

KIRKHAM GRAMMAR SCHOOL

POLICY DOCUMENT

SAFEGUARDING

This is a whole-school policy and is applicable to Kirkham Grammar Senior School (KGS) and Kirkham Grammar Junior, Infant and Pre-School (KGJS)

The reference to 'Head' throughout this document relates to the KGS Headmaster and the KGJS Headmistress.

Policy number: 9	Originating date: 2001	Date last reviewed: November 2020	Next review: November 2021
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INTRODUCTION

This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review, in which case revisions will be made and distributed without delay. Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are three times more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will act on identified concerns and provide early help to prevent concerns from escalating.

LEGAL OBLIGATIONS

The statutory guidance Working Together to Safeguard Children (WT) (July 2018) is the national guide to inter-agency working. WT sets the over-arching principles and system for safeguarding and promoting the welfare of children and gives thumb-nail sketches of the duties of a range of agencies showing how their role links in. It recognises that schools should have a culture of safety, equality and protection.

The statutory document Prevent Duty Guidance (July 2015) and the non-statutory documents The Prevent Duty (June 2015) and The use of social media for online radicalisation (July 2015) explain how schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard for the need to prevent people from being drawn into terrorism".

The statutory guidance Keeping Children Safe in Education [KCSIE] (September 2020) is issued under section 175 of the Education Act 2002 and the Education (Independent Schools

Standards) (England) Regulations 2014. Schools must have regard to this guidance when carrying out their duties to safeguard and promote the physical and mental welfare of children. All staff should read part one of this guidance, which has been issued to them.

KCSIE should be read alongside departmental advice: What to do if you are worried a child is being abused - Advice for Practitioners.

The policy is subdivided into four sections:

- Section A: Child Protection Procedures
- Section B: Allegations of Abuse against Teachers and Other Staff
- Section C: Safer Recruitment Procedures
- Section D: Disclosure and Barring Service

These policies and procedures should also be read in conjunction with other school policies related to Safeguarding the Welfare of Children; particularly the Anti-Bullying policy, recognising that peer-on-peer abuse is a potential safeguarding issue.

- Administration of Prescribed Medication
- Anti-Bullying
- Asthma
- Attendance
- Behaviour, Rewards and Sanctions
- E-Safety (ICT Acceptable Use Policy Agreement Appendix A)
- Health and Safety
- ICT Acceptable Use
- Mobile Telephones and Smart Watches
- Mobile Telephones, Cameras and Devices (EYFS)
- Security, Access Control, Workplace Safety and Lone Working
- Self-Harm
- Special Educational Needs
- Staff Handbook (Staff Code of Conduct)
- Whistle Blowing

Kirkham Grammar School

Registered Charity No: 1123869 and Registered Company No: 6195985

SECTION A: CHILD PROTECTION PROCEDURES

1. PURPOSE OF A CHILD PROTECTION POLICY

- 1.1 An effective whole-school child protection policy is one which provides clear direction to staff and others about expected codes of behaviour in dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which support the needs of the child.

2. INTRODUCTION

- 2.1 The school recognises that it has a moral and statutory responsibility to safeguard and promote the welfare of all pupils. Kirkham Grammar School endeavours to provide a safe and welcoming environment where pupils are respected and valued. All staff are alert to the signs of abuse, neglect and radicalisation and follow the school's procedures to ensure that pupils receive effective support, protection and justice.
- 2.2 There are three main elements to the child protection policy:
- a. **Prevention** (the school follows statutory guidelines on staff recruitment, positive school atmosphere, teaching and pastoral support to pupils).
 - b. **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
 - c. **Support** (to pupils and school staff and especially to pupils who may have been abused).
- 2.3 This policy applies to ALL employees of Kirkham Grammar School together with the school's Governing Body and ALL voluntary staff.

3. COMMITMENT TO PREVENTION

- 3.1 It is recognised that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children, and especially those at risk of or suffering from abuse.

The school will therefore:

- a. Establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to. This will be achieved through a combination of regular training for staff, clear procedures and an open atmosphere.

- b. Ensure that pupils know that there are adults in the school whom they can approach if they are worried or are in difficulty. This will be achieved through a clear pastoral system and availability of independent listeners.
- c. Include in the curriculum activities and opportunities for PSHE, which equip pupils with the skills they need to stay safe from abuse and radicalisation and help pupils to develop realistic attitudes to the responsibilities of adult life. (KS 3 & 4 – English, RS, Biology, ICT – Schemes of Work.) This includes teaching pupils how to stay safe online.
- d. Ensure that wherever possible every effort will be made to establish *Productive* and *Positive* working relationships with parents/carers and colleagues from outside agencies.
- e. The school rejects the use or threat of corporal punishment by teachers or parents (as a punishment on their children for misbehaving in school). Threats to use corporal punishment may constitute an assault and the use of corporal punishment on children in schools would be deemed a criminal offence.

4. FRAMEWORK

- 4.1 The school recognises that it does not operate in isolation. The welfare of children is a corporate responsibility of the entire local authority, working in partnership with other public agencies, the voluntary sector and service users and carers. The school will act in accordance with locally agreed inter-agency procedures at all times. Education staff have a crucial role to play in helping identify welfare concerns and indicators of possible abuse or neglect at an early stage: referring those concerns to the appropriate organisation.

5. ROLES AND RESPONSIBILITIES

- 5.1 All adults working with or on behalf of children have a responsibility to protect the children. There are, however, key people within the school who have specific responsibilities under child protection procedures. The names of those carrying these responsibilities for the current year are listed in Appendix A.

5.2 The role of the Designated Safeguarding Lead (DSL)

- a. To ensure that child protection and safeguarding policies and procedures are correctly in place, all laid out clearly, and are accessible to staff and parents/carers.
- b. To ensure that all staff, pupils and parents/carers are familiar with and understand all aspects of the school's safeguarding provision.
- c. To be a personal advisor to all staff and parents/carers and to promote their role to ensure that everyone is aware of who they are and how to contact them.

- d. To ensure that all staff (teaching and non-teaching) receive appropriate training, development and support, in order that they may take responsibility and follow procedures for the safeguarding of the school's pupils.
- e. To liaise with the Local Authority Designated Officer (LADO) for Lancashire, the local children's social care and other agencies whenever an allegation or disclosure of abuse has been made.
- f. To refer concerns to the relevant external agencies concerning safeguarding and child protection and to be a link from the school to external agencies concerning safeguarding and child protection.
- g. To act as a contact point for child protection in and out of school.
- h. If a pupil is subject to a child protection plan and moves school, to pass on information to the receiving school and to inform the custodian of child protection plans if the pupil moves out of the Local Authority area.
- i. To oversee the planning of curricular provision in connection with child protection/child abuse and ensure that safeguarding is reflected throughout the curriculum.
- j. To keep the designated Child Protection Governor informed of the management of procedures and the number of pupils with child protection plans and to undertake an annual report to the Head and Governing Body.
- k. To attend formal training relevant to the role at intervals of no longer than 2 years (and Inter-Agency Child Protection training within this timescale) and update own knowledge and skills, at least annually, to keep up with developments relevant to the role.
- l. To induct all new staff regarding child protection procedures, and to deliver/arrange training for all staff (including e-safety) on a 3 year cycle. This includes instruction on how to manage a report.
- m. To help ensure that allegations against staff, pupils, parents or carers are dealt with according to statutory requirements and guidance, and as set out in this policy.
- n. To ensure that online safety issues are tackled throughout the school and included in PSHE, assembly and curriculum areas as appropriate. Three areas of risk include:
 - content: being exposed to illegal, inappropriate or harmful material;
 - contact: being subject to harmful online interaction with other users; and
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm.

5.3 **The role of the Head**

- a. To ensure that the child protection policy and procedures are implemented and followed by all staff.
- b. To allocate sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- c. To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures.
- d. To ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe on-line.
- e. To liaise with the Local Authority Designated Officer for Lancashire, where an allegation is made against a member of staff.
- f. To ensure that recruitment checks for all staff are carried out according to Government recommendations and that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

5.4 **The role of the named Governor for Child Protection**

- a. To support the Head and DSLs in matters of child protection and ensure an environment exists to allow staff to carry out their duties in a professional and open way. The Governor will be kept informed of the management of procedures and the number of pupils with child protection plans. Details of specific cases will not be given to the Governor. Details are supplied on a 'need to know' basis only, ie to specific staff who are dealing with the case at the time.
- b. To ensure the school has a Child Protection Policy and procedures that are consistent with Blackburn with Darwen, Blackpool and Lancashire Safeguarding Assurance Partnership (CSAP) requirements, reviewed annually and made available to parents/carers on request.
- c. To ensure the school undertakes relevant CPD.
- d. To check up on school procedures and the management of child protection incidents. The Governor is not required to follow individual casework, but the governing body will review the efficiency with which related duties have been discharged. Any weaknesses will be rectified without delay.
- e. To check up on security of files.
- f. To arrange meetings annually between the Heads, DSLs and himself to discuss policy and procedure.

- g. To report annually to the Governing body on the efficiency and compliance of school's policy and procedures.

5.5 **Good working practice guidelines and staff code of conduct**

The designation of a member of the Senior Leadership Team to coordinate child protection arrangements should not be seen as diminishing the role of all teachers in being alert to the signs of abuse as part of their pastoral responsibilities. The staff code of conduct outlines standards of good practice expected in order to meet and maintain responsibilities towards pupils.

6. **PROCEDURES**

- 6.1 Staff should be familiar with the signs and symptoms of physical, sexual, emotional abuse, neglect and radicalisation. (See Appendix B.) Staff should log simple concerns, eg lateness, distress, etc, in their personal notes. At any stage where there is cause for concern, the DSL should be notified immediately.
- 6.2 If no DSL is available, the matter should be brought to the attention of the Head or the most senior member of staff in school.
- 6.3 In the event of a pupil divulging specific information concerning child abuse or something that constitutes a safeguarding concern, staff should adhere strictly to the guidelines laid out in Appendix C.
- 6.4 The DSL will consider the wider environmental factors present in the pupil's life that are a threat to their safety or welfare, and follow the procedures set out by CSAP as agreed with the school's Governing Body.
- 6.5 Staff will be kept informed and updated about child protection procedures at staff meetings or on whole staff CPD days. All staff and long term volunteers in school are issued with the school leaflet outlining Child Protection procedures.
- 6.6 Parents/carers will be informed of the existence of the school's Child Protection Policy in the information packs and the policy is available on the school website for downloading.
- 6.7 If it is not possible to contact the DSL or one of the Deputy Designated Safeguarding Leads (DDSLs), and there is a genuine feeling that a pupil is at risk of suffering significant harm, then any member of staff can make a referral to the CSC Emergency Duty Team on 0300 123 6720.
- 6.8 Honour-based violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be

handled and escalated as such. Concerns regarding a child at risk of HBV should be raised with the DSL.

