry out Disqualification by Association checks.

A person may be disqualified through:

1. Having certain orders or restrictions placed upon them.
2. Having committed certain offences.
3. Living in the same household as someone who is disqualified by virtue of 1 and 2 above (this is known as disqualification by association).

## **Safeguarding Checks**

Maple House School regards the welfare, health, safety, safeguarding and safe recruitment as being of paramount importance. We have checked very carefully all of the requirements in relation to policy, procedure and practice requirements, based on national guidance.

Maple House School carries out all of the required safeguarding checks on all adults through its HR Department. These checks include identity, qualifications, DBS, right to work in the UK, overseas checks, barred list checks, Prohibition from teaching, Prohibition from management, disqualification by association, medical & references. Furthermore, all of these checks must be properly recorded in our Single Central Record (SCR).

Maple House School is fully committed to child protection and safer recruitment. It has robust procedures in place for recruitment and vetting. All the identified checks are the responsibility of and made by the Executive Headteacher at Halliwell Homes. The Executive Headteacher is responsible for making sure that all safeguarding checks are carried out rigorously and reliably. The Executive Headteacher is accountable to the proprietors and Education Director. Maple House School's central Human Resources department works very closely with the Executive Headteacher. The school's procedures regarding interviewing staff and volunteers includes the mandatory requirement for at least one manager to have undertaken safer recruitment training. The Executive Headteacher is fully trained in 'Safer Recruitment in Education' and will always be part of the interview panel when recruiting and interviewing new staff. The Head Of the Human Resources department (David Preston) is also fully trained in 'Safer Recruitment in Education' and will always be part of the interview panel when recruiting new staff. Clarification of the checking process can be found on the Maple House School 'Single Central Record.'

## **Safer Working Practice**

Our schools will comply with the Government Offices "Guidance for Safer Working Practice for Adults Who Work With Children and Young People" at all times.

Safe working practice ensures that pupils are safe and that all staff, volunteers and Directors:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- work in an open and transparent way.
- avoid work with other colleagues where possible in situations open to question.
- discuss and/or take advice from school management over any incident which may give rise to concern.
- record any incident or decisions made.
- apply the same professional standards regardless of gender, race, disability or sexuality.
- be aware of confidentiality policy.
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

## **Safeguarding Information for Pupils**

All pupils in our school are aware of a number of staff who they can talk to. The schools are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection and know who this is. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

The Designated Safeguarding Lead (DSL) in our school is:

***Lee Cambray (Executive Headteacher)***

***Maple House School***

***80 Cawdor Street***

***Eccles***

***Manchester***

***M30 0QF***

***07901048480***

The Deputy Designated Safeguarding Lead (DDSL) in our school is:

***Emma Fletcher (Head Of Education)***

***Jessica Stansfield***

***Maple House School***

***546-548 Manchester Rd, Haslingden, Rossendale, Lancashire, BB4 6LN***

***Fiona Webb***

***Church Lane, Edenfield, Rossendale, Lancashire, BL0 0QL***

***John Shaughnessy***

***29 Ashworth Lane, Mottram, Cheshire, SK14 6NT***

## Partnership with Parents and Multi Agencies

The schools share a purpose with parents and social workers to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents, social workers and carers positively, openly and honestly. We ensure that all parents, social workers and carers are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Maple House School will share with parents, social workers and carers any concerns we may have about their child unless to do so may place a child at risk of harm. We encourage parents, social workers and carers to discuss any concerns they may have with Maple House School. We make parents and Social Workers aware of our Safeguarding and Child Protection Policies and parents are aware that they can view these policies on request.

## School Training and Staff Induction

It is our policy that the DSL's and DDSL's are required to undertake training to the standard set by the Local Safeguarding Children Board. This includes extended training regarding working with multiple agencies. The training must be refreshed at 2-yearly intervals.

Our Senior Managers, all managers and all permanent staff who have direct contact with our pupils are required to undertake training, with refresher training at 3 yearly intervals. Both the DSL's, DDSL's and other training must be accredited. Certificates must be available for inspectors to check.

The schools policy and procedures are known to local agencies, made freely available to them and the wider community through the schools website. Our procedures are in line with locally agreed inter-agency arrangements and procedures.

The school's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with responsibility for child protection undertake specific child protection training which includes how to undertake their role.

All other school staff, including non-teaching staff, and volunteers undertake appropriate in-house training to equip them to carry out their responsibilities for child protection effectively. This is kept up to date by refresher training at yearly intervals as a minimum requirement.

The proprietor ensures that we follow the latest national guidance regarding safeguarding. **All staff before starting to work at a Halliwell School must be issued, read and sign Part 1 and Annexe G of the 'Keeping children safe in education' (KCSIE) the Statutory guidance for schools and colleges - September 2023.** This is briefly referred to below. Our policy and practice is to ensure that all staff receive a personal copy of KCSIE Part 1 and Annexe G. All staff

are also issued with the '**Sexual violence and sexual harassment between children in schools and colleges**' advice for governing bodies, proprietors, Executive Headteachers, principals, senior leadership teams and designated safeguarding leads, (September 2021).

