



## Safeguarding children

### 1.2 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

#### Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

This Policy complies with DCSF Guidance “Safeguarding Children and Safer Recruitment in Education” (DCSF 2007)

Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

Copies of the policy will be provided to any member of staff or parent on request.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

#### School Aims

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

- To undertake safe recruitment in checking the suitability of all staff to work with children in the school environment.

## **Duty of the School**

The school will ensure:

- That the safety and well being of children are paramount.
- That children will be listened to.
- That children will be respected.
- That children will be understood within their own culture and racial origin.
- That there is an atmosphere where children feel secure and are valued.
- That the school has a range of adults that children can approach for help.
- That staff recognise the signs and symptoms of suspected abuse.
- That there are clear procedures and lines of communication.
- That the school works closely with parents and other agencies.
- That children at risk are monitored.
- That the curriculum is used to raise children's awareness and build confidence.
- That Child Protection training is regularly updated for all staff.
- Appoint a Designated Senior Person (DSP) for Safeguarding to take responsibility for:
  - Implementing the Group Safeguarding Children (Child Protection) Protection policy within the establishment
  - Supporting other staff in their understanding of child protection issues and ability to recognise the signs and symptoms of abuse
  - Managing the establishment's response to a disclosure of abuse.

## **Procedures**

The Board of Directors oversees the implementation of the policies and procedures aimed at safeguarding children. The policies and procedures are reviewed annually, ensuring that weaknesses and deficiencies are remedied at once.

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

### *Key commitment 1*

The Alliance is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

### *Staff and volunteers*

- The **Designated Senior Person** (DSP) for Safeguarding is Magali Amar, the Headteacher, or in her absence, Miss Helen Pryfer.
- We ensure all staff and parents are made aware of our safeguarding policies and procedures. The policies could be downloaded via the Parents Zone on our website, and a copy could be requested to our office.
- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.
- Volunteers do not work unsupervised.
- We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have lead to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the setting.
- We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.
- We take steps to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child.

### *Key commitment 2*

The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

### *Responding to suspicions of abuse*

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as abuse of disabled children, fabricated or induced illness, child abuse linked to beliefs in spirit possession, sexual exploitation of children such as through internet abuse and Female Genital Mutilation that may affect or may have affected children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or maybe victims of child trafficking. While this may be less likely to affect young children in our care we may become aware of any of these factors affecting older children and young people who we may come into contact with.
- Where we believe a child in our care or known to us may be affected by any of these factors we follow the procedure for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting leader or manager who is acting as the 'designated person'. The information is stored away from the child's personal file.
- We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.  
NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young persons refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

### *Recording suspicions of abuse and disclosures*

- Where a child makes comments to a member of staff that give cause for concern (disclosure), observe signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
  - Listens to the child, offers reassurance and gives assurance that she or he will take action;
  - Does not question the child;
  - Makes a written record that forms an objective record of the observation or disclosure that includes:
    - The date and time of the observation or the disclosure;
    - The exact words spoken by the child as far as possible;
    - The name of the person to whom the concern was reported, with date and time; and
    - The names of any other person present at the time.
- These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

### *Making a referral to the local authority social care team*

- The Pre-school Learning Alliance's publication Safeguarding Children contains procedures for making a referral to the local children's social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you are worried a child is being abused' (HMG 2006).
- We keep a copy of this document alongside procedures set down by our Local Safeguarding Children Board

### *Informing parents*

- Parents are normally the first point of contact. We discuss concerns with parents to gain their view of events unless we feel this may put the child in greater danger.
- We inform parents where we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger.

- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.

#### *Liaison with other agencies*

- We work within the Local Safeguarding Children Board guidelines.
- We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- We notify the LSCB and provide them with the evidence within 24 hours of a disclosure or suspicion of abuse and we take no further action until their advice has been obtained.
- We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children or where an allegation of abuse is made against a member of staff within 14 days of any actual abuse or allegations of abuse on the premises.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.

#### *Allegations against staff*

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone working on the premises occupied by the setting, which may include an allegation of abuse.
- We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- We refer any such complaint immediately to the local authority's social care department to investigate. We also report any such alleged incident to Ofsted and what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management committee and children's social care agree it is appropriate in the circumstances, the chairperson will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an indication of admission that the alleged

incident has taken place, but is to protect the staff as well as children and families throughout the process.

- If the allegation is against the Headteacher, the person receiving the allegation should inform the Director and the Deputy Designated Person, who will contact the panel, without notifying the Head first. In the case of serious harm, the police should be informed from the outset.