It is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate.

Forcing a person into marriage is a crime in England and Wales. Concerns should be raised with the DSL. The Forced Marriage Unit may be contacted for advice at fmf@fco.gov.uk

6.9 Radicalisation

In the event of a pupil being identified as being at risk of radicalisation, the Prevent Lead will consider the level of risk to identify the most appropriate referral, which could include Channel or children's social care.

6.10 Upskirting

The practice of surreptitiously photographing underneath a female's dress or skirt is a criminal offence.

Safeguarding is everyone's responsibility and anyone can make a referral to social care if it is in the best interests of the pupil. Children's Social Care Emergency Duty Team 0300 1236720.

7. TRAINING

7.1 The Head, the Designated Governor and the DSLs will attend training relevant and appropriate to their role, at intervals of not longer than two years.

7.2 Members of staff must view this policy and remind themselves of signs, symptoms and procedures on an annual basis. Staff will be informed and updated on changes in child protection issues by the DSLs at staff meetings or on CPD days as these changes to policy arise. All staff at school will undergo in-service training within three year intervals.

7.3 Staff must always be fully aware of the responsibilities commensurate with their role and those of their colleagues.

7.4 New staff and governors will receive an explanation during their induction which includes this policy, reporting and recording arrangements, the staff code of conduct and details for the DSL.

7.5 Supply staff and other visiting staff will be given the school's visiting staff leaflet.

8. CONFIDENTIALITY

- 8.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of Child Protection. Staff have a professional responsibility to share relevant information about the protection of children with other professionals. If a pupil confides in a member of staff and asks that the information be kept secret, it is important to tell the pupil that they have a responsibility to share the information with someone who can help. This needs to be done with care and sensitivity and the pupil needs to be reassured that the matter will only be discussed with people who need to know.

The only purpose of confidentiality is TO BENEFIT THE PUPIL.

- 8.2 Although decisions to seek support for a child, for whom there are concerns about radicalisation, would normally be taken in consultation with parents/carers or the child, consent is not required if there are reasonable grounds to believe that a child is at risk of significant harm.
- 8.3 Parents/carers, school Governors, or staff do not by right have automatic access to this information. Child protection records must be kept separate from school records and ALL information – verbal and written – will be shared on a "need to know" basis, determined solely by the nature of the case and will have regard for common and statute law.
- 8.4 The sharing of confidential information must always be discussed with the DSL. Normally personal information will only be disclosed to third parties (including agencies) with the consent of the subject of that information (Human Rights Act 1998). Wherever possible consent should be obtained. In some cases consent may not be possible or desirable but the safety and welfare of a pupil dictate that information should be shared. The law permits this disclosure if necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the facts of the case and legal advice should be sought if in doubt.

GDPR must not get in the way of information sharing in order to protect the needs of the child in terms of welfare/safety.

9. RECORDS AND MONITORING

- 9.1 Well-kept records are essential to good child protection practice. The school is clear about the need to record any concerns held about a pupil or pupils within the school, the status of such records and when these records should be passed over to other agencies.
- 9.2 General concerns about the welfare or behaviour of a pupil are recorded on CPOMS. Deputy Head (Pastoral), Head of Year and Form Tutor in the Senior School should be copied in to all reported incidents (Class Teacher, Headteacher and DSL in the Junior School). Any pupil who is being monitored will be allocated to a relevant member of staff who will act as unofficial monitor (usually form tutor and/or DSL acting

together). In some circumstances the DSL may need to contact a welfare agency within 24 hours of a disclosure or suspicion of abuse.

- 9.3 The school will maintain accurate and relevant child protection records. These records will be collated by the DSLs and any paper copies will be kept in a secure place separate from all other records pertaining to the pupil. Child protection records are subject to the arrangements for maintaining confidentiality within that particular area of service. They will be kept for a period of not less than 7 years after the 25th birthday of the child. Records for looked-after children will be kept for 45 years and child protection records for pupils with statements will not be destroyed.
- 9.4 Child protection records will be accessed and maintained by the DSLs only.
- 9.5 In the event of a pupil leaving the school who is or has been the subject of a Child Protection record, relevant child protection information will be forwarded to the new receiving school. Information-sharing will occur only between the DSLs and/or Heads as soon as possible and in any event within 15 days of the pupil's departure.
- 9.6 Details of allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, the school will keep and maintain records, which detail allegations of abuse against any member of staff working in a paid or voluntary capacity. The record will be retained at least until the accused has reached normal retirement age or for a period of 10 years from the allegation if that is longer.
- 9.7 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; upskirting; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

10. CHILD PROTECTION CONFERENCES

The school will endeavour to be represented at all Child Protection Conferences and will inform the member of staff who attends as fully as possible about the school's concerns. The DSL or DDSL will attend and they will be fully briefed on the case in question.

11. SUPPORTING PUPILS AT RISK

- 11.1 It is recognised that children who are abused or who witness violence may find it difficult to develop a sense of self worth and to view the world in a positive way. Their school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school. It is also recognised that some children who have experienced abuse may in turn abuse

others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

The school will endeavour to support its pupils through:

- a. The curriculum to encourage self-esteem and self-motivation.
- b. The school ethos which promotes a positive, supportive and secure environment and which gives pupils a sense of being valued.
- c. The implementation of school behaviour management policies (required under the 2002 Education Act).
- d. A consistent approach, which recognises and separates the cause of behaviour from that which the pupil displays. This is vital to ensure that all pupils are supported within the school setting.
- e. Regular liaison with other professionals and agencies who support the pupils and their families, in line with appropriate confidentiality parameters.
- f. A commitment to develop productive, supportive relationships with parents/carers, whenever it is in the pupil's interests to do so.
- g. The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations.

11.2 Pupils have their photographs taken to provide a record of their achievements for developmental records and also in relation to the school/pre-school events. In the Junior School, staff, visitors, volunteers and student teachers are not permitted to use their own mobile phones to take or record any images of pupils for their own records under any circumstances. The school policies on Behaviour Management, Anti-bullying, SEN, Health & Safety, ICT Acceptable Use Policy, Supporting Pupils with Medical Needs, School Security, Mobile Telephones and Mobile Telephones and Cameras (KGJS) and E-Safety are clearly set out in the Academic Staff Policies Handbook. These policies should be considered alongside these and other related policies in school.

11.3 Use of School Technology.

The school currently uses a Sophos XG Firewall that provides filtering for both the email and web servers utilising technologies including blacklists, keywords and spam filters. The use of every PC in school is constantly monitored using NetSupport DNA. This usage including all internet access is logged and the logs can be viewed and monitored by the Network Manager. Whenever any inappropriate use is detected it will be followed up by a member of staff or a member of the Senior Leadership Team depending on the severity of the incident.

Any member of staff employed by the school who comes across an e-safety issue should not investigate the matter any further but immediately report it to the Network

Manager, or a member of the Senior Leadership Team as appropriate and if necessary impound the equipment.

- 11.4 Some children may have an increased risk of abuse. It is important to understand that this risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increased risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

The list below provides examples of additionally vulnerable groups but is not exhaustive. To ensure that all of our pupils receive equal protection, the school will give special consideration to those who are:

- disabled or have special educational needs
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situation
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in sexual exploitation
- do not have English as a first language
- at risk of FGM or forced marriage
- at risk of radicalisation

12. ALLEGATIONS OF ABUSE MADE AGAINST STAFF

- 12.1 Action to be taken by the Head and school Governors when an accusation of misconduct is made by a pupil against a member of staff can be found as separate document. See Section B of this policy.

APPENDIX A

The Designated Safeguarding Leads are:

Term Time

Deputy Head (Pastoral) Senior School	-	Mrs Nicki Walter Tel No: (Office) 01772 684264 (Mobile) 07956 888982
Deputy Head Junior School	-	Mrs Helen Shuttleworth Tel No: (Office) 01772 673222 (Mobile) 07968 022857

The Deputy Designated Safeguarding Leads are:

Houseparent (Academic)	-	Mr Aled Trenhaile Tel No: (Office) 01772 688113 (Mobile) 07850 526795
Pastoral Support (Attendance) - Senior School	-	Mrs Anna Wadson Tel No: (Office) 01772 684264
Pre-School Manager	-	Mrs Sharon Anyon Tel No: (Office) 01772 673222

Others with responsibility for ensuring that safeguarding policies and procedures are robust within the school are:

The Headmaster, Mr D H Berry
The Chair and Vice Chair of Governors

Lancashire County Council Safeguarding Advice (Schools):

- Tel No: (Office) 01772 531196

Lancashire County Council Safeguarding Advice (Early Years):

- Catherine Isherwood
Tel No: 01772 531555

Lancashire Designated Officer (LADO):

- Tim Booth
Tel No: 01772 536694/
07826 902522

Children's Social Care Section 47 Referral/Emergency Duty Team:

- Tel No: 0300 1236720/
Out of hours 5pm – 8am 0300 1236722

CSC referral form/CAF recipient (sent securely):

- [cypreferrals@lancashire.gov.uk/](mailto:cypreferrals@lancashire.gov.uk)
caf@lancashire.gov.uk

Children's Safeguarding Assurance Partnership (CSAP):

- Tel No: 01772 530283/
01772 530329

DBS referrals helpline:

- Tel No: 01325 953795

TRA referrals:

- TRA
53-55 Butts Road
Earlesdon Park
COVENTRY
CV1 3BH
- regulation.division@education.gsi.gov.uk

Support and advice about extremism:

- Local Police
Tel No: 101
- DfE helpline
Tel No: 020 7340 7264
- counter.extremism@education.gsi.gov.uk

Child Sexual Exploitation:

- Tel No: 01253 477261
- awaken@lancashire.pnn.police.uk

Children Missing Education Officer:

- Tel No: 01772 531383

Prevent - Education Lead:

- Lindsay Frew
Tel No: 01772 209733
Mobile 07957 463593
F53 Preston Operating Centre
Lancaster Road North, PRESTON, PR1 2SA

TRAINING FOR DESIGNATED STAFF IN SCHOOL

Designated Safeguarding Leads should refresh their training every two years

Name of staff member / Governor	Date when last attended child protection training	Provided by whom, eg LCC, Governor Services
Mrs N Walter	November 2018	LCC
Mrs A Wadson	November 2018	LCC
Mrs S R Anyon	March 2019	LCC
Mrs H Shuttleworth	November 2019	LCC
Mr A E Trenhaile	January 2019	LCC

WHOLE-SCHOOL CHILD PROTECTION TRAINING

Who attended, eg all teaching and welfare / support staff, Governors, volunteers	(to be updated on a 3 yearly basis)	Training delivered
All Staff & Governors	10/2019 or upon appointment 01/2020	Online LSCB training, Safeguarding Children Level 1 completed P Threlfall - Safeguarding and Training Consultancy KCSIE 2019 updates and safer working practice

STAFF WHO HAVE BEEN TRAINED IN SAFER RECRUITMENT

Name of staff member / Governor	Date attended/undertaken training	Provided by whom, eg LCC, Governor Services, online training, NCSL / Children's Workforce Development Council / DfE
Mr D H Berry	September 2015	LCC
Mrs D C Parkinson	October 2009	NCSL
Mrs H Shuttleworth	July 2015	NSPCC

STAFF WHO HAVE BEEN TRAINED IN THE 'PREVENT' DUTY

Name of staff member / Governor	Date attended/undertaken training	Provided by whom
Mr M P Melling	October 2015	Cosain Consulting

INDICATORS OF ABUSE

Signs of possible child abuse:

It is important to be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

1. PHYSICAL ABUSE

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.