### **What school staff need to know**

All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes the school's child protection policy; child-on-child abuse policy; the school's staff behaviour policy (sometimes called a code of conduct); and the designated safeguarding lead.

All staff members should also receive appropriate child protection training which is regularly updated.

### **Health and Safety Policy and Fire Policy**

Maple House School has a health and safety policy, which is monitored each year by the Executive Headteacher and the proprietors.

The Executive Headteacher, with the staff member with responsibility for Health and Safety, oversee the policy. Any concerns from staff, volunteers, or pupils are reported to any of the above and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill that practices efficient evacuation from the buildings. The school conducts an annual fire risk assessment.

There is a critical incidents plan that details what staff and parents should do in the case of emergencies.

Please refer to the separate **Health and Safety policy** and **Fire policy** for more information.

## **First Aid**

First aid kits are situated around the school in the following locations:

### ***First Aid Room on the Ground Floor.***

When a child is unwell or has suffered an accident in school or on the school grounds, the following steps are followed:

**Step 1: A trained first aider is immediately called to provide assistance and advice.**

**Step 2: The incident/accident is logged in the incident/accident register.**

**Step 3: The parent, social worker, carer is notified of the incident/accident as soon as necessary.**

**Step 4: The Proprietor and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.**

Please refer to the **First Aid and Administering Medicines Policy** for further information.

## **Site Security**

Maple House School aims to provide a secure school site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. It is recognised that laxity can cause potential problems to safeguarding.

Therefore, the school ensures that:

- doors are kept closed to prevent intrusion.
- wherever possible visitors and volunteers only enter through the main entrance and must sign in at the office.
- empty classrooms have closed windows.
- children are not allowed to leave school alone during school working hours and if collected by an adult, signed out.
- should a child leave the school premises without permission then staff have been informed never to chase after a child, but to maintain supervision unless the child's welfare and safety are in immediate danger.

Parents, Social Workers and Police will then be immediately informed of the circumstances.

## **Welcoming other Professionals**

Visitors with a professional role, such as the educational psychologist or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school the Lead Teacher will ensure that written confirmation is received from the employing organisation that the said individual has been vetted through the DBS, within the last three years and cleared to work with children.

When the said individuals make ad hoc or unplanned visits to the school, they will be accompanied by a staff member at all times and not allowed to have any unsupervised access to the children until confirmation of their vetting status has been confirmed. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations when the Police are called, perhaps to deal with an unruly pupil/adult, it may not be possible to confirm their identity before access to the school site is allowed. The Lead Teacher will use their professional judgement to effectively manage these situations.

Please refer to the **Visitors and Visiting Speakers policy** for more information.

## **Child Protection**

There is a detailed Child Protection Policy operating within the school which will be referred to later in this document, which is available from the school office. It is the Executive Headteachers duty to ensure the policy is reviewed annually and any deficiencies within the policy addressed immediately.

All allegations of abuse by or complaints about a teacher, other member of staff or volunteer, will be managed in accordance with the Halliwell Homes Child Protection Procedures. The Proprietor should be contacted directly where there are allegations/complaints against Executive Headteacher.

The Proprietor will oversee all allegations made against those who work with children and can be contacted at anytime.

Advice and guidance can be obtained from the Social Care Advice and Assessment Team, Staffordshire Police Child Abuse Investigation Unit or Greater Manchester Police Child Abuse Investigation Unit.

Further, more specific details of the **Child Protection Policy** can be found on Page 19 of this document.



## **The Design of the Curriculum**

The curriculum deals with safeguarding in two ways.

Firstly, in subjects such as Personal, Social and Health Education and RSE relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, and e-safety issues. Children are encouraged to explore and discuss these issues. The schools Personal Social and Health Education policy provides details and Schemes of Work include much provision designed to enable pupils to learn about staying safe and safe practices they should adopt. For example, pupils receive lessons, talks and presentations around specific issues such as peer pressure and drugs.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in Science and Design and Technology.

Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult always risk assesses visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Lead Teacher, who is the School Educational Visits Coordinator. Visiting speakers, with correct clearance and/or constant supervision are always welcome into school so that they can give specialist knowledge to the children.

## **E-Safety**

Children are encouraged to use the internet as much as is possible but at all times in a safe way. Pupils and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. If staff know of misuse, either by a teacher, staff member, volunteer or child, the issue must be reported to the Lead Teacher without delay.

The Lead Teacher has overall responsibility for internet safety and will have access to all email addresses and passwords provided. The school follows guidelines for Internet use/E-safety laid down by the Local Authority.