#### *Disciplinary action*

- Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Independent Safeguarding Authority (ISA) of relevant information so that individuals who pose a threat to children (and vulnerable groups), can be identified and barred from working with these groups.

#### *Key commitment 3*

The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

#### *Training*

- We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- We ensure that all staff know the procedures for reporting and recording their concerns in the setting.
- The designated person for child protection is trained to standards approved by the LSCB that include inter-agency working and that is refreshed at two-yearly intervals. All the staff, teaching and non teaching, full and part-time, receive training to standards approved by the LSCB that include inter-agency working and that is refreshed at three-yearly intervals.

#### *Planning*

- The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

#### *Curriculum*

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.

- We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

### *Confidentiality*

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

### *Support to families*

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We are vigilant about the attendance of a child who is on the Child Protection register and we report to the LSCB any non explained absence right from the first day of absence.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

### **Useful contacts**

- Social care customer contact centre: (020) 8825 8000
- Ealing social services email: [sscallcentre@ealing.gov.uk](mailto:sscallcentre@ealing.gov.uk)
- NSPCC 0808 800 5000,
- NSPCC Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)

## **Appendix 1**

### **The concept of significant harm.**

The Children Act 1989 introduced the concept of "Significant Harm" as the threshold that justifies compulsory intervention in family life in the interests of children.

There are no absolute criteria to rely on when judging what constitutes significant harm. Overall, it can be described as the detrimental outcome of various forms of child maltreatment to the child's well-being.

Harm means ill-treatment or the impairment of health or development.

Development means physical, intellectual, emotional, social or behavioural development.

Ill-treatment includes sexual abuse and forms of ill-treatment which are not physical.

Health includes physical or mental health.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, the child's health or development shall be compared with that which could reasonably be expected of a similar child.

### **Definitions and Symptoms of Abuse**

There are four main categories of abuse – physical injury, neglect, sexual abuse and emotional abuse. The list of symptoms given is not exhaustive or comprehensive but consists of frequently observed symptoms. It is important to remember that most abuse involves more than one main type, for example, sexual and emotional abuse may be recognised together. These symptoms, for example cuts and grazes, may also be accidental and not a sign of abuse. These different types of abuse require different approaches. A child suffering from physical abuse may be in immediate and serious danger. Action should, therefore, be taken immediately. With other forms of abuse there is a need to ensure that adequate information is gathered.

There is also a need to make sure that grounds for suspicion have been adequately investigated and recorded. The need to collate information must be balanced against the need for urgent action. If there are reasonable grounds for suspicion then a decision to monitor the situation should only be taken after consultation. A situation that should cause particular concern is that of a child who fails to thrive without any obvious reason. In such a situation a medical investigation will be required to consider the causes.

## *Physical Injury*

Actual or risk of physical injury to a child or failure to prevent physical injury (or suffering) to a child, including deliberate poisoning, suffocation and Munchausen's syndrome by proxy. This includes excessive punishment.

### Symptoms:

- bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently
- slap marks — these may be visible on cheeks or buttocks
- twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking
- bruising on both sides of the ear — this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury
- grip marks on arms or trunk - gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child; i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse
- black eyes – are mostly commonly caused by an object such as a fist coming into contact with the eye socket. NB. A heavy bang on the nose, however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred
- damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth
- bite marks
- fractures
- poisoning or other misuse of drugs – e.g. overuse of sedatives.
- burns and/or scalds – a round, red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks.

## *Neglect*

Actual or risk of persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation. Extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including failure to thrive.

### Symptoms:

- Dirty
- Lack of appropriate clothing
- Smells of urine
- Unkempt hair
- No parental interest (a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.)
- Underweight — a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- Body sores
- Not wanting to communicate
- Behaviour problems
- Attention seeking
- Lack of respect
- Often in trouble – police
- Bullying
- Use of bad language
- Stealing
- Lack of confidence – low self-esteem
- Jealousy

## *Sexual Abuse*

Actual or risk of sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature. The involvement of dependent, immature children and adolescents in activities to which they are unable to give informed consent or that violate the social taboos of family roles.

Symptoms:

- a detailed sexual knowledge inappropriate to the age of the child
- behaviour that is excessively affectionate or sexual towards other children or adults
- attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- a fear of medical examinations.
- a fear of being alone — this applies to friends/family/neighbours/baby-sitters, etc
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa.
- excessive masturbation is especially worrying when it takes place in public.
- promiscuity
- sexual approaches or assaults - on other children or adults.
- urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified.
- bruising to the buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place.
- discomfort or pain particularly in the genital or anal areas.
- the drawing of pornographic or sexually explicit images.
- withdrawn
- rejecting physical contact or demanding attention

### *Emotional Abuse*

Actual or risk of severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection. It is important to remember that all abuse involves some emotional ill-treatment.