Signs of possible physical abuse:

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries, or delay in reporting them.
- Evidence of excessive physical punishment.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Aggression towards others.
- Running away.

When considering the possibility of non-accidental injury it is important to remember that the injuries may have occurred for other reasons, eg genuine accidents or medical disorders.

2. NEGLECT

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); or
- Ensure access to appropriate medical care or treatment.

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

Signs of possible physical neglect:

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Frequent lateness and/or unexplained non-attendance at school.
- Untreated medical problems.
- Low self-esteem.
- Poor peer relationships.
- Stealing.

3. NON-ORGANIC FAILURE TO THRIVE

Signs of possible non-organic failure to thrive:

- Significant lack of growth
- Weight loss.
- Hair loss.
- Poor skin or muscle tone.
- Circulatory disorders.

4. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs of possible emotional abuse:

- Low self-esteem.

- Continual self-deprecation.
- Sudden speech disorder.
- Significant decline in concentration.
- Socio-emotional immaturity.
- "Neurotic" behaviour (eg rocking, head banging).
- Self-mutilation.
- Compulsive stealing.
- Extremes of passivity or aggression.
- Running away.
- Indiscriminate friendliness.

5. **SEXUAL ABUSE**

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. They may also include 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. The sexual abuse of children by other children is a specific safeguarding issue in education.

Signs of the sexually abused child:

Not all children are able to tell their parents or carers that they have been assaulted. Changes in behaviour may be a signal that something has happened.

These are general indicators that the child may be troubled though not necessarily about a sexual assault. The child may have some of these problems or none at all. It is the combination, frequency and duration of signs that will alert you to a problem. Try to notice all changes in usual behaviour.

It is important to remember that in sexual assault there may well be no physical or behavioural signs.

Signs of possible sexual abuse:

- a. Behavioural
 - Lack of trust in adults or over-familiarity with adults.
 - Fear of a particular individual.
 - Social isolation - withdrawal or introversion.
 - Sleep disturbance (nightmares, irrational fears, bedwetting, fear of sleeping alone, needing a nightlight).
 - Running away from home.
 - Girls taking over the mothering role.
 - Reluctance or refusal to participate in physical activity or to change clothes for physical activities.

- Low self-esteem.
- Drug, alcohol or solvent abuse.
- Display of sexual knowledge beyond the child's years.
- Unusual interest in the genitals of adults or children or animals.
- Expressing affection in inappropriate ways, eg "French kissing".
- Fear of bathrooms, showers, closed doors.
- Abnormal, sexualised drawing.
- Fear of medical examinations.
- Developmental regression.
- Poor peer relations.
- Over-sexualised behaviour.
- Compulsive masturbation.
- Stealing.
- Psychosomatic factors, eg recurrent abdominal pain or headache.
- Sexual promiscuity.

b. Physical/Medical

- Sleeplessness, nightmares, fear of the dark.
- Bruises, scratches, bite marks on top the thighs or genital areas.
- Itch, soreness, discharge, unexplained bleeding from the rectum, vagina or penis.
- Pain on passing urine or recurrent urinary infection.
- Stained underwear.
- Unusual genital odour.
- Anxiety/depression.
- Eating disorder, eg anorexia nervosa or bulimia.
- Discomfort/difficulty in walking or sitting.
- Pregnancy - particularly when reluctant to name father.
- Venereal disease, sexually transmitted diseases.
- Soiling or wetting in children who have been trained.
- Self-mutilation/suicide attempts.

6. PEER-ON-PEER ABUSE

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non- intimate), friendships and wider peer associations. Although the gendered nature of peer on peer abuse suggests that it is more likely that girls will be victims and boys perpetrators, all peer on peer abuse is unacceptable and will be taken seriously. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head and the DSL will consider implementing child protection procedures.

Examples of online peer on peer abuse would include, sexting, online abuse, peer-on-peer grooming, the distribution of youth involved sexualised content, and harassment.

Responding to an Allegation of Peer on Peer Abuse

If a pupil speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the pupil and use open language that demonstrates understanding rather than judgement. For further details about recording a disclosure please see the procedures set out in Appendix C and D within this policy.

All allegations will be dealt with sensitively, appropriately and promptly and will include a thorough investigation of the concerns/allegations and the wider context in which it/they may have occurred (as appropriate). Depending on the nature and seriousness of the alleged incident(s), it may be appropriate for the police and/or children's social care to carry out this investigation.

All children involved will be treated as being at potential risk. While the pupil allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. The school will ensure that a safeguarding response is in place for both the pupil who has allegedly experienced the abuse, and the pupil who has allegedly been responsible for it, and additional sanctioning work may be required for the latter. If either the abuser or the abused is not a KGS pupil, the school will ensure that the appropriate authorities are informed.

7. EXPLOITATION OF CHILDREN

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity (networks of gangs who groom and exploit children to carry drugs and money from urban areas to rural areas, market and seaside towns). Concerns reported to the DSL would be followed up through the National Crime Agency.

7. MENTAL HEALTH

All staff should also be aware that 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 pupils 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. Where children

have suffered abuse or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken. The Child Protection Policy must be followed and staff must report their concerns to the DDL or DDSL.

9. SOCIAL MEDIA

Internet safety is integral to the school's ICT curriculum and embedded within PSHE and tutorial programmes. Pupils and parents/carers are made aware of the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people. The dangers of sexting, in particular, are discussed at classroom level and as year/whole school groupings for assembly. Pupils engaging in such activities are supported and outside agencies consulted as appropriate. Pupils found to be encouraging others to send prohibited materials will be sanctioned and may be reported to the Police.

CEOP's Thinkuknow website (www.thinkuknow.co.uk) offers valuable resources for teaching along with support for pupils and parents/carers.

10. CHILDREN MISSING EDUCATION

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Attendance Officer will monitor unauthorised absence, particularly where pupils go missing on repeated occasions and report to the DSL where concerns arise.

The school will report certain attendance issues to the Wyre and Fylde Children Missing Education team, as detailed in the Attendance Policy.

11. CONTEXTUAL SAFEGUARDING

All staff are asked to consider the context within which incidents and/or behaviours occur – are wider environmental factors present in a child's life that are a threat to their safety and/or welfare?

**SUMMARY OF GOOD PRACTICE
IF A PUPIL WISHES TO MAKE A DISCLOSURE/REPORT**

DO:

- Stay calm and reassuring.
- Listen to and take what the pupil says seriously and uncritically, at the pupil's pace.
- Tell the pupil that s/he is right to tell someone.
- Arrange a place and a time where you can talk privately and uninterrupted as soon as possible.
- Explain that you will need to involve other people and why.
- Be supportive.
- Give realistic encouragement. You may prompt where necessary with where, what, when, etc.
- Allow the pupil to speak, and write up at the end.
- Let the pupil know that s/he is not to blame.
- Make a report on CPOMS of what is said by the pupil – unprompted and using the pupil's own words wherever possible. State who was present, time, date and place. If a written record is made this must be in ink and signed by the member of staff who took the disclosure. This must be copied in to CPOMS or attached as a document at the earliest opportunity.
- Send the report to the DSL immediately. If not possible, a verbal report should be given to the DSL to enable procedures to be followed in a timely manner.
- Talk to the DSL about your feelings and seek support for yourself

KCSIE emphasises that ANYONE can contact children's social care if they are concerned about a child.

DO NOT:

- Promise confidentiality as you may share information with the DSL or CSC.
- Make promises or reassurances you cannot keep.
- Assume that someone else will take the necessary action.
- Investigate further, press for details or ask leading questions which may invalidate court proceedings.
- Speculate, accuse anybody or confront another person.
- Ask the pupil to repeat the details unnecessarily.
- React emotionally or offer opinions.
- Interrupt or stop a pupil during a disclosure or offer opinions about what is said.

- Underestimate your role as a trusted adult.
- Forget to record what is said.

PUPILS WITH COMMUNICATION DIFFICULTIES

- While extra care may be needed to ensure that signs of abuse and neglect are interpreted correctly, suspicions should be reported in exactly the same manner as for other pupils.
- Opinion and interpretation will be crucial (be prepared to be asked about the basis of it and to possibly have its validity questioned if the matter goes to court).

RECORDING

Records should:

- State who was present, time, date and place.
- Be recorded on CPOMS at the earliest opportunity. If statements are written they must be in ink and be signed by the recorder (see Appendix D).
- Be passed to the DSL or DDSL.
- Use the pupil's words wherever possible.
- Be factual/state exactly what is said. It is important to record: any questions asked, ie to show that these were not 'leading'; any repetition, ie things that the child repeats may be particularly significant and any gestures, eg which hand, which cheek, open/closed hand, etc.
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation.

NOTIFYING PARENTS

The school will normally seek to discuss any concerns about a pupil with their parents/carers. This must be handled sensitively and the DSL will make contact with the parent/carer in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents/carers could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

KIRKHAM GRAMMAR SCHOOL

RECORD OF INCIDENT/CONVERSATION/CONCERN

Name of Pupil(s) and Form(s):	
Detail of Concern/Event:	
Action:	
Original to Pastoral Office Electronic copies to be sent to:	
Originator's Signature:	Date:
Safeguarding Notice For concerns related to physical, sexual, emotional abuse or neglect, self-harm, bullying, sexual exploitation, sexualised behaviour, radicalisation, e-safety issues or any concerns relating to the ill-treatment of a pupil, please ensure that a copy of this concern goes to the DSL. For any disclosure relating to the above, please complete and return a " Part 2: Record of Disclosure " form.	

PART 2: RECORD OF DISCLOSURE FROM/ABOUT A PUPIL

It is not advisable to try and complete this record at the time of interview. It is important to listen actively and carefully and reassure the pupil concerned.

Name of person completing this form	
Position/relationship with pupil	
Name and DOB of pupil that the 'disclosure' relates to	
How did the 'disclosure' come about, ie when and where?	
Who was present when the 'disclosure' was made?	