The school will ensure that:

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Person for child protection should be informed immediately).
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc.
- pupils adhere to the school policy on mobile phones.
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

All staff must ensure they have read the E-Safety Policy and sign and date the acceptable use agreement within it.

Please refer to the **E-Safety policy** for more information which pays due regard to the latest DfE guidance 'Teaching Online Safety in School' (January 2023) and 'Meeting Digital and Technology Standards in Schools and Colleges' (March 2023).

## **Inclusion Opportunities**

Within the School Prospectus there is a statement around "Inclusion Opportunities" which asserts:

"We welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school".

## **Behaviour Policy**

Good behaviour is essential in any community and at school we have high expectations in this area. The school has a Behaviour Policy and a Code of Behaviour that must be adhered to by all children and a copy is available from the school office. This is shared with parents and social workers and is available on the school website and from the school office.

Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children including:

- stickers
- showing another teacher good work
- points
- certificates
- Trips/visits

But the consequences range from:

- having to discuss their behaviour
- spending time away from the class in the Calm Room
- loss of any rewards
- reporting to a senior member of staff
- a letter home

Staff are discouraged from handling children but where they deem it the safest thing to do, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

Please refer to the **Behaviour Policy** for further information.

## **Anti-Bullying Policy**

The school's response to this is unequivocal.

***Adults must be informed immediately and action will take place.***

Children are told that silence is the bully's best friend. Although bullying in school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

Please refer to the **Anti Bullying Policy** for further information.

## **Equalities and Racial Tolerance**

The school has a single “Equality Policy” that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in both the RE and in the PSHE curriculum. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

Please refer to the **Equal Opportunity policy** for more information,

## **Whistleblowing**

If members of staff, or volunteers have any concerns about people working in a paid or unpaid capacity with children, they have a duty of care (and in some cases a professional duty) to inform management accordingly. This can be done in writing or verbally and such issues will be managed with sensitivity and the necessary degree of confidence.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
- the NSPCC’s what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Positive Handling and Restraint**

There is a positive handling and restraint policy which should be referred to on induction to Maple House School.

Please refer to the **Positive Handling and Restraint Policy** for more information.

## **Child-on-child Abuse**

There is a separate child-on-child abuse policy which should be referred to on induction to Maple House School.

Please refer to the **Child-on-child Abuse Policy** for more information.

## Child Protection Policy

### **The policy**

Maple House School is committed to protect children from harm. It will use appropriate inter-agency procedures whenever harm is, or may be, significant. The Company endorses the principle that the welfare of the child is paramount. Whilst there may be concern for adults suspected of abuse, this will never prevent the full implementation of procedures. This means that all staff must be vigilant to all forms of potential abuse. The Company will always follow the procedures issued by the local safeguarding children's board. The Company in conjunction with Ofsted policy and procedure sees the protection of children as both a corporate responsibility within the organisation, and the individual responsibility of each member of staff. Staff must act independently if managers or directors fail to implement procedures appropriately, or where there is suspicion that senior staff may be abusing young people. The Company has a responsibility to ensure that current Child Protection Procedures are available to staff. All staff members are responsible for making themselves aware of the local safeguarding children's board procedures.

### **Procedural guidance (Full procedure to be followed can be found on the appendage 'Safeguarding Procedure')**

#### *What is child abuse?*

Legally children should be protected from "significant harm" caused by the actions or negligence of another person. This would include: -

- Preventable physical harm.
- Involvement in inappropriate sexual activity.
- Emotionally damaging experiences, such as inconsistency or extreme threats.
- Failure to provide consistently basic physical care, including nourishment, warmth, clothing, shelter or health care.
- Failure to provide emotional security through love, support and concern that could reasonably be expected.

There is further guidance on this under the sub-heading Definitions of abuse below.

#### *Indications of potential abuse*

The initial signs of abuse are often unclear and ambiguous. Staff members suspecting abuse **must not wait until they feel they have irrefutable evidence** before reporting a suspicion or allegation of abuse.

The following might alert staff members to potentially abusive situations: -

- Things that young people say.
- The way a young person behaves, e.g. inappropriate sexualised behaviour or cruelty.
- Secretive behaviour between children and adults.

- A child's responses to specific adults.
- Unexplained injuries.
- Sudden change in behaviour.

This list is not exhaustive. Staff members will need to make judgements for themselves about what might be potential signs of abuse.

