

## Child Protection and Safeguarding Policy

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## Introduction

Reeson Education is committed to safeguarding and promoting the welfare of children and young people and expects all staff and all workers to share this commitment and to be fully aware of the importance of child protection. It is everyone's responsibility and Reeson Education's workers share these responsibilities. They are in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour which may indicate a child may be being abused or neglected.

This policy applies to all staff and all workers working through REESON Education and takes into account statutory guidance, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

## Maintaining a child centred and coordinated approach to safeguarding:

Everyone who works in schools and colleges should understand they are an important part of the wider safeguarding system for children and accept safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff and workers should ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

NB Definition: Children includes everyone under the age of 18.

## Roles and Responsibilities

### All workers registered with Reeson Education

All workers registered with Reeson Education will read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#)

They will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, our supply workers code of practice along with the role and identity of our designated safeguarding lead (DSL) and deputy.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

When attending a new client setting through Reeson Education all workers should:

- Make themselves aware of who the designated safeguarding lead (DSL) is and the deputies.
- Request to read their child protection and safeguarding policy.
- Request to read their staff code of conduct.
- Request to read their behaviour policy.
- Ask if there is any specific information you should be aware of about any of the children you may be working with.

### The Designated safeguarding lead (DSL)

Reeson Education's DSL is Mel Worboys-Hamlin, she can be reached on 020 3841 0777 or [melanie@reesoneducation.com](mailto:melanie@reesoneducation.com)

The DSL takes lead responsibility for child protection and wider safeguarding.

The DSL will be available during office hours for staff to discuss any safeguarding concerns.

When the DSL is absent, our deputy Ben Lewis will act as cover.

The DSL and Deputy will be given time to attend formal training which will be provided externally at least every two years, funding, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.

The full responsibilities of the DSL and deputy are set out in their job description.

### Confidentiality

Child protection raises issues of confidentiality, which should be clearly understood by all staff. Further information about data sharing is contained within our Data Protection policy.

It should be noted that:

- Timely information sharing is essential to effective safeguarding.
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff will never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

- If staff are in any doubt about sharing information, they will speak to the designated safeguarding lead (or deputy)

## Recognising abuse and taking action

In the following, where it is advised to speak to the DSL, in the first instance the report or discussion should be had with the school's DSL as soon as possible, on the same day you became concerned. This is key to providing effective early help where there are emerging concerns. Reeson Education's DSL should be made aware of any concerns raised.

### If a child is suffering or likely to suffer harm, or in immediate danger.

Make a referral to children's social care (ICAT) and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

### If a child makes a disclosure to you

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions.
- Stay calm and do not show that you are shocked and or upset.
- Explain what will happen next and that you will have to pass this information on.
- Never promise to keep it a secret.
- Write up your conversation as soon as possible using the child's own words, stick to the facts, and do not put your own judgement on the recording.
- Inform the DSL as soon as possible, in absence of DSL's make a referral to children's social care (ICAT) or the police. Tell the DSL of your referral as soon as possible.

### If you discover that female genital mutilation FGM has taken place, or a pupil is at risk

Following revised guidance from KCSIE, if a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, they **must** report this to the police. This is now a specific **legal duty placed on teachers**. Those failing to report such cases may face disciplinary action.

### If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or call 'ICAT – 'Initial Consultation Advice Team' local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

### If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger.
- Think someone may be planning to travel to join an extremist group.
- See or hear something that may be terrorist-related.

### Mental health concerns

The importance of mental health concerns for children has been emphasised throughout the Working together to safeguard children update (Dec 2020). Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Schools have access to a range of advice from mental health and behaviour in school guidance to help them identify children in need of extra mental health support, this includes working with external agencies.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL.

### Concerns about a staff member, supply teacher or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the school's DSL.

If the concerns/allegations are about the DSL, speak to the Headteacher.

### Child on Child Abuse

Staff should be aware that children can abuse other children (previously known as peer on peer abuse). Staff should never tolerate this as "banter", "just having a laugh" or "part of growing up" as this can lead to a culture of unacceptable behaviours. In worst case scenarios a culture that normalises abuse may lead to children accepting it as normal and not coming forward to report it.