Summary of Information Disclosed

WHO is said to be involved?	
WHAT is said to have happened / be happening?	

WHERE is this said to have happened / be happening?	
WHEN is this said to have happened / be happening, ie duration, most recent occasion, etc?	
WHO else may have witnessed what is said to have happened / be happening?	
HOW and where is the pupil now?	
Are continuation sheet(s) attached?	Yes / No
<p>Note:</p> <ul style="list-style-type: none"> ▪ Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible. ▪ If you have used quotes please ensure that they are accurate. ▪ Make a note of any open questions asked or minimal prompts used. ▪ Any notes made 'at the time' should be attached to this pro forma; these may be required as evidence if the matter goes to court. 	

STAFF GUIDANCE ON INTERACTION WITH PUPILS

All staff are issued with the documents listed below. Slips, confirming receipt and that these materials have been read (and understood in the context of KGS), are returned to the Bursarial Department and added to the Staff Register.

- Keeping Children Safe in Education September 2019, Part 1 (including the Further Information noted in Annex A)
- Staff Code of Conduct
- The booklet issued by the Bursar to each new employee as part of their employment starter pack.

Staff are also asked to read and be familiar with the content of the publications below, available on the Q drive:

- Guidance for Safer Working Practice for those working with children and young people in education settings, May 2019
- Working Together to Safeguard Children, July 2018

As part of staff induction, copies of this policy, the E-Safety policy and the Behaviour, Rewards and Sanctions policy are provided by the DSL for discussion, in addition to the documentation noted above.

ONE-TO-ONE TUITION

All members of staff, who in the course of their professional duties need to work on a one-to-one basis with a pupil, eg music lesson, LAMDA lesson, maths tutorial, sports coaching, must take care to ensure that the circumstances of the meeting or lesson are always entirely professional.

Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place.

Meetings or lessons should be arranged during normal school hours or immediately before or after school when there are other people about.

TRANSPORTING PUPILS

Where this has been agreed, with the line manager; drivers should ensure that they are not alone with just one pupil, written parental consent should be obtained and a central dropping off point arranged, if possible, rather than home drops.

SECTION B: ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

These procedures comply with the statutory guidance issued regarding managing allegations of abuse against teachers, peripatetics and other staff. This policy is additional to the Child Protection policy and should also be read in conjunction with the staff Code of Conduct and the policy regarding Use of Reasonable Force to Control or Restrain Pupils (policy number 32).

Kirkham Grammar School is committed to ensuring that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with fairly, quickly, and consistently, in a way that provides effective protection for the pupil and at the same time supports the person who is the subject of the allegation.

INTRODUCTION

This section outlines the scope of these procedures.

1. This guidance will be used in respect of all cases in which it is alleged that a teacher or member of staff in the school (including a volunteer) has:
 - behaved in a way that has harmed a pupil, or may have harmed a pupil;
 - possibly committed a criminal offence against or related to a pupil; or,
 - behaved towards a pupil or pupils in a way that indicates s/he would pose a risk of harm if they work regularly or closely with children.

This part of the guidance relates to members of staff who are currently working in school regardless of whether the school is where the alleged abuse took place.

ALLEGATION MADE TO SCHOOL

2. The allegation should be reported to the Head immediately unless the allegation is about the Head in which case it should be reported to the Chairman of Governors. This report should include a brief concurrent written record.
3. In the first instance, the Head will immediately discuss the allegation with the LADO. The purpose of an initial discussion is to consider the nature, content and context of the allegation and agree a course of action.
4. There may be up to 3 strands in the consideration of an allegation:
 - a Police investigation of a possible criminal offence;
 - enquiries and assessment by Children's Social Care about whether a pupil is in

need of protection or in need of services;

- consideration by the school of disciplinary action in respect of the individual.

Some cases will also need to be reported to the DBS (and/or TRA) for action and possible sanctions against an individual including barring from working with children.

Initial consideration

5. The Head will not formally investigate the allegation at this stage but may obtain further details of the allegation and the circumstances in which it was made, where necessary. The discussion should also consider whether there is evidence/information that establishes that the allegation is false or unsubstantiated.
6. If the allegation is not patently false and there is cause to suspect that a pupil is suffering or is likely to suffer significant harm, the Head should immediately refer to Children's Social Care and the Designated Officer. In those circumstances the strategy discussion should include the Designated Officer, the Head, Police and Children's Social Care and take place within 24 hours. The school should not do anything that may jeopardise a police investigation, such as asking a pupil leading questions or attempting to investigate the allegations of abuse [see What to do if you are worried a child is being abused, advice for practitioners (March 2015)].
7. If there is not cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the Designated Officer should immediately inform the Police and convene a similar discussion to decide whether a Police investigation is needed. That discussion should also involve the school and any other agencies involved with the pupil.

Action following initial consideration

8. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school to deal with it. In such cases, if the nature of the allegation does not require formal disciplinary action, the Head will institute appropriate action **within 3 working days**. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held in accordance with school disciplinary policy.
9. Where further investigation is required to inform consideration of disciplinary action the Head will discuss who will undertake that with the Designated Officer. In some settings and circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the school. In any case the investigating officer should aim to provide a report to the school **within 5 working days**.
10. On receipt of the report of the disciplinary investigation, the Head and Chairman of Governors will consult the Designated Officer, and decide whether a disciplinary hearing is needed **within 2 working days**. If a hearing is needed it will be held **within 15 working days**.

11. In any case in which the school's DSL has undertaken enquiries to determine whether the pupil or pupils are in need of protection, the Head and Chair of Governors will take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.
12. The Designated Officer should continue to liaise with the school to monitor progress of the case and provide advice /support when required/requested.
13. The procedures will be applied with common sense and judgement. In rare cases allegations will be so serious as to require immediate intervention by the school's DSL/or Police. Others that meet the criteria in paragraph 1 may seem much less serious and on the face of it will not warrant consideration of a Police investigation, or enquiries by Children's Social Care. However, it is important to ensure that even allegations that appear less serious are seen to be followed up and taken seriously, and that they are examined objectively by someone independent of the school concerned. Consequently, the Designated Officer will be informed of all allegations that come to the school's attention and appear to meet the criteria in paragraph 1, so that s/he can consult Police and social care colleagues as appropriate.
14. Informing Parents/carers - The Designated Officer's first step should be to discuss the allegation with the Head (or Chairman of Governors) to confirm details of the allegation and establish that it is not demonstrably false or unsubstantiated. If the parents/carers of the pupil concerned are not already aware of the allegation, the Designated Officer should also discuss how and by whom they should be informed. In circumstances in which the Police or the school's DSL may need to be involved, the Designated Officer should consult those colleagues about how best to inform parents/carers. However, in some circumstances the school may need to advise parents/carers of an incident involving their child straight away, for example if their child has been injured while at school, or in a school related activity, and requires medical treatment.
15. The Head will inform the accused person about the allegation as soon as possible after consulting the Designated Officer. However, where a strategy discussion is needed, or if Police or the school's DSL may need to be involved, the Head will not do that until those agencies have been consulted, and have agreed what information can be disclosed to the person. If the allegation relates to a live-in member of the Boarding House Staff, it may be necessary for the school to arrange alternative accommodation. If the person is a member of a union or professional association s/he will be advised to contact that organisation at the outset.
16. If the allegation is not demonstrably false or unsubstantiated, and there is cause to suspect a pupil is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with paragraph 4.41 of "Working Together to Safeguard Children" and part 4 of "Keeping Children Safe in Education", September 2018. This meeting should include a representative of the school (unless there are good reasons not to do that), and take account of any information the school can provide about the circumstances or context of the allegation and the pupil and member of staff concerned.

If the allegation is about physical contact, the strategy discussion or initial evaluation with the Police should take account of the fact that teachers and other school staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour, as dealt with in the policy on Use of Reasonable Force to Control or Restrain Pupils (policy no 32).

17. If the complaint or allegation is such that it is clear that an investigation by Police and/or enquiries by Children's Integrated Services are not necessary, or the strategy discussion or initial evaluation decides that is the case, the LADO should discuss next steps with the Head and Chairman of Governors. In those circumstances the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future.

In some such cases further enquiries will be needed to enable a decision about how to proceed. If so, the Designated Officer should discuss with the Head and Chairman of Governors how and by whom the investigation will be undertaken. In straightforward cases that will normally be undertaken by a senior member of the school staff.

Supporting those involved

18. Parents/carers of a pupil or pupils involved will be told about the allegation as soon as possible if they do not already know of it. They will also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution. That includes the outcome of any disciplinary process.

NB The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents/carers of the pupil should be told the outcome.

19. The school will also keep the person who is the subject of the allegations informed of the progress of the case and consider what other support is appropriate for the individual. If the person is suspended, the school will also keep the individual informed about developments at school. If the person is a member of a union or professional association s/he will be advised to contact that body at the outset.

CONFIDENTIALITY

Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated/considered.

The Education Act 2011 says:

'Where a pupil at the school makes an allegation against a teacher that a criminal offence has taken place, no information can be published that would lead to the identification of that person before they are charged or summonsed'.

RESIGNATIONS AND "COMPROMISE AGREEMENTS"

20. The fact that a person tenders his or her resignation, or ceases to provide their services, will not prevent an allegation being followed up in accordance with these procedures. Wherever possible the person will be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and attempting to reach a judgement about whether it can be regarded as substantiated on the basis of all the information available will continue even if it proves to be inconclusive or the person does not cooperate.
21. By the same token so called "compromise agreements" by which a person agrees to resign, the school agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, will not be used in these cases. In any event, such an agreement would not prevent a thorough Police investigation where that is appropriate.
22. The school recognises its duty to inform the Disclosure and Barring Service within one month where a member of staff leaves in such circumstances and is deemed unsuitable to work with children.

RECORD KEEPING

23. It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy will be provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference if the person has moved on. It will provide clarification in cases where a future DBS Disclosure reveals information from the Police about an allegation that did not result in a criminal conviction. And it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record will be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer. This record will also include reference to the category:
 - a. Substantiated – there is sufficient evidence to prove the allegation.
 - b. Malicious – there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
 - c. False – there is sufficient evidence to disprove the allegation.
 - d. Unsubstantiated – there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

SUSPENSION

24. Suspension will be considered in any case where there is cause to suspect a pupil is at risk of significant harm, or the allegation warrants investigation by the Police, or is so

serious that it might be grounds for dismissal. However, a person will not be suspended automatically, or without careful thought. The school will consider carefully whether the circumstances of the case warrant a person being suspended from contact with children until the allegation is resolved.

25. Neither the local authority, the Police, nor Children's Integrated Services, can require a school to suspend a member of staff or a volunteer. The power to suspend is vested in the Head and the governing body of the school. However, where a strategy discussion or initial evaluation concludes that there will be enquiries by Children's Integrated Services and/or an investigation by the Police, the Designated Officer should canvass Police/Social Care views about whether the accused member of staff needs to be suspended from contact with children, to inform the school's consideration of suspension.

ACTION FOLLOWING A CRIMINAL INVESTIGATION OR A PROSECUTION

26. The Police or the Crown Prosecution Service (CPS) should inform the school and the Designated Officer straightaway when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to prosecute after the person has been charged. In those circumstances the Designated Officer should discuss with the Head and Chair of Governors whether any further action, including disciplinary action is appropriate and, if so, how to proceed.

ACTION ON CONCLUSION OF A CASE

27. If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his/her services, the Designated Officer should discuss with the school and its personnel adviser whether a referral to the DBS is required, or advisable, and the form and content of a referral. Referral to DBS will be made in accordance with their procedures. In addition, the school may refer to The Teaching Regulation Agency (TRA). The TRA is responsible for the professional conduct of teachers in England and under its professional conduct processes may prohibit a teacher from teaching.
28. In cases where it is decided on the conclusion of the case that a person who has been suspended can return to work the school will consider how best to facilitate that. Most people will benefit from some help and support to return to work after a very stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The school will also consider how the person's contact with the pupil or pupils who made the allegation can best be managed if they are still attending the school.

LEARNING LESSONS

29. At the conclusion of a case in which an allegation is substantiated the LADO should

review the circumstances of the case with the Head and Chairman of Governors to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

ACTION IN RESPECT OF FALSE ALLEGATIONS

30. If an allegation is determined to be false, the Designated Officer may refer the matter to Children's Social Care to determine whether the pupil concerned is in need of its services, or may have been abused by someone else. In the rare event that an allegation is shown to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the pupil who made it, or the Police should be asked to consider whether any action might be appropriate against the person responsible if s/he was not a pupil.

SECTION C: RECRUITMENT AND SELECTION OF STAFF

OBJECTIVES:

Kirkham Grammar School endeavours to ensure that it does its utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education 2019 and its own procedures.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history.
- provide two referees, including at least one who can comment on the applicant's suitability to work with children.
- provide evidence of identity and qualifications.
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations appropriate to their role.
- provide evidence of their right to work in the UK.
- be interviewed.

In this way, the school is able to:

- ensure that the recruitment is fair in all respects and that no discrimination occurs for whatever reason including, age, disability, gender, race, sexual orientation.
- ensure equal opportunities for all.
- promote the most suitable candidates to further the success of the school.

PROCESS

The school will follow the approach laid out below:

- a. The job advertisement will include the wording from Appendix A.
- b. A standard letter of response will be sent to candidates expressing interest (Appendix C).
- c. Application form – the school will send a standard application form to all those expressing interest. While this may alter from time to time it will include the questions in Appendix B.
- d. An explanatory letter will accompany the application form (Appendix D).
- e. A job specification will be prepared to accompany the applicable form which includes the statement in Appendix E.

- f. Application forms will be scrutinised and short list declared of those chosen for interview. The school will follow guidelines in Appendix D when undertaking these decisions.
- g. References – standard letter will be utilised or the form (Appendices F and G). At least two written references will be required through direct contact from the school.
- h. Invitations for interview must draw the candidate's attention to the relevant section of the explanatory note in Section C (Appendix H). Notes will be taken at interview to verify any gaps in employment and prior employment with children.
- i. Disclosure and Barring Service (DBS) will be sought according to Section C (Appendix I). Any appointment made will be subject to satisfactory DBS clearance.
- j. Upon appointment successful candidates will be placed on the Staff Register which will be updated regularly and checked frequently by the Bursar (Appendix J). The recruitment process is recorded and updated in accordance with regulatory guidelines. All newly appointed staff and long term volunteers will undergo induction training and those working with children will require a three yearly update.
- k. Work Placement/Agency Staff Procedures

In addition to the Staff Register a system also exists for people who are not visitors but who come into school on work placement schemes, lesson observation, as volunteers/chaperones, as peripatetics, or as regular contractors/sub-contractors. Upon completion of the necessary administration, the Bursarial Department will issue (for identification purposes) a KGS lanyard which must be worn by the person at all times when in school.

All people working in school under this process must ensure that they sign in and out at School Reception each day.

It is the responsibility of the member of staff who will be responsible for looking after the person, to inform the Bursarial Department in order that the necessary paperwork can be completed and the supporting identification documentation, ie copy of their DBS and photographic evidence provided.

With regards to manual contractors/sub-contractors, this is processed with the agreement of the Bursarial Department. All preferred contractors must ensure that they sign in and out at the Caretakers' Lodge.

l. Staff Recruitment and Checks – Boarding House

Kirkham Grammar School operates safer recruitment procedures and vets staff in line with the regulatory requirements and with regard for any relevant guidance issued by the Secretary of State.

All persons over 16 (not on school roll) living on the same premises as boarders but not employed by the school, undergo DBS checks and receive guidance on contact with boarders and responsibilities regarding supervision of own visitors.

All persons visiting boarding accommodation (eg visitors, outside delivery and maintenance personnel and those awaiting DBS check outcome) are kept under sufficient supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.

Any person employed or volunteering in a position working with boarders receives induction in boarding when newly appointed.

In line with the Prevent guidelines, all visiting speakers are suitably and appropriately supervised at all times. Furthermore, any visiting speaker who might fall within the scope of the Prevent duty will be subject to background checks, such as an internet search.

DISQUALIFICATION UNDER THE CHILDCARE ACT 2006 (AUG 2018)

KGS will not knowingly employ people to work in childcare or allow them to be directly concerned in its managements, if they are 'disqualified'.

This applies to employees involved in:

- Early years childcare (education, care and any supervised activity for children up to the 1 September of their fifth birthday).
- Later years childcare (crèche-like facilities for those under 8 years of age).

The word 'employ' issued in the regulations but does not only apply to employees. Others such as volunteers, supply staff, self-employed people, staff of other organisations contracted to provide childcare, governors who volunteer with the relevant groups or are directly concerned with their day to day management, are also potentially within the scope of the guidance.

The grounds for disqualification include:

- being on the DBS Children's Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;

By definition, a person who is disqualified cannot lawfully do the work from which they are disqualified. There is scope in principle to redeploy staff with other age groups, subject to assessing the risks and taking advice from the Designated Officer when appropriate.

Whether suspended or redeployed, KGS will inform Ofsted of any staff for whom one of the disqualification criteria applies.

Staff who are disqualified may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

APPENDIX A

ADVERTISEMENT WORDING TO INCLUDE

Kirkham Grammar School is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to a satisfactory DBS Clearance.

QUESTIONS FOR INCLUSION IN APPLICATION FORM

- Full name (underlining the names by which you like to be known)
- Former surnames (eg maiden name or where any previous change of name[s])
- Current address
- National Insurance number
- Details of all academic/vocational qualifications

Date Obtained	Awarding Body	Grade (if appropriate)

- **Teaching Posts Only**
DCSF reference number.
- **Further Education and Career History**
A full history in chronological order (with start and end dates) to be provided.
- **Current Employment**
Name and address of current employer
- **Existing Contacts within School**
Indication if any existing employees or Governors at the school are known.
- **Referees**
The name and address of two people to whom application may be made for a reference.
One referee should be your current or most recent employer.

- **Disclosure of Criminal Convictions and Rehabilitation of Offenders Act 1974**

The post for which staff are applying will involve access to children and will be subject to the receipt of a satisfactory DBS check. Ensure declaration point 7 on page 3 has a tick in the appropriate box.

I have nothing to declare

I have information to declare and have attached a sealed envelope containing details.

- **Declaration Point 12 reads**

I understand that any offers of employment will be subject to the information on this application form being complete and correct. I authorise Kirkham Grammar School to make any appropriate check which may be necessary in relation to the post I have applied for. False information, or a failure to supply the details required in this application form could make an offer of employment invalid or lead to termination of employment.

I agree that personal data relating to me which has been, or is obtained by Kirkham Grammar School, including personal data given by me on this form, may be held and processed either on a computer or in manual records and may be disclosed to Governors and authorised employees of the school and used by the school for any purpose relating to my application and prospective recruitment and employment within the school. I have no convictions, cautions or bind-overs

- The application form must be signed and dated.

**STANDARD LETTER OF RESPONSE TO A
CANDIDATE'S EXPRESSION OF INTEREST**

Dear []

Thank you for your expression of interest in [post] at Kirkham Grammar School.

Please find enclosed:

- The application form and explanatory notes about completing the form and the recruitment process.
- A job description and/or person specification.

If you wish to be considered for the position please return the correctly completed form together with a supporting letter of application, no later than [].

If you have any queries, please do not hesitate to contact me.

Yours sincerely

APPLICATION AND RECRUITMENT PROCESS EXPLANATORY NOTE

Application Form

- Applications will only be accepted from candidates completing the enclosed Application Form in full. CV's will not be accepted in substitution for completed Application Forms in the absence of good reason.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see job description for the post.
- Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.
- All successful applicants will be required to complete an application form for a Disclosure from the Disclosure and Barring Service at the enhanced level for the post.
- We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. (Teaching positions all prior to interviews/support staff post interview).
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children although it may, where appropriate, answer 'Not Applicable' if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or the Local Safeguarding Children's Board.

Invitation to Interview

- If you are invited to interview this will be conducted in person and the areas which it will explore will include suitability to work with children.

Conditional Offer of Appointment: Pre-Appointment Checks

Any offer to a successful candidate will be conditional upon:

- receipt of at least two satisfactory references (if these have not already been received);
- verification of identity and qualifications;
- a satisfactory Enhanced DBS Disclosure;
- verification that there has been no prohibition order issued by the Secretary of State (where possible);
- verification of professional status such as QTS Status (where required), NPQH;
- where the successful candidate is working or is resident overseas at the date of appointment, such checks and confirmations as the school may require in accordance with statutory guidance;
- where appropriate verification of medical fitness in accordance with DfES Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training;
- satisfactory completion, if appropriate, of the probationary period.

WARNING

Where a candidate is:

- found to be on DfES List 99 or the Protection of Children Act List, or the DBS disclosure shows s/he has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his application; or
- the subject of serious expressions of concern as to his/her suitability to work with children

The facts will be reported to the Police and/or the Local Safeguarding Children's Board.

**INFORMATION TO CONSIDER INCLUDING IN THE
JOB DESCRIPTION OR DISCUSSED AT INTERVIEW**

[Detailed Job Description here]

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to, and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to the school's DSL.

MODEL LETTER TO REFEREES

[Insert writer's ref]

[Insert date]

Dear

(Name of Candidate)

[Insert name of candidate] has applied for the position of *[insert job title]* at Kirkham Grammar School and has given your name as a referee. I would be grateful if you could complete the enclosed reference form and return it to me at the school, to arrive by *[insert date]*. We will be conducting interviews for this appointment on *[insert date]* and, in accordance with government guidance on recruitment in schools, we are seeking references prior to interview.