*Designated Safeguarding Lead:*

**Lee Cambray (Executive Headteacher)**

*Deputy Designated Safeguarding Lead:*

**Emma Fletcher (Head of Education)**

***Jessica Stansfield / Fiona Webb / John Shaughnessy***

*Action by staff suspecting abuse*

- 1) Report the suspicions **immediately** to the senior member of staff on duty.
- 2) Record that this has been done with brief details in the Child Protection Book.
- 3) **Do not** ask the child leading questions. Simply record what you are told.
- 4) As soon as possible complete an Incident Report or Significant Conversation form.
- 5) Ensure that you remain informed of the progress and outcome of your report.
- 6) If you feel that the actions being taken are insufficient to safeguard the child, ensure that the Proprietor is aware and the Local safeguarding children's board.
- 7) **Under no circumstances** discuss the allegations with the person against whom allegations have been made. Teams need to understand that colleagues have a responsibility to pass on information.

*Action by senior staff*

- 1) Assess whether there is an immediate danger of significant harm. If necessary take any immediate steps possible to safeguard the child.
- 2) Discuss the matter immediately with the Executive Headteacher, or in their absence, Jayne Bentley (Head Of Safeguarding) or a Director of the Company.
- 3) Report to local safeguarding children's board.
- 4) If there is any injury to the child, make arrangements for these to be medically examined without delay (subject to the child's cooperation).

*Action by Manager or MD*

- 1) If there are grounds for concern,
  - a) Within normal working hours arrange for the matter to be reported immediately to the local safeguarding children's board.

**If the child is in danger of immediate harm from which you are unable to protect him or her**, inform the local safeguarding children's board or the Emergency Duty Team within the local authority within which the child is currently located.

- 2) Ensure that the following people are informed of your actions: -
  - a) Directors.
  - b) The child's social worker.
  - c) Anyone with parental responsibility for the child (unless inappropriate).
  - d) The registration authority.
- 3) If you are unsure how to proceed, seek informal advice from the one of the following:-
  - a) A consultant used by the Company.
  - b) The local safeguarding children's board.
  - c) The Emergency Duty Team.

*Definitions of abuse*

*Physical abuse* may involve:

- hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- An adult feigning the symptoms of, or deliberately causing ill health to a child in their care. This is commonly described as Munchausen syndrome by proxy.

*Emotional abuse* is the persistent emotional ill-treatment of a child such as to cause severe adverse effects on the child's emotional development. It may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Age or developmentally inappropriate expectations being imposed on children.
- Frightening children.
- The exploitation or corruption of children.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

*Sexual abuse* means forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may involve:

- Physical contact, including penetrative (e.g. rape or buggery) or non-penetrative acts (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts (upskirting).
- Involving children in viewing or producing pornographic material.
- Forcing or allowing children to watch sexual activities.
- Encouraging children to behave in sexually inappropriate ways.

*Neglect* is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve parents or carers:

- Failing to provide adequate food, shelter and clothing.
- Failing to protect a child from physical harm or danger.
- Failing to ensure access to appropriate medical care or treatment.
- Neglecting or failing to respond to a child's basic emotional needs.

#### *Child-on-child abuse*

There is clear evidence emerging that some children and young people who have been sexually abused will themselves abuse other young people. Staff must be mindful of this fact and discuss with the Manager or Deputy Manager any areas which are causing concern. Where there is evidence or suspicion of this, the following actions need to be taken where appropriate:

- Immediate arrangements to protect all the young people concerned.
- Informing the social workers of actual or potential victims.
- Informing the social worker of the child believed to be abusing.
- Consulting the local safeguarding children's board.
- Notifying the registration authority.

When handling this type of situation consideration will need to be given to the following:

- The difference between abuse and "normal" sexual experimentation.
- Not acting in a way that may cause undue distress to either victims or perpetrators.

Please refer to the **Child-on-child Abuse Policy** for more information.



### *Allegations against staff*

All allegations against members of staff must be reported immediately to someone senior to the member of staff against whom the allegation has been made.

Where the allegation is against the Executive Headteacher, the matter must be reported to the registered provider or a director of the company.

Where there is a serious and plausible allegation against a member of staff by a young person, contact between the staff member and the young person will normally be prevented. This will be at the discretion of the company and will either be redeployment to another setting or suspension on full pay.

In any situation where the evidence is not clear-cut one way or the other, the matter must be reported to the local child protection team.

Such action does not imply guilt and is done to allow a full investigation to take place without prejudice to either party.

### *Important reading*

Working Together to Safeguard Children, (July 2018)

Framework for the Assessment of Children in Need and their Families, 1999

Keeping Children Safe in Education, (September 2022)

Sexual violence and sexual harassment between children in schools and colleges  
Advice for governing bodies, proprietors, Executive Headteachers, principals, senior leadership teams and designated safeguarding office (Sept 2021).

### **Female Genital Mutilation (FGM)**

Staff may be concerned about a pupil because she is exhibiting some of the signs of FGM. Alternatively, a pupil may approach a member of staff because she is concerned that she is at risk, or to disclose that she has undergone FGM. Girls may be most at risk during the long summer holiday, so staff may wish to pay particular attention in the summer term, and when girls return to school or college in the autumn.