Symptoms:

- Crying
- Rocking
- Withdrawn
- Not wanting to socialise
- Cringing
- Picking up points through conversation with children
- Bad behaviour

- Aggression
- Behaviour changes
- Bribery by parent
- Self infliction
- Lack of confidence
- Attention seeking
- Isolation from peers – unable to communicate
- Clingy
- Treating others as they have been treated

## Appendix 2

### What to do if a child approaches you to discuss allegations of abuse

Any member of staff who has contact with children at La Chouette School may be approached by a child who needs to talk about something in confidence.

Here are some basic principles to follow if this happens to you.

<b>What to do</b>	<b>What not to do</b>
<p>Stay calm</p> <p>Listen, hear and believe</p> <p>Only ask Who, What, Where, When</p> <p>Give time to the person to say what they want</p> <p>Reassure and explain that they have done the right thing in telling. Explain that only those professionals who need to know will be informed</p> <p>Act immediately in accordance with the procedure in the Child Protection Policy</p> <p>Record accurately in writing as soon as possible what was said and without personal comment</p>	<p>Do not panic. Don't over react. It is extremely unlikely that the child is in immediate danger</p> <p>Do not probe for more information. Avoid leading questions. Questioning the child may affect how the disclosure is received later on.</p> <p>Do not make assumptions. Do not paraphrase or offer alternative explanations or suggestions</p> <p>Do not promise confidentiality to keep secrets or that everything will be OK (it might not)</p> <p>Do not try to deal with it yourself</p> <p>Do not make negative comments about the alleged abuser. Do not make personal observations.</p>

<p>Report to the Designated Senior Person for Safeguarding only</p>	<p>Do not make a child repeat a story unnecessarily</p> <p>Do not 'gossip' with colleagues about what has been said to you</p>
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It is the duty of anyone who works with children at La Chouette School to report any suspicions or disclosures of abuse. It is not for the individual member of staff approached to decide whether or not a suspicion or allegation is true. All must be taken seriously and dealt with according to the policy and procedures.

## Appendix 3

### Code of Behaviour - for All Staff and Volunteers

#### *Interaction with Pupils: Model Code of Conduct for Staff*

#### **You must not:**

- Staff and volunteers should not spend excessive amounts of time alone with children, away from others. Meetings with individual children should be avoided or take place within sight of others. If privacy is needed, the door should remain open and other staff or volunteers should be aware of the meeting. Staff should not put themselves in a compromising position.
- Staff and volunteers should not spend excessive amounts of time alone with children when they change nappies or are in the toilet area, away from others. This should be avoided or take place within sight of others. The door should remain open and other staff or volunteers should be aware of the toilet time or change of clothes (the door of the toilets area is glazed) Staff should not put themselves in a compromising position.
- Staff and volunteers are advised not to make unnecessary physical contact with children. However, there may be occasions when physical contact is unavoidable, such as providing comfort at times of distress, or physical support in contact sports or similar. In all such cases contact should only take place with the consent of the child.
- It is not good practice to take children alone in a car, however short the journey. Where this is unavoidable, it should be with the full knowledge and consent of the parents (or guardians) and the Headteacher.
- Staff and volunteers should not start an investigation or question anyone after an allegation or concern has been raised. This is the job of the authorities. You should just record the facts and report these to a designated person.
- Staff and volunteers should never (even in fun) –
  - a. Initiate or engage in sexually provocative conversations or activity.
  - b. Allow the use of inappropriate language to go unchallenged.
  - c. Do things of a personal nature for children that they can do themselves.
  - d. Allow any allegations made by a child go without being reported and addressed or either trivialise or exaggerate child abuse issues.
  - e. Make promises to keep any disclosure confidential from relevant authorities.

- Staff or volunteers should not show favouritism to any one child, nor should they issue or threaten any form of physical punishment.

**You must:**

- Staff and volunteers must respect children's rights to privacy and encourage children and adults to feel comfortable enough to report attitudes or behaviour they do not like.
- Staff and volunteers will be expected to act with discretion with regard to their personal relationships. They should ensure their personal relationships do not affect their role within the school.
- All staff and volunteers should be aware of the procedures for reporting concerns or incidents, and should familiarise themselves with the contact details of the designated persons.
- If a member of staff or volunteer finds himself or herself the subject of inappropriate affection or attention from a child, they should make others aware of this.
- If a member of staff or volunteer has any concerns relating to the welfare of a child in their care, be it concerns about actions/behaviours of another staff member or volunteer or concerns based on any conversation with the child; particularly where the child makes an allegation, they should report this immediately to the Designated Person for Safeguarding.



## Appendix 5

### **London Child Protection Procedures - Child Protection – Professional Abuse Policy**

#### *Guidelines for the management of allegations of abuse by staff and other Professionals.*

These guidelines are taken from the *London Child Protection Procedures 3rd Edition 2007*. For further details refer to the LCPP in the Head's Office.

#### *General considerations relating to allegations and concerns of abuse*

The employer will inform the LA designated (LADO) immediately an allegation is made. They will then advise the employer whether or not informing the parents of the child/ren involved will impede the disciplinary or investigative processes. Acting on this advice, if it is agreed that the information can be fully or partially shared, the employer will inform the parents. In some circumstances, however, the parents may need to be told straight away (e.g. if a child is injured and requires medical treatment).

The employer will seek advice from the LADO, the police and/or LA children's social care about how much information should be disclosed to the accused person.

Subject to restrictions on the information that can be shared, the employer will, as soon as possible, inform the accused person about the nature of the allegation, how enquiries will be conducted and the possible outcome (e.g. disciplinary action, and dismissal or referral to the barring lists or regulatory body)

The accused member of staff should:

- Be treated fairly and honestly and helped to understand the concerns expressed and processes involved.
- Be kept informed of the progress and outcome of any investigation and the implications for any disciplinary or related process
- If suspended, be kept up to date about events in the workplace.

#### *Confidentiality*

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated or considered. Apart from keeping the child, parents and accused person (where this would not place the child at further risk) up to date with progress of the case, information should be restricted to those who have a need to know in order to protect children, facilitate enquiries, manage related disciplinary or suitability processes

### *Support*

The organisation, together with LA children's social cares and/or police, where they are involved, will consider the impact on the child concerned and provide support as appropriate. Liaison between the agencies will take place in order to ensure that the child's needs are addressed.

As soon as possible after an allegation has been received, the accused member of staff will be advised to contact their union or professional association. Human resources will be consulted at the earliest opportunity in order that appropriate support can be provided via the organisation's occupational health or employee welfare arrangements

### *Suspension*

Suspension is a neutral act and it will not be automatic. It will be considered in any case where:

- There is cause to suspect a child is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal

If a strategy meeting/discussion is to be held or if the LA children's social care or the police are to make enquiries, the LADO will canvas their views on suspension and inform the employer. The employer will make the decision to suspend an accused employee only once advice has been received from the LADO to do so.'

Suspension does not imply a finding of guilt but is intended to enable a dispassionate investigation of the facts, unimpeded by interpersonal tensions. Any employee who is suspended will be informed immediately for the reason for suspension.

### *Whistle – blowing*

All staff will be made aware of the organisation's whistle – blowing policy and feel Confident to voice concerns about the attitude or actions of colleagues.

### **Referral to list 99, POCA list or regulatory body**

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide their services, the LADO will discuss with the employer whether a referral will be made to the Independent Safeguarding Authority and/or a regulatory body (E.g. the General Teaching Council or General Medical Council). Consideration will then be given as to

whether the individual will be barred from, or have conditions imposed in respect of, working with children.

If a referral is to be made, it will be submitted within one month of the allegation being substantiated.

## **Useful contacts**

- Social care customer contact centre: (020) 8825 8000
- Ealing social services email: [sscallcentre@ealing.gov.uk](mailto:sscallcentre@ealing.gov.uk)
- NSPCC 0808 800 5000,
- NSPCC Website: [www.nspcc.org.uk](http://www.nspcc.org.uk)

## **Legal framework**

### *Primary legislation*

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Safeguarding children and safer recruitment in education (2007)

### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

## **Further Guidance**

- Working Together to Safeguard Children (revised HMG 2010)
- What to do if you are Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)

- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008)
- Independent Safeguarding Authority: [www.isa-gov.org.uk](http://www.isa-gov.org.uk)

This policy was adopted at a meeting of	La Chouette School
Held on	<ul style="list-style-type: none"> <li>○ 18/04/2011</li> <li>○ 22/11/2011</li> <li>○ 04/09/2012</li> </ul>
Date to be reviewed	01/09/2013
Signed on behalf of the management committee	Magali Amar
Name of signatory	M. Amar
Role of signatory (e.g. chair/owner)	Headteacher

#### **Other useful Pre-school Learning Alliance publications**

- Safeguarding Children (2010)