

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](#) and [Working Together to Safeguard Children](#) 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:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- 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 adults working in schools have a responsibility to provide an environment in which children feel secure, supported and valued; a safe environment in which children can learn. All adults working with children, must have knowledge of safeguarding and child protection to enable them to recognise the signs and know how to report any suspicions or concerns, ensuring support is provided to children in need.

All workers registered with Reeson Education

All workers registered with Reeson Education are required to 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, exploited, or neglected, 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 they should be aware of about any of the children they may be working with.

Where a Reeson Education client setting does not have, or does not provide the policies mentioned above, Reeson Education's policies will stand in their absence.

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

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

The DSL will be available during office hours for staff and workers 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 and workers, 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 and workers who make such referrals directly.

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

Training and Support

All staff members and workers will be made aware of our systems which support safeguarding. These will be provided and explained to them as part of our staff induction. This includes this child protection and safeguarding policy, our supply workers code of practice and our whistleblowing procedures, along with the role and identity of our designated safeguarding lead (DSL) and deputy.

All workers are required to read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#)

All staff and workers have free access to a portfolio of CPD accredited professional development and training courses, including Advanced Safeguarding, Child Protection and Prevent; Online and E/Safety; Child-on-child Abuse; and Preventing Bullying in Schools. All workers are requested to complete the Advanced Safeguarding, Child Protection and Prevent training, and undertake safeguarding training annually.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff or worker from our DSL and team.

Confidentiality

Child protection raises issues of confidentiality, which should be clearly understood by all staff and workers. 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 and workers should 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)
- Staff and workers should also understand that child protection issues warrant a high level of confidentiality, not only out of respect for the child and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Recognising abuse

To ensure children are protected from harm, we need to understand what types of behaviour constitute abuse, neglect and exploitation. Ensure you read the latest DfE Statutory Guidance [Keeping Children Safe in Education: Part One – for schools and college staff](#), for current information. We also recommend that you complete our online training 'Advanced Safeguarding, Child Protection and Prevent'.

Indicators of abuse and what you might see

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that workers are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

It is the responsibility of all adults working with children, to report their concerns. It is **not** their responsibility to investigate or decide whether a child has been harmed or abused.

A child who is being harmed, abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home

- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their schoolwork
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- Unexplained fear, anxiety, depression, or aggression
- Unexplained increase in social media activity, especially at odd hours
- Presence of an older boyfriend/girlfriend or adult friend
- Evidence of expensive gifts, money, or possessions without clear explanation
- Regularly missing school or unexplained changes in school performance
- Extreme secrecy or privacy, especially regarding online activities
- Low self-esteem or self-worth
- Self-harm or suicidal tendencies

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help a DSL to decide how to proceed. It is very important that workers report all concerns even if there is no 'absolute proof' that the child is at risk.

All concerns should be reported as soon as possible, on the same day you become concerned, as this is key to providing effective early help. The school will have their own procedures, which you will find in their Safeguarding Policy. When attending a school for the first time you should always familiarise yourself with this policy. However, in general, in the first instance the report or discussion should be had with the school's DSL, if the DSL is not available inform the Deputy DSLs. If neither are available speak to a member of the senior leadership team. The concern should also be reported to Reeson Education's DSL, so they can monitor and ensure it is followed up on. If the setting is not a school with a Designated Safeguarding Lead or Deputy or a senior leadership team, the concern should be reported to Reeson Education's DSL.

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

Make a referral to local authority children's social care and if appropriate 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.

The online tool [Report child abuse to your local council](#) will direct you to the relevant local authority children's social care contact details.

The following guidance may also be helpful:

[What to do if you're worried a child is being abused: advise for practitioners](#)

[When to call the police: guidance for schools and colleges](#)

If a child makes a disclosure to you

All workers 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 workers from having a professional curiosity and speaking to the DSL if they have concerns about a child.

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

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

- Listen to and believe them. Allow them time to talk freely. Do not ask leading questions, use open questions beginning with words like: 'how', 'why', 'where', 'when', 'who'?
- 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, instead explain for example, 'I am worried about your bruise and I need to tell Mrs Smith so she can help us think about how to keep you safe'
- Inform the DSL as soon as possible. If the DSL is not available, inform the Deputy DSLs. If neither are available speak to a member of the senior leadership team.
- 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. Note:
 - a) Name of the child
 - b) Date, time and place
 - c) Who else was present?
 - d) What was said / What happened / What was noticed.....speech, behaviour, mood, drawings, games or appearance
 - e) Analysis of what you observed and why it is a cause for concern

During a conversation with the child you should:

- Allow them to speak freely.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing talking to me'
- Not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions, such as how many times this has happened, whether it happens to siblings to, or what the child's mother thinks about all this.
- At an appropriate time tell the child that in order to help them you must pass the information on.
- Do not offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying, for example, 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be interpreted by the child that they have done something wrong.
- Tell the child what will happen next, either going straight to the DSL or advising that someone will come to see them before the end of the day.
- Seek support if they feel distressed.