Any member of staff may make a referral to children's social care, but in most cases staff will initially share their concerns with the school designated safeguarding lead. The actions set out below may be taken by either the staff member who first identifies a concern, or by the safeguarding lead. All efforts should be made to establish the full facts from the pupil at the earliest opportunity. Once the full facts have been established, the member of staff should be able to decide on the level of response required. If there is an indication that the child or young person is at risk of FGM or has undergone FGM, or she has expressed fears of reprisals or violence, the information must be shared with both the police and children's social care.

Staff should:

- talk about FGM in a professional and sensitive manner, in line with Section 4.2. of the guidance in the document: **Multi-Agency Practice Guidelines: Female Genital Mutilation** which can be found in the school office.
- explain that FGM is illegal in the UK and that they will be protected by the law.
- recognise and respect their wishes where possible, but child welfare must be paramount. FGM is child abuse and against the law. If a member of staff believes that the girl is at risk of FGM, or has already undergone FGM, the police and social services must be informed even if this is against the girl's wishes. If you do take action against the pupil's wishes, you must inform them of the reasons why.
- activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with the police and children's or adults' social care.
- ensure that the girl is informed of the long-term health consequences of FGM to encourage her to seek and accept medical assistance.
- liaise with the designated teacher with responsibility for safeguarding children.
- refer the pupil, with their consent, to appropriate medical help, counselling and local and national support groups (see Appendix D for details).
- ensure that safeguarding and protection is considered for any female family members.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. **If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.**

Staff should not:

- treat such allegations merely as a domestic issue.
- ignore what the pupil has told them or dismiss out of hand the need for immediate protection.
- decide that it is not their responsibility to follow up the allegation.
- approach the pupil's family or those with influence within the community, in advance of any enquiries by the police, adult or children's social care, either by telephone or letter.

For full guidance please refer to Multi-agency statutory guidance on female genital mutilation (April 2016) which can be found in the school office.

## Child Sexual Exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

## Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If you suspect any pupil of being involved in Sexual Exploitation you must inform the Designated Safeguarding Lead immediately. Please refer to the documents 'Keeping Children Safe in Education', September 2022 and '**Sexual violence and sexual harassment between children in schools and colleges**' Advice for governing bodies, proprietors, Executive Headteachers, principals, senior leadership teams and designated safeguarding leads, September 2021 for further details.

## Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

## **Extremism**

It is crucial that Halliwell schools are using Interventions that include a focus on the 'harder' skills, tools and techniques to improve personal resilience and aim to have real, long-lasting benefits, such as leaving children better able to cope with life pressures and challenges, use critical thinking skills to appreciate different perspectives and come to their own view, and work well with peers.

Achieving this longer-lasting benefit requires a focus on building personal resilience and a positive sense of identity. This can be done by supporting children to be emotionally resilient to life's pressures and helping them to foster a positive sense of self, for example, through positive thinking, conflict-management techniques and celebrating their multi-faceted identities.

These skills should be promoted through learning and teaching opportunities throughout each curriculum area while the children attend a Halliwell School. For more information on how these skills to combat extremism can be promoted further please refer to the document 'Teaching approaches that help resilience towards extremism among young people' - in the school office.

## **Forced Marriage**

The school is alert to issues which may exist around forced marriage.

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

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

For further guidance around forced marriage please refer to weblink below:

## **Multi-Agency Statutory Guidance for dealing with forced marriage**

### **Further information on Preventing Radicalisation**

Protecting children from the risk of radicalisation is seen as part of Halliwell schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

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*. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, Maple House School staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

## **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

According to the Prevent duty guidance 'having due regard' means that the Halliwell Schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training and
- IT policies.

Halliwell schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. All schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

All Halliwell Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally and should refer to the E-Safety Policy.

### **Channel**

Halliwell school staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Please refer to the **Anti Radicalisation Policy** for further information.

## **Working Together to Safeguard Children 2018**

In Working Together to Safeguard Children (July 2018) it states that in Section 11 of the Children Act 2004 it places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. Various other statutory duties apply to other specific organisations working with children and families and are set out below.

Organisations should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children, including:

- a clear line of accountability for the commissioning and/or provision of services designed to safeguard and promote the welfare of children;
- a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements;
- a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- clear whistle blowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture that enables issues about safeguarding and promoting the welfare of children to be addressed;
- arrangements which set out clearly the processes for sharing information, with other professionals and with the Local Safeguarding Children Board (LSCB);
- a designated professional lead (or, for health provider organisations, named professionals) for safeguarding. Their role is to support other professionals in their agencies to recognise the needs of children, including rescue from possible abuse or neglect. Designated professional roles should always be explicitly defined in job descriptions. Professionals should be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively;
- safe recruitment practices for individuals whom the organisation will permit to work regularly with children, including policies on when to obtain a criminal record check;
- appropriate supervision and support for staff, including undertaking safeguarding training;
- employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role; Sir Robert Francis's Freedom to Speak Up review report can be found at

[https://freedomtospeakup.org.uk/wp-content/uploads/2014/07/F2SU\\_web.pdf](https://freedomtospeakup.org.uk/wp-content/uploads/2014/07/F2SU_web.pdf).



