

# RAINBOW HORSES

## SAFEGUARDING CHILDREN: POLICY AND GUIDANCE

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# 1. Aims

Rainbow Horses Learning Centre fully recognises its responsibilities for the safeguarding and protection of children in its care and its requirement to respond immediately to any aspect of concern relating to a child's safeguarding whether it happens within the school community or outside. Safeguarding means ensuring that children grow up in the provision of safe and effective care that optimises children's life chances. Our policy applies to all staff and others working in or visiting the school.

The main elements of the policy are to:

- Raise staff awareness of child protection issues so they can equip children with the skills needed to keep them safe;
- Develop and implement procedures for identifying and reporting cases or suspected cases of abuse;
- Support abused pupils in accordance with their child protection plans;
- Ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children; and
- Establish a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. These are detailed in Appendix 4 – Possible Signs of Abuse.

We will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried and
- Provide one person to take lead responsibility for safeguarding children.

# 2. Introduction

Rainbow Horses fully recognises its statutory responsibility under the Education Act 2002, Every Child Matters and the Children Act 1989 & 2004, and also its moral responsibility, to have in place effective arrangements for safeguarding and promoting the welfare of children. We recognise that all reasonable steps must be taken to ensure the suitability of all staff to work with children, through the universal use of enhanced DBS checks. This policy is available to parents on the Rainbow Horses website and is made available to parents on request. The policy is reviewed annually; any weaknesses or deficiencies will be remedied without delay.

## Designated Safeguarding Lead

The Lead Facilitator and Director of Rainbow Horses, Ms Sue Coombes, is the Designated Safeguarding Lead (DSL) responsible for Safeguarding and Child Protection. She reports termly to her fellow Directors on Safeguarding issues, and along with her Deputy, she conducts a full audit of Safeguarding and Child Protection policies, records and procedures annually. Mrs Isobel Baird deputises for the DSL and has received appropriate training.

## The Role of DSL at Rainbow Horses

The Role of the DSL is set out in Keeping Children Safe in Education 2014 – Annex B.

All cases of suspected abuse should be reported to the DSL in the first instance.

The DSL must:

- Act as a source of advice, support and expertise within the school and be responsible for co-ordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both pupils and members of staff.
- Plus refer any suspected cases to:
  - The local authority designated officer (LADO) for child protection concerns (all cases which concern a staff member);
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - Police (cases where a crime may have been committed).
- Ensure each member of staff has access to and is aware of the School's *Safeguarding Children Policy*. This is essential in respect of staff who are perhaps part-time or work with more than one school.
- Ensure the School's *Safeguarding Children Policy* is updated and reviewed annually.
- Keep detailed, accurate, secure, written records of referrals or concerns.
- Have training in how to identify abuse and training in when it is appropriate to refer a case. Also the DSL must have a working knowledge of how the Nottingham City Safeguarding Children Board (NCSCB) operates. The DSL must also have a working knowledge of the procedure of a Child Protection Case Conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff and governors.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

### 3. Maintaining a Safer Culture

Rainbow Horses Learning Centre believes that it is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and feel confident in carrying them out.

We aim to prepare all of our pupils to make reasoned, informed choices, judgements and decisions through their work in the PSHE curriculum or during one-two-one sessions with staff. All pupils are made aware, by the Lead Facilitator, of the range of adults to whom they can turn if they are worried.

Rainbow Horses Learning Centre is committed to equal treatment for all, regardless of an individual's race, disability, ethnicity, religion, social background or sexual orientation. We aim to create a friendly, caring and perceptive environment in which every individual is valued.

We recognise that, whilst fostering an environment and an ethos in which every child feels secure, and of which trust is an important element, we must not be complacent about the possibilities of abuse occurring within the school. We have a responsibility to ensure that all members of staff see the safeguarding of children as paramount. Through their day to day contact with pupils and their families, members of staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them, through the appropriate internal channels, to the appropriate agency, normally Children's Services at the relevant referring council.

Furthermore, staff are asked to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or at risk of allegation (for example, when supervising changing, engaging in one-to-one tuition, conveying pupils by car, engaging in electronic communication with pupils). Physical contact with a pupil should be kept to a minimum and should always be appropriate.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. This policy sets out how the school discharges its statutory and moral responsibilities relating to safeguarding and promoting the welfare of its pupils.

When dealing with allegations against staff (and volunteers who work with children) the School aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations.

Staff, pupils and parents also need to feel confident that they can raise issues or concerns about the safety or welfare of children, and that they will be listened to and taken seriously. This is achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff which is supported by:

- appropriate induction and training;
- regular INSET, briefing and discussion of relevant issues;
- inclusion of relevant material from the framework for PSHE in the curriculum;
- a clear reporting system if a pupil, member of staff or other person has concerns about the welfare or safety of children.

## 4. Allegations of Child Abuse

### Procedures

The Rainbow Horses Learning Centre Designated Safeguarding Lead (DSL) is Ms Sue Coombes. The Deputy Designated Safeguarding Lead is Mrs Isobel Baird. All matters relating to child protection, with the exception of an allegation specifically against the DSL, should be referred to the DSL. An allegation against the DSL should be referred to one of the Deputy DSLs.

**If any member of staff has suspicions of abuse having taken place whether physical, sexual, emotional or neglect, they have an absolute duty to report their suspicions to the School's DSL immediately (unless the DSL is accused or absent, in which case the Deputy DSL should be approached).**

### ***Categories of Abuse***

The four main categories are: physical, sexual, emotional abuse and neglect. Abuse can happen at home, at school, or elsewhere and can be inflicted by an adult or another child.

### ***Suspicion of Abuse or Neglect***

If no allegation or disclosure has been made, but a member of staff suspects that a child may have been abused (e.g. an injury) or neglected, the member of staff must pass on their concern to the DSL, by completing a Green Form (Appendix 5), which can be found in the Green File in the tall cupboard in the main staffroom and the Green File in the Pre-Prep Staffroom.

### ***Disclosure of Abuse and Reporting***

Members of staff must report an allegation of abuse to the DSL. In her absence, a member of staff should notify the Deputy DSL. **This must be done on the day concerned.** Listening to an abused child is a distressing experience and the member of staff will be given support. Details should not be related to more people than is absolutely necessary. If the Headmaster is not informed in the first instance, details of the incident will be reported to him as soon as possible.

### ***Further Action***

The DSL, having been notified of a concern (at the earliest possible opportunity – as Children's Services may need to be contacted within 24 hours – preferably including the use of the Record of Concerns sheet), will make a decision as to the appropriate course of action. Where possible, this decision will be made in consultation with the Deputy DSL. There are three likely courses of action:

1. If the concern is felt to be relatively low level, a written account of the concern (ideally from the person reporting the concern) will be filed, and the matter discussed with the local authority designated officer (LADO) if necessary.

2. If the DSL is satisfied that the facts as revealed are sufficient to suspect child abuse, the DSL will, without delay or further investigation, contact Children's Services, who will assume immediate and complete responsibility for the investigation.
3. If the facts are sufficient to suspect child abuse and/or the child is in imminent danger from an alleged or potential abuser, the DSL (or, depending on the circumstances, Deputy DSL, or indeed any member of staff) will, without delay, call 999 and seek the immediate assistance of the police.

The DSL, in consultation with the Deputy DSL and relevant senior colleagues, will decide which course of action, outlined above, is to be taken, such as the involvement of parents or outside agencies. The child's best interests will be of paramount importance when decisions are made. In such delicate circumstances staff involved will, of course, proceed with utmost sensitivity. The DSL will not make her own decision over what appear to be borderline cases. Doubts and concerns will be discussed with the Deputy DSL and/or the local authority designated officer (LADO). This may be done tentatively and without giving names in the first instance. What appears minor at first could later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation.

### ***Checklist for All Staff:***

If:

- You suspect a child may have been abused;
- A child discloses abuse; or
- A third party expresses concerns to you

You should **OBSERVE, RECORD and REPORT** (see Appendix 1 for more detail).

- Calmly (and as far as possible, without displaying disquiet, anxiety or shock), enquire about how an injury was sustained or why the child appears upset.
- Observe carefully the behaviour or demeanour of the child or the person expressing concern.
- Record in detail what you have seen and heard (ideally at the time but, if not possible, as soon as possible after the conversation).
- Do not interrogate or enter into detailed investigations. Do not ask leading questions. Rather, encourage the child or third party to say what he or she wants, in his or her own words. Remember you may ask the TED questions:

T – Tell me what happened

E – Explain how did that happen?

D – Describe what happened

- Confidentiality should not be promised to children or to adults. Let them know that you will need to tell someone else. Tell them that you will let them know whom you are telling and what you will be saying.
- Then, **REPORT IMMEDIATELY** to the DSL (or, if not possible, the Deputy DSL), taking such handwritten notes as you have with you. Notes should not, under any circumstances, be typed.
- Such notes should ideally – and depending on the urgency of the situation – be accompanied by a Green Record of Concerns form, which may also be used without accompanying notes for relatively low-level concerns.

## **Accountability**

All staff are required to read the Safeguarding Children Policy (once reviewed), sign and date confirming that they have done so, recognising associated procedures. This was last done in July 2015.

The Induction programme for all new staff includes safeguarding; the DSL will provide new colleagues with appropriate training and understanding of school policy and procedures. Rainbow Horses endeavours to ensure that all members of staff are Level 1 trained and that this training is

updated (in compliance with Safeguarding Children and Safer Recruitment in Education, section 2.22) at least every three years.

Safeguarding will be on the Agenda of every staff meeting and every Directors meeting. The aim of these practices is to ensure that safeguarding is at the forefront of every member of staff's mind.

The designated persons (DSL and Deputy DSL) will update their "Working Together to Safeguard Children" training every 2 years.

This was last done on 30<sup>th</sup> October 2013 with the DSL attending Nottingham City Safeguarding Children Board's training course. The Deputy DSL attended the "Working Together to Safeguard Children" course on 26<sup>th</sup> June 2014.

## **Confidentiality, Record Keeping and Information Sharing**

The DSL and Deputy DSLs will disclose any information about a pupil to other members of staff on a need to know basis only, and with the child's on-going welfare in mind.

If a pupil or a parent requests access to information held on a pupil this will be shared in accordance with Section 26 of the Data Protection Act 1998 and the Freedom of Information Act 2000.

The DSL will securely transfer copies of a pupil's child protection file to their next school as outlined below.

All records will be kept secure, in a locked filing cabinet in the office. The DSL and Deputy DSL will have access.

In deciding whether there is a need to share information, the DSL and Deputy DSL need to consider their legal obligations, including whether they have a duty of confidentiality to the child. Where there is such a duty, the professional may lawfully share information if the child agrees or if there is a public interest of sufficient force. This must be judged by the professional on the facts of each case.

Where it is likely that a child may suffer significant harm or there may be a risk of serious harm to adults, the public interest test will almost certainly be satisfied. However, there will be other cases where practitioners will be justified in sharing some confidential information in order to make decisions on sharing further information or taking action – the information shared should be balanced. The child's best interests must be the main consideration in making any such decision.

Any member of staff receiving a disclosure of abuse from a child/young person, or noticing signs or symptoms of possible abuse in a child/young person should make notes as soon as possible, noting what was said or seen, putting the scene into context, and giving the time and location. It is very important to keep this record safely and confidentially in the Safeguarding and Child Protection file.

- Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. This should be signed and dated and given to the DSL for her attention to decide on further actions.
- All documentation/records relating to child protection concerns should be placed on the child's individual Child Protection files and securely stored.
- When a child who is on the NCSCB's child protection register leaves the school the DSL will inform the child's new school immediately.
- The DSL will inform Children's Services/social worker of significant changes to the child protection plan or family circumstances.
- If a child has a Child Protection file and moves school, the DSL will inform the new school of the child protection concerns.

Furthermore, the DSL will ensure:

- the Child Protection file is copied and a copy retained at the school (retention period DOB + 25 years) and;
- the original Child Protection file is securely transferred to the new school (separate from the education file) and;

- Children's Services is advised of the change of school if the child is on a Child Protection Register.
- that child protection records for new pupils are requested from their previous school and a record of the correspondence is maintained by the DSL.

**Both schools involved in the pupil transfer have an equal responsibility to ensure appropriate and relevant documentation/information is shared in a prompt and timely manner.**

## **Communication with Parents**

The school will:

- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website.

It is good practice for the DSL to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Children's Services. However there are exceptional circumstances where such discussion and agreement-seeking would increase the likelihood of the child suffering significant harm. In these circumstances it can be appropriate to refer without discussion or agreement from the family, although the source of the referral will then be disclosed to the family by Social Care unless the referer is a member of the public who has requested anonymity.

The DSL and Deputy DSL, if in doubt, may wish to seek advice from the LADO. In cases where a professional is acting in good faith in passing on third party information it may not be appropriate for Children's Services to reveal the source of the referral.

Other factors relevant to the decision whether to refer without prior discussion with the family include:

- Issues of staff safety.
- The risk of destroying evidence.
- The likelihood of children or other family members being intimidated.
- The possibility of an increased risk of domestic abuse.
- The possibility of the family moving to avoid professional scrutiny.
- Detection and prevention of a crime for example sexual abuse.

## **Supporting the Pupil at Risk**

The school will endeavour to support the pupil through vigilantly monitoring the child's welfare, keeping records and notifying Children's Services **as soon as there is a recurrence of a concern.**

If a pupil on a child protection register leaves, information will be transferred to the new school immediately and securely, preferably through personal contact or by telephone. Children's Services will also be informed and given reasons for the departure. If a child on the register does not turn up at school and the school has received no information, Children's Services must be contacted within 24 hours.

The school will endeavour to support the pupil through:

- The school ethos which promotes a positive, supportive and secure environment, and gives pupils a sense of being valued;
- Liaison with other agencies within a multi-agency framework which support the pupil such as Children's Services, