

# Spring School Child Protection and Safeguarding Procedures

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## 1. Aim

Spring School has zero tolerance of all forms of abuse and exploitation of children. The aim of this procedure is to provide a framework for child protection and safeguarding for children for all staff including agency staff, contractors, volunteers, Governors and Trustees (hereafter referred to as 'staff') within Spring School (hereafter referred to as 'Spring School' or 'school'). It should be used in conjunction with the Child Safeguarding Policy, to prevent and reduce the risk of abuse to all children who may be at risk.

### Spring School aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities with respect to safeguarding.
- Staff are supported in their roles by Designated Safeguarding Leads who appropriately trained and supported.
- Staff are properly trained in recognising and reporting child protection and safeguarding Issues.

## 2. Background and need

This procedure and its associated policy are mandatory for all staff, as they must be aware of their individual and collective roles and responsibilities in safeguarding and protecting children from abuse and neglect.

At Spring School we recognise our responsibilities, as set out in the Pan London Child Protection Procedures and Guidance (5th edition), which can be found on the [London Child Protection Procedures website](#) and expect all staff to act within these procedures and guidance.

## 3. The Children's Safeguarding Procedures

### 3.1 Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility and hence is a whole organisational approach. This policy applies to all staff in the school and is consistent with the procedures of Haringey Safeguarding Children's Partnership and Pan London Child Protection Procedures and Guidance. We are aware of our responsibility to do all we can to support social workers, and to facilitate social workers to have access to children in order to undertake statutory assessments under s17 or s47 of [the Children Act 1989](#). Any staff member may be asked to contribute to an assessment and would have a statutory responsibility to do so.

Our policy and procedures also apply to extended school and off-site activities, such as community access programmes, residential visits and work experience placements.

### 3.2 All staff responsibilities

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2024 \(KCSiE\)](#) and review this guidance at least annually. The organisation has a process to track that staff have read and understood the relevant statutory safeguarding guidance, including that which is role specific.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of and how to contact the designated safeguarding lead (DSL), online safety, filtering and monitoring systems and acceptable use policy, the behaviour policy, and the safeguarding response to

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children who go missing from education.

- The early help/early intervention process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to the home and host Local Authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues, such as FGM, child sexual exploitation, modern slavery and child on child abuse and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse, exploitation and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), so-called honour-based abuse and radicalisation. The organisation has a separate Preventing Extremism and Radicalisation Policy. (See Child Safeguarding Policy Appendix 2 for more detail how staff are supported to do this).
- Any allegations about the possibility of abuse by staff will always be treated seriously and will be fully investigated, in line with Safeguarding Procedure Appendix 2 Allegations of abuse against staff, following discussion with the home and host Local Authority Designated Officer.

### 3.3 The Designated Safeguarding Lead (DSL)

- The Head of School of Spring School is the Designated Safeguarding Lead (DSL). The DSL takes lead responsibility for child protection and wider safeguarding arrangements.
- The Director of Education is the overall Organisational (OL) for Ambitious about Autism and the Ambitious about Autism Schools Trust, with responsibility for safeguarding. In the absence of the Director of Education the role will be delegated to the Head of Safeguarding and Compliance
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. See Appendix 1 for a full chart of DSLs and Deputy DSLs.
- Outside of term time a DSL duty rota is maintained.
- When the DSL is the Head of School, in their absence the Assistant Head of school will act as cover for the whole school or will designate an appropriately trained person to act as cover for the school.
- The DSL will also keep the OL informed of any issues and liaise with home and host Local Authority case managers and designated officers for child protection concerns as appropriate. The OL will brief and update the Chief Executive and/or Chair of Trustees as appropriate.

The DSL will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Ensure that all staff are aware of the requirements of the latest Keeping Children Safe in Education Guidance.
- Refer cases of concern, as appropriate, to the relevant body (Local Authority children’s social care, Channel programme, and/or police), and support staff who make such referrals directly.
- Be aware of the PACE requirements for children to have an Appropriate Adult. (Further information can be found in the Statutory guidance – (PACE Code C 2019).
- Be aware of, and follow, the NPCC guidance on when to make a direct referral to the police
- Where pupils have an allocated social worker, as a result of concerns about abuse or neglect, ensure relevant staff are aware of this so that additional learning and/or pastoral support can be offered to the child.
- Liaise with the school’s mental health lead.

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- Liaise with HR to ensure appropriate referrals are made to the Disclosure & Barring Service, Teaching Regulation Agency and / or other regulatory bodies.
- The DSL will also keep the OL informed of any issues and liaise with Local Authority case managers and designated officers for child protection concerns as appropriate. The OL in turn will brief and keep updated the Chief Executive and/or Chair of Trustees as appropriate.

The full responsibilities of the DSL are set out in their job description and at KCSiE annex B.

### 3.4 Governance

The Education Committee will approve this procedure at each review and hold the Director of Education and Head of School to account for its implementation.

The Board of Trustees will appoint a senior board level member to monitor the effectiveness of this policy in conjunction with the board of Ambitious about Autism/ Autism Schools Trust. In addition, Ambitious about Autism and Ambitious about Autism Schools Trust has a joint Safeguarding Board which meets termly to review and monitor child protection and safeguarding practice across the organisation. The Safeguarding Board reports to the Education Committee.

The Director of Education will act as the ‘case manager’ if an allegation of abuse is made against the Head of School.

The Chief Executive will act as the ‘case manager’ if an allegation of abuse is made against the Director of Education.

The Board of Trustees safeguarding lead will act as the ‘case manager’ if an allegation of abuse is made against the Chief Executive Officer.

Trustees must follow the specific guidance outlined in [How to report serious incidents in your charity Sept 2017](#), [Charities: how to protect children and adults at risk 2018](#) and [Strategy for dealing with safeguarding issues in charities Dec 2017](#).

The Chief Executive will advise the Chair of Trustees when a safeguarding incident needs to be reported to the Charity Commission.

### 3.5 The Director of Education

The Director of Education is accountable for the implementation of this procedure, including:

- Ensuring that the Heads of educational settings inform staff of safeguarding policies and procedures as part of their induction.
- Ensuring that the Heads of educational settings communicate safeguarding policies and procedures to parents when their young person joins Ambitious about Autism/Ambitious about Autism Schools Trust and via the school/college’s website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and adult protection training and update this regularly.
- Ensuring that the Heads of educational settings have relevant staffing ratios in place.
- Ensuring the Heads of educational settings guarantee each child in the Early Years Foundation Stage is assigned a key person.

### 3.6 Confidentiality and reporting

In Spring School the DSL has responsibility to ensure all concerns within the school are recorded, monitored secured and acted upon.

The school uses a digital recording system, BehaviourWatch, which includes a discrete child protection

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module with appropriate security certificates in place. All staff are expected to record their concerns onto BehaviourWatch; these records are accessible only to the designated staff, including the DSL, the Head of School, Director of Education and CEO.

**Staff must report their concerns verbally within two hours to the DSL or a senior leader and follow up within 24 hours on BehaviourWatch.**

All existing paper records are kept in a locked cabinet and in a secure place within the main school buildings.

Records will not be taken off the site without the express written permission of the Director of Education.

Access to these records (whether paper or digital) will be strictly limited on a need-to-know basis and controlled by the DSL, the Organisational Lead and the Chief Executive. Where someone other than designated staff has reason to view a child's child protection file, this will be recorded on the child's chronology.

Records on BehaviourWatch are accessible only to the designated staff, including the DSL, the Head of School, Director of Education, CEO, system administrators and other internal staff members only when it is required for them to have access to these files, as determined by the DSL. Access to BehaviourWatch is monitored on tiered access levels that allow sections of the system to be shared only when required.

All electronic records will be held in a secure area with access limited by the DSL. If records are sent outside of the organisation, then the records would be password protected and/or sent via an encrypted email system such as Egress Switch.

**3.7 Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure of abuse or neglect.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

Consent from parents will always be needed for s17 of the Children Act 1989 (child in need support or early help) but is not required in order to make a s47 of the Children Act 1989 (child protection) referral. In line with of Ambitious about Autism/Ambitious about Autism Schools Trust's Data Protection Policy and Privacy Notice, if we believe that notifying the parents would increase the risk to the child, allow evidence to be destroyed, or that it would not be reasonable or practical to contact parents (for example, because it would cause a delay or the given phone number is uncontactable) we will discuss this with the Local Authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved. If the police or children's social care are involved, the parents will only be informed with the agreement of those agencies.

**3.8 Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their lockers during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

When working with child e.g., in a swimming pool, staff must not take pictures of a child in a state of undress.

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All staff will follow the Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

For further guidance please see the E-safety policy.

## 4. Complaints and concerns about school safeguarding practices

### Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 2).

### Other complaints

Concerns raised against the organisation in relation to its handling of safeguarding issues should be referred to the CEO who will always raise this with the Trustee Safeguarding Lead and the Chair of Trustees and Governors where appropriate.

### Whistleblowing

Staff access to the support provided by the whistleblowing procedure is an important element of safeguarding. For information on Whistleblowing, please see the Ambitious about Autism/Ambitious about Autism School's Trust Whistleblowing policy. Where a member of staff is not satisfied that their concerns have been responded to by the Charity, or not taken seriously, then they should approach the safeguarding team for the settings' host Local Authority (contact details in Appendix 5).

## 5. Record-keeping

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded on Behaviour Watch. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available.

Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Child protection and safeguarding records relating to individual children will be retained according to statutory guidance after they have left the school (if AaA is the last education setting a child attends) in accordance with the Ambitious about Autism Data Protection Policy.

Child protection files will be transferred within five days for in year transfers and within the first five days of the new academic year for those transitioning out at the end of the academic year.

All paper records will be kept in a locked cabinet and in a secure place within the main school. Paper records will not be taken off the site without the express written permission of the Director of Education. Access to paper and digital child protection records will be strictly limited on a need-to-know basis and controlled by the DSL, Director of Education and the Chief Executive.

Electronic records relating to safeguarding concerns, including emails and reports, will be saved to the child's digital child protection file on Behaviour Watch. Electronic records relating to safeguarding concerns for staff will be held, securely, in the staff members HR file.

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Child protection records will be kept separately from education files/records. taking into consideration the Data Protection Act 2018. The DSL is responsible to make sure that a child's protection file and other information is transferred within the given timescale and to ensure safe transit and confirmation of receipt is obtained. The receiving SENCO and DSL will be notified the file has been sent to Spring School, and they will retain a copy of the chronology in line with the retention schedule (see above).

Parents and carers with parental responsibility have a right of access, should they request it, to all records that our school make about a child (but not child protection files or those records and reports sent to the charity from other agencies). Therefore, anyone recording safeguarding issues should consider this and ensure that records are factual, clear and, where opinion is expressed, it should be recorded as such and distinguished from fact.

## 6. Training

### All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures, to ensure they understand our safeguarding systems and their responsibilities, and can identify signs of possible abuse, neglect or safeguarding issues. This training will be regularly updated, at least annually and will be in line with advice from our local safeguarding children partnership.

All staff will have training on the government's anti-radicalisation strategy, PREVENT, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

### The DSL and deputies

The DSL and deputy DSLs will undertake child protection and safeguarding training at least every two years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake PREVENT awareness training at least every three years.

### Governors

All Trustees and Governors receive annual training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their strategic responsibilities as outlined in KCSiE part 2.

### Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken Safer Recruitment in Education training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

### Staff who have contact with pupils and families

All staff who have contact with children and families will have half termly supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## 7. Other Issues

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## Restraint and physical abuse

Unlawful or inappropriate use of restraint or physical intervention and/or deprivation of liberty is physical abuse. In extreme circumstances, unlawful or inappropriate use of restraint may constitute a criminal offence. Spring School has in place a restraint reduction strategy, a Behaviour Policy and a Restrictive Physical Intervention Policy outlining the use of physical interventions and restraint incorporating best practice guidance.

## 8. Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding Policy
- Restrictive Physical Intervention
- Behaviour
- Attendance at School
- Code of Conduct
- Selection and Recruitment
- Compliments and Complaints
- Health and Safety
- Attendance
- E-safety
- PSHE and RSE
- Health and Safety
- Curriculum, Teaching, Learning and Assessment
- Privacy notices
- Mental Health and Wellbeing of Autistic Children and Young People
- Data Protection
- Whistleblowing
- Preventing Extremism and Radicalisation

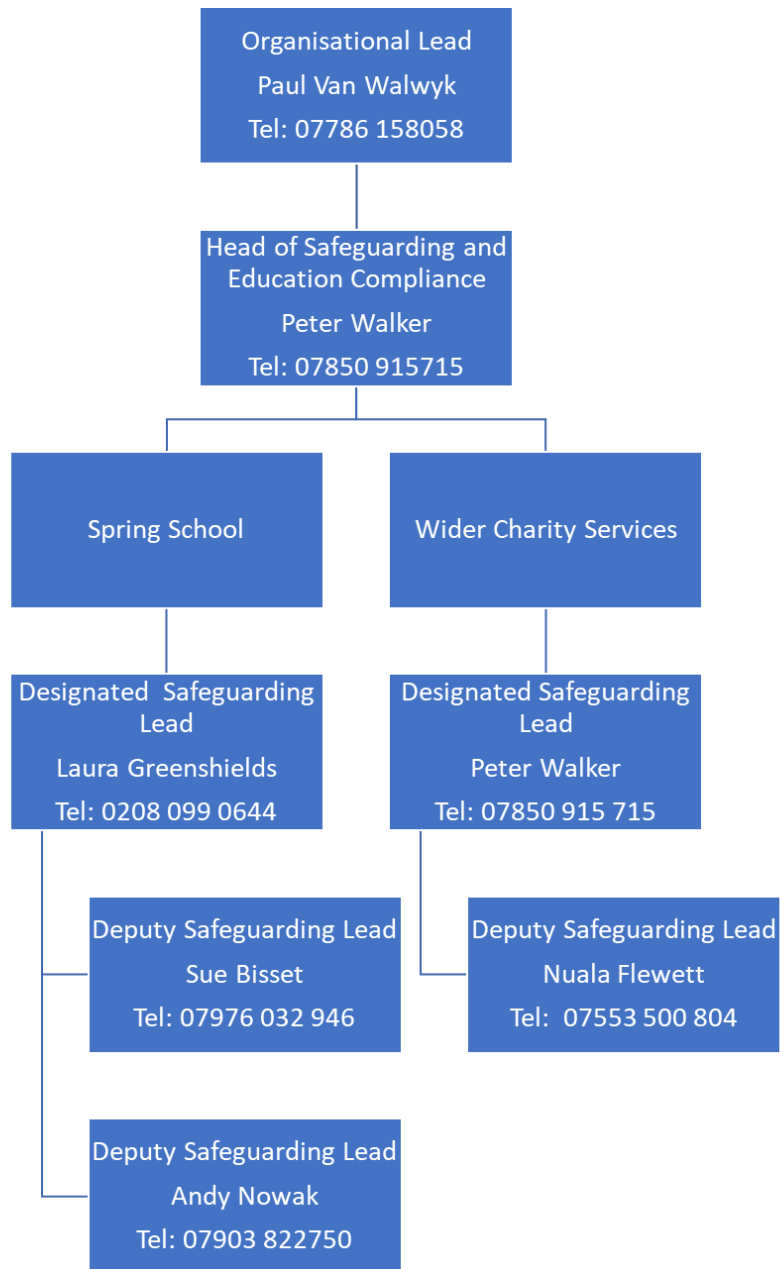
## 9. Monitoring arrangements

This procedure and the linked Policy will be reviewed **annually** by the Director of Education. At every review, it will be approved by the Education Committee and will be provided to the Governing Body for information.

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## Appendix 1: Designated Safeguarding Leads



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## Appendix 2: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or beneficiaries who receive involvement fees and/or expenses has:

- Behaved in a way that has harmed a child, or may have harmed a child, or;
- Possibly committed a criminal offence against or related to a child, or;
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

It applies regardless of whether the alleged abuse or behaviour took place in the school.

Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and good judgement.

### Suspension

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative. Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned.
- Providing an assistant to be present when the individual has contact with children/learner
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children.
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted.
- Working from home

### Definitions for outcomes of allegation investigations

**Substantiated:** there is sufficient evidence to prove the allegation

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

**False:** there is sufficient evidence to disprove the allegation

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Procedure for dealing with allegations.

In the event of an allegation that meets or appears to meet any of the criteria above:

- The Head of School will immediately inform the Director of Education and the Chair of Governors.
- The Director of Education, as the Organisational Lead, will inform the CEO.

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- If the allegation is likely to be considered a Serious Incident the CEO will inform the Trustee responsible for safeguarding and a report to the Charity Commission undertaken.
- The Charity DSL is responsible for completing the report to the Charity Commission.
- The Head of School will agree the case manager who must be a trained DSL and a member of the Senior Leadership Team. The case manager will:
  - Immediately discuss the allegation with the designated officer at the home and host Local Authority (the LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police).
  - Advise the People Team Business Partner.
  - Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
  - Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary).
  - Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children’s social care services, as appropriate.
  - **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day, and the individual will be given a named contact at the school and their contact details.
  - **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation.
  - **If it is decided that further action is needed**, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate.
  - Provide effective support for the individual facing the allegation or concern, including appointing a named representative from the senior team to keep them informed of the progress of the case and consider what other support is appropriate. Staff can contact our Employee Assistance Programme, CiC Tel 0800 085 1376, +4407 938 0963 outside of the UK, or log onto the portal [well-online.co.uk](http://well-online.co.uk).
  - Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice.
  - Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of

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- any disciplinary process (in confidence).
- If the allegation is founded make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

We will inform Ofsted of any allegations of serious harm or abuse by any person working with children in the EYFS (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made. If the school is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency (TRA).

Where the police are involved, wherever possible Ambitious about Autism/Ambitious about Autism Schools Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point. The same will be requested where children’s social care are undertaking s47 of the Children Act 1989 enquiries.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within one week.
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within three working days.
- If a disciplinary hearing is required and can be held without further investigation, we would usually hold this within 15 working days.

### **Specific actions following a criminal investigation or prosecution**

The case manager will discuss with the Local Authority designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and Ambitious about Autism’s People Team Business Partner will discuss with the LADO and referrals will be made to DBS when the organisation believes a person has caused harm or poses a future risk of harm to vulnerable groups, including children.’

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the LADO whether to refer the matter to the TRA to consider prohibiting the individual from teaching. A referral would be appropriate if the alleged misconduct is so serious that it warrants a decision on whether the teacher should be prevented from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual’s contact with the child or children who made the allegation, if they are still attending the school.

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### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Head of School or other appropriate person in the case of an allegation against the Head of School, will consider whether any disciplinary action is appropriate against the pupil(s)/learner(s)/staff who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil or learner.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared.
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality.
- What, if any, information can be reasonably given to the wider community to reduce speculation.
- How to manage press interest if, and when, it arises.

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation.
- Details of how the allegation was followed up and resolved.
- Notes of any action taken, and decisions reached (and justification for these, as stated above).

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file and provide a copy to the individual. We will normally retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. However, for the duration of the Independent Inquiry into Child Sexual Abuse (IICSA) it is unlawful to destroy any records that may be called as evidence to the inquiry; as a result, the records relating to any allegation of sexual harm of a child or children will be retained for the duration of the inquiry, regardless of the outcome.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file, unless they fall within the scope of the IICSA as described above.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

At the conclusion of any case, we will review the circumstances of the case using a 'lessons learnt' approach to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

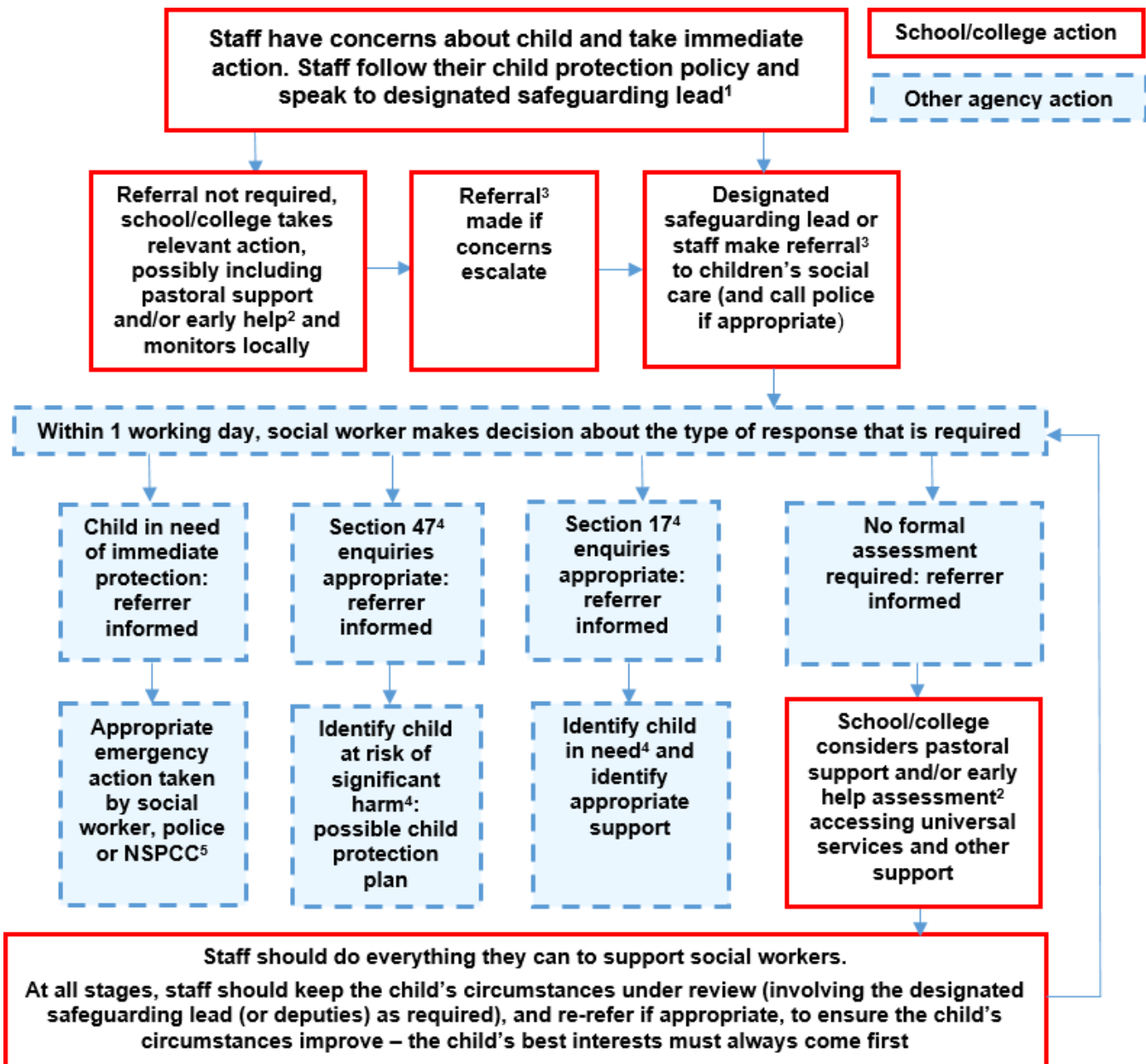
This will include consideration of (as applicable):

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- Issues arising from the decision to suspend the member of staff.
- The duration of the suspension.
- Whether or not the suspension was justified.
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.
- Whether there are any training needs or changes to policies / procedures needed.

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**Appendix 3: Actions where there are concerns about a child (KCSiE 2023)**



<sup>1</sup>In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

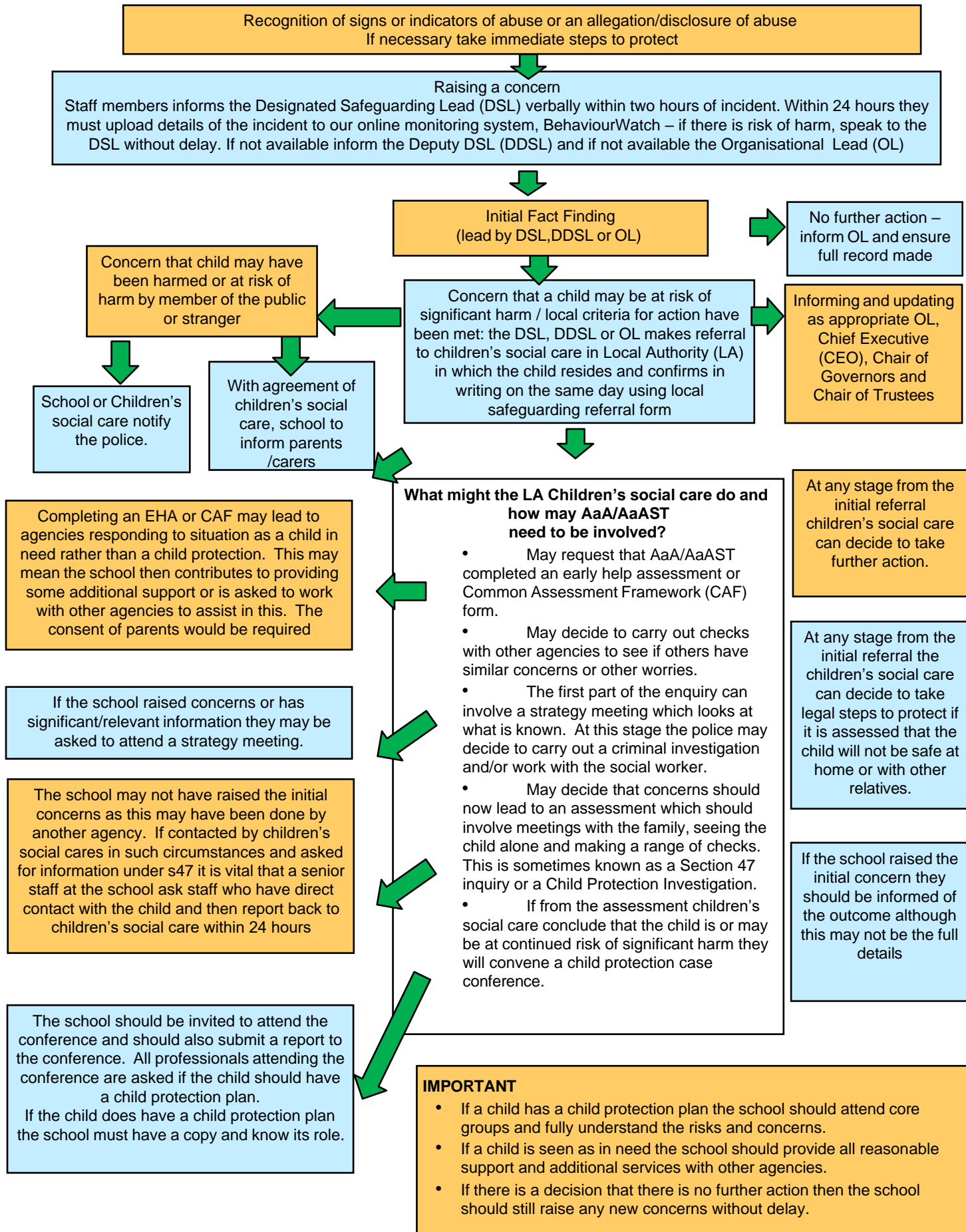
<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a Local Authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child’s welfare. Full details are in Chapter one of Working Together to Safeguard Children.

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).

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## Appendix 4: Responding to concerns that a child may be abused or neglected



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## Appendix 5 – Key contact details in host London Boroughs

The below details are for the host local authorities for Spring School. Note if your concerns are about the possible abuse of a child in their own home, then the call will need to be made to the home Local Authority child social care service where they reside.

**The Kingston Local Authority Designated Officers (LADO)** are Mandy Burrows and Jacqueline Alsop. To contact the LADOs email [LADO@achievingforchildren.org.uk](mailto:LADO@achievingforchildren.org.uk) or call 07774 332675.

Or contact the Single Point of Access (SPA), a central hub and front door for Children services for Kingston and Richmond on 020 8547 5008 (Monday to Friday 8am to 6pm) or 020 8770 5000 (Out of hours). For further information see their website, <https://www.kingston.gov.uk/supporting-safeguarding-children>

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