- staff should be given a mandatory induction, which includes familiarisation with child protection responsibilities and procedures to be followed if anyone has any concerns about a child's safety or welfare; and
- all professionals should have regular reviews of their own practice to ensure they improve over time.
- clear policies in line with those from the LSCB for dealing with allegations against people who work with children. Such policies should make a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

An allegation may relate to a person who works with children who 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 they may pose a risk of harm to children.

## Safeguarding Procedure

***Everyone has a responsibility for safeguarding children and young people within Maple House School.***

**This is a statement of intent that demonstrates a commitment to safeguarding children from harm:-**

- the welfare of the child is paramount
- no child or group of children must be treated any less favourably than others in being able to access services which meet their particular needs
- all children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
- the policy is reviewed, approved and endorsed by the board of Directors annually or when legislation changes
- a commitment to safe recruitment, selection and vetting
- who the policy applies to (all employees, visitors & agency staff)
- children and parents are informed of the policy and procedures as appropriate;
- all concerns, and allegations of abuse will be taken seriously by all staff and responded to appropriately - this may require a referral to Children's Social Care, the independent Local Authority Designated Officer (LADO) (for allegations involving any professionals), and in emergencies, the Police.

The Department for Education's "Working Together to Safeguard Children" defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- and undertaking that role so as to enable those children to have optimum life chances and enter adulthood successfully.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or at risk of suffering significant harm (Working together to safeguard children 2018).

## **Reporting (and recording) concerns**

### **RECORDING AND MANAGING CONFIDENTIAL INFORMATION & INFORMATION SHARING**

- Maple House School is committed to maintaining confidentiality wherever possible and information around Safeguarding Children and Young People issues should be shared only with those who need to know.
- An information trail will be kept as a record of all decisions made and all information shared including any receipts requested and the consent of the person who has provided the information.
- All allegations/disclosures/concerns should be recorded in writing including a body map where appropriate. The information should be factual and not based on opinions, record what the person tells you, what you have seen and witnesses if appropriate.
- The information that is recorded will be kept secure and will comply with data protection, however the Data Protection Laws should not be a barrier to information sharing if undertaken correctly.
- Information sharing should be Necessary, Accurate, Proportionate, Relevant, Adequate, Timely and Secure. Before choosing to share information the school will analyse the potential risk of sharing versus the risk of non sharing. This decision **MUST** be recorded and all data transferred securely.

### **The Protection of Freedoms Act 2012**

The new DBS (Disclosure and Barring Service) which processes criminal records checks and manages the Barred Children's and Barred Adults' Lists of unsuitable people who should not work in regulated activities with these groups. The DBS decides who is unsuitable to work or volunteer with vulnerable groups and it is illegal for a barred person to apply for such work (paid or voluntary), or for Halliwell Homes to employ a barred person in such work. It is also a legal requirement for employers to refer someone to the DBS if they:

- dismissed them because they harmed a child or adult

- dismissed them because they might have harmed a child or adult otherwise
- Were planning to dismiss them for either of these reasons, but the person resigned first.

### **The Safeguarding Procedure**

Each school will have named Designated Safeguarding Lead person and a Deputy Designated Safeguarding Lead Person:

- the Executive Headteacher, the Head Of Education and the Lead Teacher.

If a child makes a disclosure that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said, and be non-judgemental
- Allow the child to talk freely, being reassuring and calm
- Reassure the child, but don't promise confidentiality – as it might be necessary to refer to the local Children's Social Care Department.
- Reassure him or her that what has happened is not his or her fault.
- Listen carefully, rather than ask direct questions, when asking questions use 'open questions'
- Not criticise the perpetrator
- Explain to the child what has to be done next, and who has to be informed.

The staff member should write up the disclosure as soon as possible after the conversation and inform the Designated Safeguarding Lead. The Designated Safeguarding Lead should ensure that all paper work is completed, which should record the date, time, place and any noticeable non-verbal behaviour as well as the actual words used by the child. This information should then be forwarded to the Designated Safeguarding Lead. The Designated Safeguarding Lead will then contact the local safeguarding board, if the disclosure took place after office hours then this should be reported to the local Emergency Duty Team (EDT) following this discussion a decision has to be taken as to whether significant harm has occurred and what action needs to be taken. In the event of the unavailability of the DSL the DDSL will assume responsibility for following this procedure.

If a child, is considered to be in immediate danger and staff are worried further significant harm may occur then the Police should be contacted for advice and support.

### **Allegations made against staff members**

This procedure applies to a wider range of allegations than those that are likely to cause a child significant harm. It also caters for cases of allegations that may indicate the alleged perpetrator may be unsuitable for working with children.

This Procedure should be used in all cases in which it is alleged that a member of staff 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 their unsuitable to work with children.

If a child makes a complaint of harm against a member of staff, the person receiving the complaint must take it seriously and immediately make sure that the child is safe and inform the designated lead person. The member of staff that the complaint is made against must be removed from duty and not able to return until a full investigation has been concluded and an outcome of return to work has been formalised. If the complaint involves the Executive Headteacher then the person should inform the Director. The person receiving the complaint should clarify and record what is alleged.

Any member of staff who has a reason to suspect that a child may have been harmed by another member of staff, either at the home, school or elsewhere, similarly they must immediately inform the Designated Safeguarding Lead. The staff member should complete the SIR recording all of the concerns, including a note of anyone else that witnessed the incident or allegation.

The Designated Safeguarding Lead must contact the Local Authority Designated Officer (LADO), to report and discuss the allegation, with the detailed reports to

hand. This should normally be done as soon as possible. The LADO will first establish that the allegation is within the scope of procedures and may have some foundation, and whether to inform other professionals and parents or carers of the child, if this has not already been done. The LADO will decide on further action which may involve the police and/or Children's Social Care Dept, becoming involved. The designated lead person should inform the member of staff about the allegation as soon as possible after discussion with the LADO, unless other agencies are to be involved.

If further investigation is thought necessary the LADO will discuss this with the police. In some cases suspension may be considered after discussions with the Head or Director of your service, particularly in any case where it is suspected a child is at risk of significant harm, or the allegation warrants a police investigation.

In the event of a police investigation, the police should inform the LADO and designated lead person. The LADO should then discuss if further action is appropriate and how to proceed. If the allegation is substantiated and the member of staff dismissed or resigns, the LADO should discuss whether a referral to the Disclosure and Barring Service (DBS) or any other body is appropriate.

If the allegation is unsubstantiated the Designated Safeguarding Lead should consider how to facilitate the return of that staff member, and to consider how contact with any children involved is managed.

**All staff must refer to their own Local Authorities Policies and Procedures for Safeguarding and Children Missing from Care/Home.**

The key telephone numbers are:-

Woodlands School and Maple House School:

Lancashire Customers Care – Tel 0300 123 6720

Lancashire LADO - Tel 01772 536 694 (Tim Booth)

Lancashire EDT - Tel 0300 123 6722

Maple House School:

Tameside Children's Social Care- Tel 0161 342 4477

Tameside LADO 0161 342 4398 (Tania Brown)

Tameside EDT 0161 339 3996 & 0161 432 4343

Designated Safeguarding Lead (DSL) Residential – Cree Rowbottam 07506 176 395  
/ Tracy Wild 07506 176 395

Designated Safeguarding Lead (DSL) Education – Lee Cambray 07901048480

Deputy Designated Safeguarding Lead (DDSL) Education –Emma Fletcher (Head of Education) - 07747268586

Maple House School - Jessica Stansfield

## **Induction and Ongoing Training**

All staff at Maple House School will undergo induction and ongoing training. Below is a list of the training which we provide to all Halliwell staff. Each of the courses highlighted with a '\*' indicates a 12 month refresher requirement, all other courses are refreshed every 18 months (with the exception of induction training).

- Child Sexual Exploitation\*
- E-Safety\*
- Attachment
- First Aid
- Paediatric First Aid
- Handling and Administration of Medicines
- Health and Safety
- Induction (includes Managing Challenging Behaviour, First Aid Awareness, Health and Safety, Diversity and Equality, Food Hygiene, Hand Hygiene, Moving and Handling Theory, Nutrition and Diet, Safe Administration of Medicines, Fire Training, Safeguarding, Introduction to Restorative Parenting)
- Introduction to ADHD
- Introduction to Autism
- Introduction to Epilepsy
- Anti bullying
- Resilience
- Self Perception
- Self Harm Awareness
- Positive Behaviour Management\*
- Extremism and Radicalisation
- Report Writing
- Referencing
- Safeguarding Level 3\*
- Female Genital Mutilation - new course\*

**Executive Headteachers, Head Of Education and Lead Teachers also complete the following:**

- Fire Warden\*
- Appraisal\*
- Effective Supervision
- Safeguarding Level 3\*
- Safeguarding Level 5\*

## **Storage Of Documentation**

All documentation generated related to child protection are kept by the Executive Headteacher and also kept centrally in the 'drop box' at Halliwell Homes Head Office.

## **Social Workers of Looked - After - Children placed with Halliwell Homes**

Social workers of placing local authorities will be informed of our website and this policy when a child is placed with Halliwell Homes.