This guidance (which is aimed at ensuring safe recruitment) also requires me to ask you a number of detailed questions relating to *[insert candidate's name]* suitability for the position/job and for working with children. To assist you, I enclose a copy of the Job Description and Person Specification. I would request that you are as detailed as possible and to ensure that the reference does not contain any material misstatement or omission. You should be aware that the factual content of the reference may be discussed with the candidate.

As part of the school's commitment to safeguarding and promoting the welfare of children, I also need to ask you to provide me with information relating to *[insert candidate's name]* disciplinary record and any allegations that have been made against them.

Thank you for your help and assistance in this matter and I look forward to hearing from you shortly.

Yours sincerely

IN CONFIDENCE

**Model confidential reference for [insert candidate's name]
for the position of [insert job title]
or
headings may be incorporated into the letter for references**

BACKGROUND	
How long have you known the candidate and in what capacity?	
PERSONNEL MATTERS	
Candidate's current position	
Dates of the candidate's employment with you (month and year.)	From: To:
Extent of candidate's current duties	
During his/her employment did the candidate perform his/her duties to your satisfaction? If you were dissatisfied, please explain the reasons for your dissatisfaction.	
During his/her employment did the candidate present him/herself professionally with colleagues and those he/she dealt with?	

Current salary	
Sick leave: How many days was the candidate off work sick over the last 2 years?	
Do you believe that the candidate is physically and mentally fit to work in a school environment? If not, please elaborate, including where appropriate any reasonable adjustments which were made during employment to enable the candidate to perform his/her duties.	
SUITABILITY FOR POST	
Do you believe that the candidate has the ability and is suitable to undertake this position?	
What makes the candidate particularly suitable for this position? If you do not consider the candidate to be suitable, please elaborate.	
How does the candidate meet the person specification? If you do not consider the candidate to meet the specification, please elaborate.	

SUITABILITY TO WORK WITH CHILDREN

Are you completely satisfied that the candidate is suitable to work with children?

If you are not satisfied, what are your concerns and the reasons why you think the candidate might not be suitable?

DISCIPLINARY RECORD AND CHILD PROTECTION CONCERNS

Has the candidate been subject to any disciplinary procedures where the disciplinary sanction is still current?

If so please give details.

Has the candidate been subject to any disciplinary procedures relating to the safety and welfare of children or young people including anywhere the disciplinary sanction has expired or where the allegation was unsubstantiated and/or no disciplinary sanctions were imposed?

If so please give details.

If the candidate's role involved no contact or responsibility for children or young persons please answer 'Not Applicable'.

<p>Have there been any allegations or concerns expressed about the candidate during his/her employment that relate to the safety and welfare of children and young people?</p> <p>If so please give details, including whether the allegation or concern was investigated, the outcome and how the matter was resolved.</p> <p>If the candidate's role involved no contact or responsibility for children or young persons please answer 'Not Applicable'.</p>	
<p>Have there been any concerns about the candidate's behaviour towards children or young people?</p> <p>If so please give details, including the outcome of those concerns and how the matter was resolved.</p> <p>If the candidate's role involved no contact or responsibility for children or young persons please answer 'Not Applicable'.</p>	

Signed: _____ **Position:** _____

Date: _____

Please return to *[insert school contact]* by *[insert date]*, in the enclosed SAE.

MODEL LETTER OF INVITATION TO INTERVIEW

Dear []

Thank you for your application for the post of []. I am pleased to inform you that you have been selected for interview [details].

As you are aware this post involves responsibility for and/or working with children and necessitates strict child protection screening. I would therefore ask you to re-read the Explanatory Note which accompanied your application form (copy enclosed) and in particular the section headed Invitation to Interview.

I look forward, etc.

DBS FORM AND PROCEDURE

All DBS applications for employment and voluntary appointments are now processed through an umbrella organisation. It is of fundamental importance to Kirkham Grammar School to ensure so far as possible, that those who take up appointment do not pose a risk to the children in its care. It is therefore important for the school to apply for and review the past criminal records of any successful applications for positions, before making a formal offer of appointment. The school considers it also essential that the confidential and personal disclosure information from the DBS is used fairly and sensibly in order to avoid unfair discrimination of applications for appointments at the school. (See Section D.)

**APPLICANT INFORMATION REQUIRED FOR
DISCLOSURE & BARRING SERVICES CRIMINAL RECORDS CHECK**

TITLE:	Mr <input type="checkbox"/>	Mrs <input type="checkbox"/>	Miss <input type="checkbox"/>	Ms <input type="checkbox"/>	Other
---------------	-----------------------------	------------------------------	-------------------------------	-----------------------------	-------

GENDER: Male Female

FORENAME:

MIDDLE NAME(S):

CURRENT SURNAME:

POSITION APPLIED FOR:

NATIONAL INSURANCE NUMBER:

DATE OF BIRTH: DD/MM/YYYY

COUNTY OF BIRTH:

NATIONALITY:

CONTACT TELEPHONE NUMBERS:

EMAIL ADDRESS:

DO YOU HAVE ANY UNSPENT CONVICTIONS, CAUTIONS, REPRIMANDS OR WARNINGS YES NO

June 2016

**APPLICANT IDENTIFICATION REQUIRED FOR DISCLOSURE & BARRING SERVICES CRIMINAL RECORDS CHECK
ORIGINAL DOCUMENTATION MUST BE PROVIDED
(PHOTOCOPIES AND COMPUTER GENERATED INFORMATION CANNOT BE ACCEPTED)**

Please answer the following questions: If you can answer 'Yes' to at least one question below:

- Applicants must provide three documents in total (including any document marked 'yes' in the list)
- One document must verify the applicant's current address
- See full document list below

If you answer 'No' to all questions below:

Applicants must provide three documents in total (from the list below)

- At least one document must be from **Category 2a**
- One document must verify the applicant's current address
- An external ID validation check must take place

Please answer all questions in this box:	Yes	No
Do you hold a valid Passport (any nationality)	<input type="checkbox"/>	<input type="checkbox"/>
Biometric Residence Permit (UK)	<input type="checkbox"/>	<input type="checkbox"/>
Driving Licence (UK Photo card)	<input type="checkbox"/>	<input type="checkbox"/>
Birth Certificate (UK issued within 12 months of birth)	<input type="checkbox"/>	<input type="checkbox"/>

Category 1- Primary Trusted Identity Credentials

- | | |
|--|---|
| <input type="checkbox"/> A current valid passport (any nationality) | <input type="checkbox"/> A Biometric Residence Permit (UK) |
| <input type="checkbox"/> An original BRITISH Birth Certificate (UK) – issued at the time of birth (less than 12 months from the date of birth. Full or short form is acceptable including those issued by UK authorities overseas such as Embassies, High Commissioners and HM Forces (Photocopies are not acceptable) | <input type="checkbox"/> A current driving licence (UK) (Full or provisional Isle of Man/Channel Islands) |

Category 2a – Trusted Government/State Issued Documents

- | | |
|--|--|
| <input type="checkbox"/> Birth Certificate (UK and Channel Islands) – (issued after the time of birth (more than 12 months from date of birth) by the General Register Office/relevant authority i.e. Registrars – Photocopies are not acceptable) | <input type="checkbox"/> A Current Non-UK Photo Driving Licence (valid for up to 12 months from the date the applicant entered the UK) |
| <input type="checkbox"/> Marriage/Civil Partnership Certificate (UK and Channel Islands) | <input type="checkbox"/> Adoption Certificate (UK and Channel Island) |
| | <input type="checkbox"/> Fire Arms Licence (UK and Channel Islands) |
| | <input type="checkbox"/> A Current Driving Licence (UK) (old style paper version) |

Category 2b Financial/Social History Documents

- | | |
|--|--|
| <input type="checkbox"/> Bank/Building Society Account Opening Confirmation Letter | <input type="checkbox"/> Cards carrying the PASS accreditation logo (UK and Channel Islands) |
| <input type="checkbox"/> Letter of Sponsorship from future employment provider (Non UK/Non EEA only – valid only for applications residing outside of the UK at the time of application) | <input type="checkbox"/> Letter from the Head or a College Principal (16/17year olds only in full time education -only used in exceptional circumstances when all other documents have been exhausted) |
| <input type="checkbox"/> EU National ID Card | |

The following documents must have been issued within the past 12 months

- | | |
|---|--|
| <input type="checkbox"/> P45 Certificate statement (UK & Channel Islands) | <input type="checkbox"/> Council Tax Statement (UK and Channel Islands) |
| <input type="checkbox"/> Mortgage Statement (UK or EEA) – (Non EEA statements are not acceptable) | <input type="checkbox"/> British Work Permit/Visa (UK) (UK Residence Permit) valid up to expiry date |
| <input type="checkbox"/> P60 Certificate (UK and Channel Islands) | <input type="checkbox"/> Financial Statement – e.g. pension, endowment, ISA (UK) |

The following documents must have been issued within the past 3 months

- | | |
|---|---|
| <input type="checkbox"/> Bank/Building Society Statement UK, Channel Islands or EEA (Non-EEA statements are not acceptable) | <input type="checkbox"/> Credit Card Statement (UK or EEA) (Non –EEA statements are not acceptable) |
| <input type="checkbox"/> Benefit Statement – Child Allowance or Pension | <input type="checkbox"/> Telephone Bill/Statement (Not Mobile Telephone) |
| <input type="checkbox"/> Electricity/Gas/Water Bill Statement | |

STAFF REGISTER

The Kirkham Grammar School Staff Register was fully implemented with effect from 1 September 2008. A coded sheet has been produced for everyone who works on the school campus including Governors, Teachers, Support Staff, Peripatetic Staff and regular Volunteers and holds information on an individual regarding checks made at the time of appointment. The register is current for the academic year and contains a sheet for everyone including those who leave and join during the year. A chronological list is also kept with the register. The register is seen and checked by the Bursar on a regular basis. This register is a manual system; data cannot be recorded electronically as original signatures must appear on the coded sheets.

The register sheets are issued on the receipt of a DBS application form and carry the following information:

APPENDIX J

Code A (appointment on or after 1 May 2007)	Surname IN BLOCK LETTERS			
Full name of appointee				
Nationality	Citizen of (country)		Entered by	Date of entry
Date of appointment, ie date appointment to be taken up			Entered by	Date of entry
Date of birth	Date		Entered by	Date of entry
How has identity been checked? (TICK ONE)	DBS disclosure obtained (as shown below)		Entered by	Date of entry
	Passport seen and copied		Entered by	Date of entry
	Driving licence seen		Entered by	Date of entry
Date List 99 checked	Date N/A		Entered by	Date of entry
Medical fitness checked	Acceptance form dated Questionnaire Completed		Entered by	Date of entry
Right to work in UK checked	Yes		Entered by	Date of entry
Previous employment history checked	Yes, by [name] on [date]		Entered by	Date of entry
Professional/Character references checked	Yes, by [name [date]		Entered by	Date of entry
Professional references checked	Yes, by [name] on [date]		Entered by	Date of entry
Date and by whom qualifications checked	Date	By	By	Entered by
Does benefit of “three months” rule apply?*	No / Yes, hence “N/A” to questions in italics NO		Entered by	Date of entry
If benefit of “three months” rule applies, state why	N/A		Entered by	Date of entry
<i>Date DBS disclosure obtained</i>	Date or N/A		Entered by	Date of entry
<i>If DBS disclosure insufficient because appointee lived outside UK, date further checks completed</i>	N/A / Irrelevant / Date		Entered by	Date of entry
<i>... and who made them?</i>	Name		Entered by	Date of entry
Remarks (initialled and dated)	Disclosure			
All entries complete	Yes		Entered by	Date of entry

* The “three months” rule is set out in paragraph 4(4) of the Schedule to the Education (Independent School Standards) (England) Regulations 2003 (SI 2003 No. 1910) as amended: see the appendix to the introduction at the front of the staff appointments register.

APPENDIX J

Code D1 (appointment on or after 1 May 2007)	Surname IN BLOCK LETTERS		
Full name of appointee		If in a cell in the final column below no entry is to be made, write in "N/A"	
Nationality	Citizen of (country)	Entered by	Date of entry
Date of appointment, ie date appointment to be taken up	Date	Entered by	Date of entry
Date of birth	Date	Entered by	Date of entry
How has identity been checked? (TICK ONE)	DBS disclosure obtained (as shown below) <input type="checkbox"/>	Entered by	Date of entry
	Passport seen and copied <input type="checkbox"/>	Entered by	Date of entry
	Driving licence with photo seen <input type="checkbox"/>	Entered by	Date of entry
Date List 99 checked	Date	Entered by	Date of entry
Medical fitness checked	Acceptance form dated	Entered by	Date of entry
Right to work in UK checked	Yes	Entered by	Date of entry
Previous employment history checked	Yes, by [name] on [date]	Entered by	Date of entry
Character references checked	Yes, by [name] on [date]	Entered by	Date of entry
Professional references checked	Yes, by [name] on [date]	Entered by	Date of entry
Date and by whom qualifications checked	Date	By	Entered by
Does benefit of "three months" rule apply?*	No / Yes, hence "N/A" to questions in italics	Entered by	Date of entry
If benefit of "three months" rule applies, state why	Employed at [school] till [date]	Entered by	Date of entry
<i>Date DBS disclosure obtained</i>	Date or N/A	Entered by	Date of entry
<i>If DBS disclosure insufficient because appointee lived outside UK, date further checks completed</i>	N/A / Irrelevant / Date	Entered by	Date of entry
<i>... and who made them?</i>	Name	Entered by	Date of entry
Remarks (initialled and dated) Disclosure Number			
All entries complete	Yes	Entered by	Date of entry

* The "three months" rule is set out in paragraph 4(4) of the Schedule to the Education (Independent School Standards) (England) Regulations 2003 (SI 2003 No. 1910) as amended: see the appendix to the introduction at the front of the staff appointments register.

APPENDIX J

Code S External Agency Workers	Surname IN BLOCK LETTERS		
Full name of appointee			
Date of appointment, ie date appointment to be taken up	Date	Entered by	Date of entry
Date of birth	Date	Entered by	Date of entry
How has identity been checked? (TICK ONE)	Passport seen and copied <input type="checkbox"/>	Entered by	Date of entry
	Driving licence with photo seen and copied <input type="checkbox"/>	Entered by	Date of entry
Recruitment Agency Details			
Recruitment procedure sent from Agency	Yes/No	Entered by	Date of entry
Internal paperwork completed	Yes/No	Entered by	Date of entry
Emergency Contact Details	Date	Entered by	Date of entry
Timetable	Date or N/A	Entered by	Date of entry
Lanyard	Date	Entered by	Date of entry
Remarks (initialled and dated)			
All entries complete	Yes	Entered by	Date of entry

APPENDIX J

Code G (Governor)	Surname IN BLOCK LETTERS		
Full name of appointee	If in a cell in the final column below no entry is to be made, write in "N/A"		
Nationality	Citizen of (country)	Entered by	Date of entry
Date of appointment, ie date appointment taken up	Date	Entered by	Date of entry
Date of birth	Date	Entered by	Date of entry
Was identity checked; and, if so, when?	Yes, on [date] / No	Entered by	Date of entry
If identity was checked, how was it checked? (TICK ONE)	DBS disclosure obtained (as shown below) <input type="checkbox"/>	Entered by	Date of entry
	Passport seen and copied <input type="checkbox"/>	Entered by	Date of entry
	Driving licence with photo seen <input type="checkbox"/>	Entered by	Date of entry
Was check made of right to work in UK; and, if so, when?	Yes, on [date] / No	Entered by	Date of entry
Was enhanced DBS disclosure obtained?	Yes / No	Entered by	Date of entry
If enhanced DBS disclosure was obtained, when was it received?	Date	Entered by	Date of entry
If DBS disclosure insufficient because appointee lived outside UK, were further checks made?	Irrelevant / Yes / No	Entered by	Date of entry
If for that reason further checks were made,			
... who made them?	Name	Entered by	Date of entry
... and when were they completed?	Date	Entered by	Date of entry
Was List 99 checked?	Irrelevant because DBS check obtained / Yes / No	Entered by	Date of entry
If List 99 was checked, when was it checked?	Date	Entered by	Date of entry
Remarks (initialled and dated) Disclosure Number			
All entries complete	Yes	Entered by	Date of entry

APPENDIX J

Code V Volunteer	Surname IN BLOCK LETTERS		
Full name of appointee		If in a cell in the final column below no entry is to be made, write in "N/A"	
Date of appointment, ie date appointment to be taken up	Date	Entered by	Date of entry
Date of birth	Date	Entered by	Date of entry
How has identity been checked? (TICK ONE)	Passport seen and copied <input type="checkbox"/>	Entered by	Date of entry
	Driving licence with photo seen <input type="checkbox"/>	Entered by	Date of entry
Application Form Completed		Entered by	Date of entry
Reference One		Entered by	Date of entry
Reference Two		Entered by	Date of entry
Interview undertaken		Entered by	Date of entry
Does benefit of 3 months rule apply		Entered by	Date of entry
If benefit of three months rule applies, state why		Entered by	Date of entry
Date DBS received		Entered by	Date of entry
Volunteer Declaration Signed		Entered by	Date of entry
DBS Disclosure Number		Entered by	Date of entry
Remarks (initialled and dated) 			
All entries complete	Yes	Entered by	Date of entry

**KIRKHAM GRAMMAR SCHOOL
WORK PLACEMENT/AGENCY STAFF INFORMATION**

Note: This information must be supplied prior to any placement being undertaken within Kirkham Grammar School. Once completed this form must be handed to the Bursarial Department together with your DBS disclosure certificate.

Name:

Address:

DOB

Tel No(s)

Emergency Contact Details:

Name:

Address:

Tel No(s)

Nature of Duties to be Undertaken within School:

Course Title (if applicable)

Employer/College: (if applicable)

Employer/Tutor Contact:

Name Tel No(s)

Nature of Duties to be Undertaken within School:

.....

Do you have a current DBS disclosure certificate: YES/NO (delete as appropriate)

DBS disclosure reference:
please provide evidence of DBS disclosure certificate (number to be recorded by KGS Bursarial Department), together with photographic evidence of identity

Please complete this form and the timetable overleaf and return in person to the Bursarial Department

<i>For Office Use Only</i>	<i>Signature</i>	<i>Date</i>
DBS Disclosure reference seen		
Photographic evidence of identity seen		
Original to Head		
File Copy		

CEB/JED
March 2013

**KIRKHAM GRAMMAR SCHOOL
WORK PLACEMENT/AGENCY STAFF**

NAME: _____

DATE(S) OF VOLUNTARY WORK:

From: _____ To: _____

Day	Before School	Period 1	Period 2	Period 3	Period 4	Period 5	After School
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

When completing the above please indicate which form group and tutor's initials.

Signature: _____

Date: _____

KIRKHAM GRAMMAR SCHOOL

VOLUNTARY STAFF INFORMATION

Note: This information must be supplied prior to any voluntary work being undertaken within Kirkham Grammar School. Once completed this form must be returned to the Head.

Name:

Address:
.....

DOB

Tel No(s)

Emergency Contact Details:

Name:

Address:
.....

Tel No(s)

Nature of Duties to be Undertaken within School:

.....
.....
.....

Existing Contacts Within School:

Please indicate if you know any existing members of staff or Governors at the school, and if so how you became acquainted.

.....
.....
.....

REFEREES

Please supply the name and address of two people who are able to comment on your suitability to work with children. One referee can be your current employer, if appropriate.

NB References will not be accepted from relatives or from people writing solely in the capacity of friends.

a) Name

Position

Address

.....

.....

Post Code Telephone Number

Fax Number Email

How long have you known this referee?

b) Name

Position

Address

.....

.....

Post Code Telephone Number

Fax Number Email

How long have you known this referee?

DISCLOSURE OF CRIMINAL CONVICTIONS AND REHABILITATION OF OFFENDERS ACT 1974

The post for which you are applying will involve access to children and will be subject to the receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service. Please make the following declaration and tick the appropriate box.

- I have nothing to declare
- I have information to declare and have attached a sealed envelope containing details

A copy of the school's Criminal Records Bureau Policy is available upon request

**KIRKHAM GRAMMAR SCHOOL
VOLUNTARY STAFF**

NAME: _____

DATE(S) OF VOLUNTARY WORK:

From: _____ To: _____

Day	Before School	Period 1	Period 2	Period 3	Period 4	Period 5	After School
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

When completing the above please indicate which form group and tutor's initials.

Signature: _____

Date: _____

KIRKHAM GRAMMAR SCHOOL

VOLUNTARY STAFF INFORMATION

For Office Use Only	Signature	Date
Informal Interview		
References Applied for		
Referee 1		
Referee 2		
References Returned and Reviewed		
Referee 1		
Referee 2		
DBS Disclosure request for information sent		
DBS Disclosure returned and photographic evidence seen		
DBS Disclosure received and number recorded		



KIRKHAM
GRAMMAR SCHOOL

CHILD PROTECTION DOCUMENT DECLARATION

Please Tick
√

I confirm that I have read and understand the documents listed below:

- | | |
|---|-------------------------------|
| Code of Conduct for working with children | (forms enclosed) |
| Safeguarding Policy – Sections A & B | (booklet enclosed) |
| KCSIE September 2018 Part 1 – Booklet (which includes further information in Annex A) | (booklet enclosed) |
| Behaviour, Rewards and Sanctions Policy
<i>(only applicable to Teaching Staff)</i> | (policy available on Q Drive) |

I have signed and enclosed the green copy of the Code of Conduct.

Signed:

Print Name:

Date:

OFFICE USE ONLY:

Received for filing on the staff register

(Date received):

SECTION D: DISCLOSURE AND BARRING SERVICE

THE REQUIREMENT FOR DBS CHECKS BY THE SCHOOL

Kirkham Grammar School is registered with an umbrella organisation (Atlantic Data Limited) for the purposes of obtaining access to DBS checks for employment and voluntary appointments. It is of fundamental importance to Kirkham Grammar School to ensure so far as possible that those who take up appointments do not pose a risk to the children in its care. It is therefore important for the school to apply for and review the past criminal records of any successful applicant for positions, before making a formal offer of appointment. The school considers it also essential that the confidential and personal disclosure information from the DBS is used fairly and sensibly in order to avoid unfair discrimination of applicants for appointments at the school.

TYPES OF DISCLOSURE

There are two types of disclosure that may be applied for depending on the nature of the position:

Standard Disclosure – for positions that involve regular contact with those aged up to 18 years or people of all ages who may be vulnerable for other reasons and for occupations which involve positions of trust. The disclosure will contain details of all convictions on record including current and spent convictions (including those which are defined as 'spent' under the Rehabilitation of Offenders Act), details of any cautions, reprimands or warnings held on the police national computer.

Enhanced Disclosure – for posts involving greater contact with children or vulnerable adults, including regularly caring for, training, teaching, supervising or being in sole charge of such people.

In addition to the information above for Standard Disclosure, the Enhanced Disclosure may also contain information that is held locally by the Police.

Kirkham Grammar School applies for Enhanced Disclosure for all personnel recorded in the Staff Register.

APPLICATION PROCEDURE

All applications are made via Atlantic Data Limited. This is the umbrella organisation used by Kirkham Grammar School. In order to start the process the school will request personal information from the applicant (Appendix I). This information will be input online into the system operated by Atlantic Data.

Atlantic Data will email the applicant with a login and password to enable them to complete an online application. It should be noted that if an applicant does not have access to a computer or a valid email address, then the process can be completed in school with the help of the Bursar's PA.

Once the applicant has completed the online process, the original personal identification that they have used when making their application must be brought into school in order that it can be verified. (All documents will be photocopied and the originals returned to the applicant).

The documents will be verified on the Atlantic Data system and at this point the application will be submitted for clearance.

At all stages of the process Atlantic Data will update their online system with the application status in order that progress of the application can be monitored by the school. It should be noted that applications held up at any level during the process cannot be escalated until they have been in the system for 53 days.

When the process is complete a DBS Certificate will be issued to the applicant and the online status of the application will indicate the findings, ie **'Contains no information' or 'Contains information'**

The school no longer receives a copy of the Certificate. This document must be brought into school by the applicant; a copy will be taken and retained on file. The Bursar's PA will then update the Atlantic Data online system to state that the certificate has been seen by the school and this will then complete the application process.

Supply staff including students obtain DBS clearance through their Agent; appropriate checks are made on agent's recruitment procedures and copies are kept on file. Former employees who are employed as supply teachers will satisfy these requirements providing the lapse in their employment is no longer than 3 months.

The school has a preferred list of service contractors who have all been cleared through the Enhanced DBS systems. Any contractors not on the list working on site will be escorted when deemed necessary. With regard to major building projects, the Site Engineer and normally one Site Supervisor will need to have an enhanced disclosure on file. This also relates to Site Security personnel. Drivers of the school coach service are DBS checked through their employer, and a list of Named Drivers is forwarded to the school at the start of the academic year.

PORTABILITY

The DBS operates a portability service to all new applicants. This service must be subscribed to by the applicant (the current cost is £13.00 per annum) within 19 days of them receiving their certificate.

A newly appointed member of staff, subscribing to this service, must write a letter of consent to the school, giving authorisation for an update on their status to be undertaken and must produce their Enhanced Certificate in order that a copy can be taken for the file. They will also be asked to provide original identification documentation, eg photographic evidence and proof of their current place of residence, ie a valid passport and driving licence (must show current address). These documents will be photocopied and retained on file. The Bursar's PA will undertake the portability check and print the result which will be retained on file. This process will constitute a satisfactory clearance for the purpose of recording on the Staff Register.

PROHIBITION CHECKS

All members of the teaching staff are subject to a Prohibition Check. This is undertaken through the TRA secure access website.

The file carries the names of all teaching staff currently employed by Kirkham Grammar School. This online register gives the status of all teachers with regard to being barred from teaching/working with children.

The categories on the Prohibition Check site are:

- Teachers who have failed induction or probation
- General Teaching Council for England (GTCE) sanctions
- Teachers and other prohibited from the profession
- Teachers sanctioned in other EEA member states
- Section 128 barring directions

Using this site, the teacher is '**Claimed**' by the school, this means that the register will indicate their place of employment. When they leave Kirkham Grammar School, they will be '**Disowned**' by the school. This process will be undertaken by the Bursar's PA and the relevant documents printed and retained on file. The process is also recorded on the Staff Register and will always provide a current and up to date file on the TRA system.

PROHIBITION FROM MANAGEMENT

This check will be undertaken for all members of staff appointed to the SLT (Senior Leadership Team) and HODs (Heads of Department) after August 2015.

The process for teaching staff is undertaken using the TRA secure access website which gives a list of teachers prohibited from management; or for Support Staff and Governors is undertaken through the DBS application form as a Section 128 (Question 61) check where the job title is entered as Child Workforce Independent School.

CONSIDERATION OF DISCLOSURE INFORMATION BY THE SCHOOL

On presentation of the DBS documentation which contains information regarding a warning or a conviction, the school shall consider the following:

- a. Whether the conviction or other information disclosed is relevant to the position in question. (This will be brought to the attention of the Head and Bursar on receipt.)
- b. The seriousness of the offence or other matter revealed.
- c. The length of time since the offence or other matter occurred.
- d. Whether the applicant has a pattern of offending behaviour or other relevant matters.

- e. Whether the applicant's circumstances have changed since the offending behaviour or other relevant matters.
- f. The circumstances surrounding the offence and the explanation(s) offered by the convicted person.

CODE OF PRACTICE

The school agrees to comply with the provisions of the Code of Practice, a copy of which is held in the Bursary on the Staff Register.

SECURITY OF DISCLOSURE INFORMATION

Given the confidential nature of the disclosure information, the school will ensure that it is stored securely. Documents will be locked away, with restricted access limited to senior members of staff involved in the recruitment and personnel administration. Once a recruitment decision has been made, the school will retain the details of the Enhanced Disclosure information on the individual's file for the duration of their employment. All disclosure information will be destroyed under the terms of the Security Policy (Appendix A).

DBS REVIEW PROGRAMME

In order to ensure that every member of staff has a disclosure it is proposed that:

- Staff who leave within a 3 month period of commencement of employment may be asked to repay the cost of the disclosure. This will be explained at interview and new staff will be notified in writing at the time of appointment.
- All members of the Governing Body will be required to complete a disclosure and produce the necessary documentation. School Governors are classed as volunteers and as such will not incur any fee.

Kirkham Grammar School
Registered Charity No: 1123869 and Registered Company No: 6195985

SECURITY POLICY FOR HANDLING DISCLOSURE INFORMATION RECEIVED FROM THE DISCLOSURE AND BARRING SERVICE

1. SECURITY OF ACCESS

- a. In accordance with Section 124 of the Police Act 1997, Disclosure information will only be accessed by those authorised to receive it in the course of their duties.
- b. The school recognises that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

2. USAGE

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

3. STORAGE

- a. All recipients of disclosure information will store all confidential documents issued by the DBS in secure conditions. Documents will be locked in non-portable storage containers
- b. Keys for such storage units will be restricted to those named individuals who have access to the disclosure information and who are engaged in the recruitment.

4. RETENTION OF DISCLOSURE INFORMATION

Once a recruitment decision has been made, the school will not retain the disclosure information or any associated correspondence for any longer than is necessary.

5. DESTRUCTION OF DISCLOSURE INFORMATION

The school will destroy disclosure information by shredding. The disclosure information will not be stored in any insecure receptacle whilst awaiting destruction (such as a waste bin or waste sack).

6. MISSING DISCLOSURE INFORMATION

If disclosure information is lost, the school will inform the DBS and the subject of the information as soon as possible.



KIRKHAM

GRAMMAR SCHOOL

COVID-19 school closure arrangements for Safeguarding Updated July 2020 in preparation for returning to School in August 2020

Context

KGS and KGJS are reopening for all pupils from Monday 17 August, 2020 since closing for COVID 19 on 20 March 2020.

Key contacts

Role	Name	Contact number	Email
HM	Mr Berry	01772 684264	d.berry@kirkhamgrammar.co.uk
DSL	Mrs Walter	07956 888982	n.walter@kirkhamgrammar.co.uk
DSL	Mrs Shuttleworth	07968 022857	h.shuttleworth@kirkhamgrammarjnr.co.uk
DDSL	Mrs Wadeson	01772 684264	a.wadeson@kirkhamgrammar.co.uk
DDSL	Mr Trenhaile	01772 684264	a.trenhaile@kirkhamgrammar.co.uk
Chair of Governors	Mrs Wareing	01772 684264	Via Bursar (Clerk to Governors)
Senior Deputy Head	Mrs Parkinson	07918 600732	d.parkinson@kirkhamgrammar.co.uk
HM KGJS	Mrs O'Donoghue	01772 673222	k.odonoghue@kirkhamgrammarjnr.co.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Supporting children in a return to school

KGS will continue to be a safe space for children to attend and flourish. The Headmaster will ensure that regular cleaning is undertaken during the school day and the school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Staff may identify new safeguarding concerns about individual children as they see them in person when they return to school. Staff are reminded of the need to report any concern immediately and without delay to the relevant DSL in KGS or KGJS.

Prior to returning to school, DSLs will contact parents of vulnerable children requesting any changes in welfare, health or wellbeing of their child(ren). Any relevant information will be shared with staff before pupils return.

Mental Wellbeing

Staff must monitor their own, their family and pupils' mental wellbeing. Every Mind Matters have developed specific resources to support your mental wellbeing during the coronavirus outbreak. The resources are free to access and approved by the NHS and offer some simple steps to take care of our mental wellbeing at this time.

Staff need to identify and support pupils whose mental health have been impacted during the COVID-19 pandemic.

Peer on Peer Abuse

KGS recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where the DSL receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.