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

It is illegal in the UK to allow girls to undergo female genital mutilation since 1985, or to take girls abroad for the practice since 2003. School staff have a duty to report concerns they have about girls at risk of FGM to the police and social services.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover 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, not to report such cases may face disciplinary action.

FMG occurs mainly in Africa and to a lesser extent, in the Middle East and Asia. Although it is believed by many to be a religious issue, it is a cultural practice. There are no health benefits.

Communities particularly affected by FGM in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Sudan, Egypt, Nigeria, Eritrea, Yemen, Indonesia and Afghanistan. In the UK, FGM tends to occur in areas with larger populations of communities who practice FGM, such as first-generation immigrants, refugees and asylum seekers. These areas include: London, Cardiff, Manchester, Sheffield, Northampton, Birmingham, Oxford, Crawley, Reading, Slough and Milton Keynes. In England and Wales, 23,000 girls under 15 could be at risk of FGM.

Reasons for this cultural practice include:

- Cultural identity – An initiation into womanhood
- Gender identity – Moving from girl to woman – enhancing femininity
- Sexual control – reduce the woman's desire for sex
- Hygiene/cleanliness – un mutilated women are regarded as unclean.

Risk Factors include:

- Low level of integration into UK society
- Mother or sister who has undergone FGM
- Girls who are withdrawn from PSHE
- A visiting female elder from the country of origin
- Talk about a 'special' event or procedure to 'become a woman'

High Risk Time

This procedure often takes place in the summer, as the recovery period after FGM can be 6 to 9 weeks. Schools should be alert to the possibility of FGM as a reason why a girl in a high risk group is absent from school or where the family request an 'authorised absence' for just before or just after the summer holidays.

Although it is difficult to identify girls before FGM takes place, where girls from these high risk groups return from a long period of absence with symptoms of FGM, advice should be sought from the police or social services.

Post-FGM Symptoms include:

- Difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Unusual behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help but may not be explicit about the problem due to embarrassment or fear.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

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 or Deputies are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team. 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 (Prevent Duty)

Terrorism is defined in KCSIE as “an action that endangers or causes violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat 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”

As part of the **Counter Terrorism and Security Act 2015**, schools have a duty to ‘prevent people being drawn into terrorism’. This has become known as the ‘Prevent Duty’. Channel is a key element of the Home Office’s “Prevent” strategy and is a multi-agency approach to protect people at risk from radicalisation. School staff and workers play an important role in identifying children vulnerable to radicalisation and help stamp out extremism if it arises. This includes identifying pupils:

- Displaying feelings of grievance and injustice
- Feeling under threat
- Searching for identity, meaning and belonging
- Who have a desire for status amongst their peers
- Shows empathy for extremist causes
- Glorifying violence, especially other faiths and cultures
- Who have a desire for excitement and adventure
- Displaying a need to dominate and control others
- Who have a susceptibility to indoctrination
- Displaying a radical desire for political or moral change
- Who are susceptible to opportunistic involvement
- Who have family or friends involved in extremism
- susceptible to being influenced or controlled by a group
- with relevant mental health issues
- secretive behaviour
- advocating messages similar to illegal organisations or other extremist groups

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 the DSL is not available, speak to the Deputy DSLs. If neither are available speak to a member of the senior leadership team.

If, in exceptional circumstances the DSL, Deputy DSLs or senior leadership team, is not available, this should not delay appropriate action being taken. The Department for Education 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. 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.

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, in the first instance speak to the school’s DSL.

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

If the setting is not a school with a Designated Safeguarding Lead or Deputy or a senior leadership team, the concern should be reported to Reeson Education’s DSL.

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

Taking Action – How to Report Your Concern

For staff and workers to be able to identify and respond appropriately to possible abuse and/or neglect, it is advised to follow the four stages below:

- 1) Be alert
- 2) Question behaviours
- 3) Ask for help
- 4) Refer

It may not always be appropriate to go through all four stages sequentially, if a child is in immediate danger or is at risk of harm, a referral must be made to the police or social care without delay, so it is important to share any concerns in a timely manner to ensure children are safe.

Adults working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

When worried about the welfare of a child, you should always act in the interests of the child and report any concerns as per the school's procedures, which you will find in their Safeguarding Policy. When attending a school for the first time you should always familiarise yourself with this policy. Where the setting does not have, or does not provide a Safeguarding Policy, this policy will stand.

Concerns about a child or young person's wellbeing, is likely to be based on:

- a) Something the child/young person/parent has told them
- b) Something they have noticed about the child's behaviour, health, or appearance
- c) Something another professional said or did

Even if you believe your concern is minor, it is always your responsibility to share concerns no matter how small. The school DSL may have more information that, together with what you have shared, represents a more serious worry about a child. It is never up to you to make a decision alone on how to respond to concerns.

All concerns should be reported as soon as possible, on the same day you become concerned, as 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, if the DSL is not available inform the Deputy DSLs. If neither are available speak to a member of the senior leadership team. The concern should also be reported to Reeson Education's DSL, so they can monitor and ensure it is followed up on. If the setting is not a school with

a Designated Safeguarding Lead or Deputy or a senior leadership team, the concern should be reported to Reeson Education's DSL.

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.

Where a worker feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, they can:

- contact the relevant local authority, this [online tool](#) will provide contact details,
- contact the [NSPCC whistleblowing](#) helpline 0800 028 0285 or help@nspcc.org.uk
- in addition Reeson Education's Whistleblowing Policy can be found [here](#), on our website.

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

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

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 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

Name	
Address	
Date of Birth	
Place of employment	
Job Title	

Summary of Allegation(s)

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

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.

Referrals

Reeson Education as an employment business is a 'personnel supplier' and has a legal requirement under the **Safeguarding Vulnerable Groups Act 2006** to refer information to the DBS about individuals who have either harmed, or placed at risk of harm, a child or vulnerable adult.

Where Reeson Education supplies or introduces a candidate to a client, and the client subsequently removes the candidate from carrying out 'regulated activity' because the client believes that the person has engaged

in 'relevant conduct' or the 'harm test' is satisfied, Reeson Education must provide information to the DBS about this matter. Additionally, if Reeson Education decides to withdraw our services from the candidate because we believe that the candidate engaged in 'relevant conduct' or that the 'harm test' is satisfied, we must provide information to the DBS about this.

'Relevant conduct' is defined as:

- Conduct which endangers a child or vulnerable adult or is likely to endanger a child or vulnerable adult,
- Conduct which, if repeated against a child or vulnerable adult would endanger or would be likely to endanger him,
- Conduct involving sexual material relating to children (including possession of such material),
- Conduct involving sexually explicit images depicting violence against human beings,
- Conduct of a sexual nature involving a child or vulnerable adult.

Reeson Education has a duty to refer information to the DBS if the 'harm test' is satisfied, i.e. if Reeson Education thinks that that the person may:

- Harm a child or vulnerable adult,
- Cause a child or vulnerable adult to be harmed,
- Put a child or vulnerable adult at risk of harm,
- Attempt to harm a child or vulnerable adult,
- Incite another to harm a child or vulnerable adult.

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/guidance/making-barring-referrals-to-the-dbs>

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

A low-level concern is any concern - no matter how small, even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of an education setting may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- Does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to LADO

Examples of such behaviour could include, but are not limited to:

[Inappropriate Professional Boundaries](#)

- **Being Overly Friendly:** Engaging with a child in a manner that is excessively familiar or personal, blurring the line between a professional and a personal relationship.

- **Having "Favourites":** Consistently treating one child more favourably than others, which can lead to other children feeling singled out, neglected, or discriminated against.
- **Inappropriate Communication:** Contacting children using personal social media accounts, text messages, or email, or communicating outside of established and professional channels/times.
- **Giving Gifts/Money:** Repeatedly giving a specific child personal gifts, money, or special treatment without a legitimate, professional reason.

Inappropriate or Unwise Conduct

- **One-to-One in Isolation:** Engaging with a child alone in a secluded area or behind a closed door without clear visibility from other adults or without following the setting's policy for one-to-one interaction.
- **Taking Personal Photos:** Taking photographs of children using a personal mobile phone or device.
- **Inappropriate Language:** Using language that is sarcastic, insensitive, derogatory, or subtly inappropriate (including sexualised or offensive humour) in the presence of children.

Poor Professional Practice

- **Humiliating or Belittling:** Shouting at, mocking, or publicly humiliating a child, even if it is a singular incident resulting from a loss of temper.
- **Sharing Inappropriate Information:** Discussing personal adult issues, concerns about colleagues, or other inappropriate topics with a child.
- **Ignoring Policy/Guidance:** Consistently failing to follow established safeguarding procedures, health and safety rules, or the staff code of conduct due to carelessness or a lack of understanding.

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.

Records of low level concerns will be reviewed so that any patterns of recurring low level concerns can be identified and responded to appropriately, this may include a referral to the LADO where repeated behaviours indicate an individual may not be suitable to work with children.

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.