## **Policy review**

This policy document will be discussed with all new staff when starting employment with Halliwell Homes and will be discussed at termly meetings with all school staff. The policy will be reviewed by the Executive Headteacher and Proprietor on an annual basis to ensure it is up to date with current legislation and best practice.


This policy is available for viewing on the Halliwell Homes website:

[www.halliwellhomes.co.uk](http://www.halliwellhomes.co.uk)

Date approved: April 2014

Date last reviewed: September 2023

Next review (or before): September 2024

Signed: 

Position: Education Director

## **Staff Acknowledgement**

In signing this document I am confirming I have read the information and have an understanding of the procedures outlined within the information provided.

I have had the opportunity to discuss this document with a Senior Leadership member of staff to gain further clarity.

I also know that if I feel I need further guidance I know I can access through the Executive Headteacher.

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

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School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

School name:

Staff member name:

Position:

Date:

## Appendix 1

### Staff Disqualification by Association Declaration Form

The Department for Education (DfE) has issued guidance regarding  
Disqualification by Association:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/362919/  
Keepingchildrensafeineducationchildcaredisqualificationrequirements -  
supplementaryadvice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362919/Keepingchildrensafeineducationchildcaredisqualificationrequirements-supplementaryadvice.pdf)

This update requires schools which provide care for pupils under the age of 8 to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. Please note the following reference:  
<http://www.legislation.gov.uk/uksi/2009/1547/contents/made>

A person may be disqualified through:

4. Having certain orders or restrictions placed upon them
5. Having committed certain offences
6. Living in the same household as someone who is disqualified by virtue of 1 and 2 above (this is known as disqualification by association)

**You are required therefore to sign at the end of the declaration below. In so doing you are confirming that you are not disqualified under those Regulations from working in this school.**

If you fail to complete and return the form, this will be considered as a disciplinary matter for staff, which may result in dismissal and in the case of volunteers, will mean that you can no longer work in the school.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED:  
<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders> Support will be provided with this process.

**Name:**

**Position:**

Please circle one option for every question

<b>Section 1 – Orders or other restrictions</b>	
Have any orders or other determinations related to childcare been made in respect of you?	YES/NO
Have any orders or other determinations related to childcare been made in respect of a child in your care?	YES/NO
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children’s homes or fostering?	YES/NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Regulations? The Regulations are available from the school office or at the link below: <a href="http://www.legislation.gov.uk/uksi/2009/1547/contents/made">http://www.legislation.gov.uk/uksi/2009/1547/contents/made</a>	YES/NO
Are you barred from working with Children (Disclosure and Barring (DBS)?	YES/NO
Are you prohibited from Teaching?	YES/NO

<b>Section 2 – Specified and Statutory Offences</b>	
Have you been cautioned (including a reprimand or warning) since 6 April 2007 or have you been convicted of:	
<ul style="list-style-type: none"> <li>Any offence against or involving a child? (A child is a person under the age of 18)?</li> </ul>	YES/NO
<ul style="list-style-type: none"> <li>Any violent* or sexual offence against an adult? * A violent offence in this context is murder, manslaughter, kidnapping, false imprisonment, ABH, GBH.</li> </ul>	YES/NO
<ul style="list-style-type: none"> <li>Any offence under the Sexual Offences Act?</li> </ul>	YES/NO
Any other relevant offence?  Available from the school office or at the link below for Schedule 2 and 3 of the Regulations:  <a href="http://www.legislation.gov.uk/uksi/2009/1547/contents/made">http://www.legislation.gov.uk/uksi/2009/1547/contents/made</a>	YES/NO
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?	YES/NO

<b>Section 3 – Disqualification by association?</b>	
<p>To the best of your knowledge, is anyone in your household* disqualified from working with children under the Regulations?</p> <p>*Household – includes family, lodgers, house-sharers, household employees</p> <p>This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or have they been cautioned, reprimanded, given a warning or convicted of any offence in Section 2.</p>	YES/NO

<b>Section 4 – Provision of information</b>	
<p>If you have answered YES to any of the questions above you should provide the details below in respect of yourself, or where relevant the member of your household. You may supply this information separately, if you so wish, but you must do so without delay.</p>	
Date of the order, restriction, conviction, caution etc.	
The date(s) of these	
The relevant court(s) or bod(ies)	
<p>You should also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.</p>	

<b>Section 5 - Declaration</b>	
<p>In signing this form, I confirm that the information provided is true to the best of my knowledge and that:</p>	
<ul style="list-style-type: none"> <li>I understand my responsibilities to safeguard children;</li> </ul>	
<ul style="list-style-type: none"> <li>I understand that I must notify my Executive Headteacher immediately of anything that affects my suitability including any pending court appearance, cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that may render me disqualified from working with children.</li> </ul>	
Signed:	

Print name:		Date:	
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