Staff must be aware that it can happen both inside and outside of schools and online. It is important that they recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);

- sexual violence,
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

In any cases of child-on-child abuse staff should speak to the designated safeguarding lead (or deputies). The DSL will contact the local authority children's social care team and follow its advice as well as the police if the allegation involves a potential criminal offence. The DSL will also contact the children and adolescent mental health services (CAMHS), if appropriate and a decision will be made as to whether a risk assessment and support plan is required for all children involved.

### Sexting

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- Delete the imagery or ask the pupil to delete it.
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the pupil(s) it involves or their parents or carers.
- Say or do anything to blame or shame any young people involved.

Staff should explain that they need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

### Types of Abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another.
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing.
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific safeguarding issues

### Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.



- Communication barriers and difficulties in overcoming these barriers.

### Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or all forms of abuse.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of all forms of abuse or FGM.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.
- Come from new migrant families.

Procedures need to be followed for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff should be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and all forms of abuse.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

At REESON Education, we know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more susceptible to exploitation, including special educational and disability needs plus access to economic or other resources.



The following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections,
- display sexual behaviours beyond expected sexual development or become pregnant.

If a member of staff suspects CSE or CCE, they should report and discuss (where appropriate) this with the DSL or deputy. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate. Pupils who have been identified as exploited will be given support to help maintain them in education.

### Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

### Child on child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. Therefore, staff working with children should understand the importance of maintaining an attitude of 'it could happen here'. Any report of sexual violence or sexual harassment should be taken seriously and reported to the DSL. Both victim and perpetrators need be reassured that they will be kept safe and supported.

Reports or concerns regarding sexual violence/harassment are likely to be complex and will require professional decisions to be made. Decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role. They will liaise and seek support by other agencies, such as children's social care and the police as required.

When a child makes a disclosure; staff must act by raising concerns immediately to the DSL. When managing reports or disclosure a DSL or deputy plus one other member of staff must be present. Where this is not possible, two members of staff must be present (they must report to a DSL as soon as possible). In order to fully engage with the child, they must wait until the verbal report/disclosure has been made before writing it up in full. It is essential the written record is logged, and presents only the facts and not personal opinion.

If the disclosure/report includes an element of online (such as inappropriate images), staff should not view or forward illegal images but should confiscate the device to preserve evidence. These will be handed to the police for inspection.

Staff must not promise confidentiality to the child but must reassure and support them, and show them respect at all times. The report and associated information will only be shared with the appropriate professionals.

When there has been a report of sexual violence, the DSL (or a deputy) should make an immediate risk and needs assessment. This will consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

All risk assessments should be recorded (written or electronic) and should be kept under review.

### Female Genital Mutilation ('FGM')

All staff should speak to the DSL or Deputies about any concerns about FGM. Teaching staff have a separate duty to report to the Police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place.
- A mother/family member disclosing that FGM has been carried out.
- A family/pupil already being known to social services in relation to other safeguarding issues.
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practiced in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"

- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### So-called 'honour-based' abuse (including FGM and all forms of abuse)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, all forms of abuse, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and should be handled and escalated as such. All staff should be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they should speak to the DSL, who will activate local safeguarding procedures.

### All forms of abuse

Forcing a young person into a child marriage is a crime. A child marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

If a member of staff suspects that a pupil is being forced into a child marriage, they should speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

### Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Terrorism is an action that:

- Endangers or causes serious violence to a person/people;
- Causes serious damage to property; or
- Seriously interferes or disrupts an electronic system
- The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff should be alert to changes in pupils' behaviour.

The government website Educate Against Hate and charity NSPCC say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

Staff should always take action if they are worried.

## Taking Action – How to Report Your Concern

All concerns should be reported as soon as possible, on the same day you become concerned, this is key to providing effective early help where there are emerging concerns. In the first instance the report or discussion should be had with the school's DSL. The concern should also be reported to Reeson Education's DSL, so they can monitor and ensure it is followed up on.

The worker should prepare a written statement detailing the incident and provide their account of the situation/concern.

Reeson Education's DSL will liaise with the school concerned, ensuring that the concern has been reported and acted upon.

## Record Keeping

It is important that a clear and comprehensive record should be made for any concerns raised in regards to safeguarding children. This record should include a summary of the incident, details of how the incident was followed up and notes of any action taken and decisions reached. This record should be kept on the worker that reported the concern's file and a copy provided to the school concerned.

Below is an example of the record to be completed and kept.

**Safeguarding Incident Log**

<b>Your Name</b>	
<b>School Name</b>	
<b>Date of Incident</b>	
<b>Name of child</b>	
<b>Details of Incident</b>	
<b>Reported to (school contact)</b>	
<b>Date reported to school</b>	
<b>Reported to (Reeson contact)</b>	
<b>Date reported to Reeson</b>	
<b>Action Taken</b>	

**Allegations against staff**

REESON Education takes all allegations of abuse and misconduct against a teacher or any other member of staff, placed in an education setting through REESON Education, very seriously and appropriate action will be taken immediately. We strive to ensure all allegations are dealt with fairly, quickly, and consistently, in a way that provides effective protection for children, and at the same time supports its worker who is subject to the allegation. The procedure for dealing with allegations will depend on the situation and circumstances surrounding the allegation. This guidance outlines the initial response to an allegation, for more detailed guidance, particularly action following the outcome of an initial investigation please refer to the [DfE Guidance](#). This guidance must be followed when dealing with allegations but may be adapted to each case as advised by external agencies.

REESON Education will work closely with all parties involved, including the school, Local Authority Designated Officer (LADO), Social Services and Police. We will act on any requirements put in place during the process, whether to support our worker’s return to work, or referral to the Disclosure and Barring Service and / or the Teaching Regulation Agency.

**Scope**

This guidance will be used in any case where it is suspected or alleged that a REESON Education worker placed in an education setting, has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she would pose a risk of harm to children and is unsuitable to work with children

These behaviours should be considered within the context of the four categories of abuse: physical, sexual, emotional abuse and neglect.

### Initial Action

All concerns and allegations of poor practice or inappropriate behaviour by made against a REESON Education worker should be reported immediately to REESON Education's DSL.

We will immediately arrange to meet with the school or education setting concerned to discuss the situation and determine if the allegation amounts to misconduct. The worker will not be offered any further assignments in a school or education setting through REESON Education, until the situation has been satisfactorily resolved.

If the allegation falls within the above scope we will establish if the school will be contacting their LADO team for advice on the course of action required. LADO should be informed of all allegations that fall within the above scope within one working day of the allegation. In the case of serious harm or criminal activity the police should be informed from the outset.

REESON Education will share all available information with the school and LADO about the worker against whom the allegation has been made and consider in partnership whether a police investigation or a strategy discussion is needed or whether no further action is required.

We will inform the accused worker about the allegation as soon as possible after consultation with the school and LADO, giving them as much information as possible at that time. However where it is decided that the Police or Social Services need to be involved, these agencies will be consulted

before the agreed information is disclosed to the accused worker. We will carry out an investigatory discussion and/or meeting with the worker and request they prepare a written statement which provides their account of the situation in which the allegation was made. This statement will be added to their confidential personnel file. We will inform the school of any further information we obtain regarding the situation.

### Support

REESON Education has a duty of care to their workers and will endeavour to minimise the stress inherent in the allegations process. We will ensure the accused worker continues to receive support and advice during an investigation by:

- Informing them of concerns or allegations as soon as possible and give an explanation of the likely course of action, unless there is an objection by the Police or Social Services.
- Advise them to contact their union, or any other professional association they are a member of for support;
- Provide them with the name of a contact at REESON Education who will keep them informed of both the progress of their investigation and other current work-related issues;
- Advise them not to discuss the situation with colleagues;
- To see their GP if they think their health may be affected.

### Investigation

Where LADO advise an allegation meets the threshold for criminal or child protection investigation REESON Education will work closely with all parties involved, including the school, LADO, Social Services and Police. We will act on any requirements put in place during the process.

Where LADO advise an allegation can be dealt with under our disciplinary process an internal investigation shall be undertaken in partnership with the school concerned.

During an investigation into the conduct of a worker while on an assignment, the school may wish the assignment to continue, subject to certain conditions. In such cases the school will be required to confirm in writing to REESON Education the changes to the worker's assignment duties and level of supervision applied, pending the investigation. This information should be confirmed to the worker by REESON Education. Alternatively the school may decide not to continue the assignment during the investigation, in which case REESON Education will terminate the engagement of the worker.

Whether an assignment continues or is terminated, REESON Education will continue to complete their investigation.

### Outcomes Following an Investigation

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

#### **Substantiated Allegations.**

There is sufficient evidence to prove the allegation that a child has been harmed or there is a risk of harm.

If the facts of the incident are found to be true but it is not found that a child has been harmed or there is a risk of harm, then consideration should be given to deciding that the outcome is 'unsubstantiated' or 'unfounded'

#### **Malicious**

There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. The police should be asked to consider what action may be appropriate in these circumstances.

#### **False Allegations**

There is sufficient evidence to disprove the allegation, however, there is no evidence to suggest that there was a deliberate intention to deceive.

False allegations may be an indicator of abuse elsewhere which requires further exploration. If an allegation is demonstrably false, the employer, in consultation with the LADO, should refer the matter to LA children's social care to determine whether the child is in need of services, or might have been abused by someone else.

#### **Unsubstantiated allegations**

There is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

#### **Unfounded**

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

The Chair of the meeting / discussion should make a record of the agreed outcome and forward this to the employer.

### Record keeping

It is important that a clear and comprehensive record should be made for any allegations made against a REESON Education worker. This record should include a summary of the allegation, details of how the allegation was followed up and resolved, notes of any action taken and decisions reached. This record should be kept on the accused's confidential personnel file and a copy provided to the person concerned.

The purpose of this record is to enable accurate information to be given in response to any future appropriate request for information. This record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. Details of allegations that are found to have been malicious should be removed from personnel records.



Below is an example of the record to be completed and kept.

**Record of Allegation(s) made against**

<b>Name</b>	
<b>Address</b>	
<b>Date of Birth</b>	
<b>Place of employment</b>	
<b>Job Title</b>	

**Summary of Allegation(s)**

<b>Date Allegation was received.</b>	
<b>Allegation was reported to:</b>	
<b>Details of allegation and investigations undertaken</b>	
<b>Outcome * including summary of evidence to support this conclusion.</b>	
<b>Recommendations and/or actions taken.</b>	
<b>Date Employee was informed.</b>	

**On Conclusion of a Case**

If the allegation is substantiated and the worker is dismissed or the person resigns or otherwise ceases to provide their services, REESON Education should discuss with the school whether a prompt referral to the Disclosure and Barring Service (DBS) for consideration of inclusion on the barred lists and /or (for teachers) to the Teaching Regulation Agency.

If the allegation is found to have been malicious it should be removed from personnel records.

**Barring Referrals to the DBS**

There is a legal requirement for employers and personnel suppliers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child or vulnerable adult; or if a person otherwise poses a risk of harm to a child or vulnerable adult. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so. The DBS will consider whether to bar the person from working in regulated activity, which will include work in schools and other educational establishments. Local authorities & schools and other bodies all have a statutory duty to make reports, and to provide relevant information to the DBS.

Referrals should be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's service.

For information on how to make a referral to the DBS: <https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>

### Report Teacher Misconduct

There is a legal requirement for employers to make a referral to the Teaching Regulatory Agency (TRA) of cases involving serious professional misconduct by a teacher. The TRA should only be involved in the most serious cases of misconduct, in order to make a decision on whether a teacher should be prohibited from teaching work. Cases of incompetence should be dealt with locally.

For more information on types of misconduct and relevant offences that might lead to a teacher being prohibited from the teaching profession, and how to make a referral please read '[Teacher Misconduct: The Prohibition of Teachers](#)'

### Low Level Concerns

Concerns raised against a teacher or any other member off staff, placed in an education setting through Reeson Education, that do not amount to misconduct and fall within the above scope, are also taken seriously.

All concerns raised will be discussed fully and constructively, with both the client and the worker, and appropriate action will be taken, depending on the situation. This must always be done with the support of the DSL, or a member of the Senior Management Team. Notes will be made on both the worker's and client's records. If any training needs are identified, they will be discussed with the worker and advice will be given on available courses.

Workers that receive negative feedback from three or more schools will be advised that REESON Education will no longer be providing them with work finding services.

If a worker's suitability changes while on placement due to a negative result to a repeated check, such as DBS Update Service, Prohibition Order, or Right to Work checks; or other information comes to light regarding the worker's suitability to carry out that role, the client will be informed, and appropriate action discussed and taken.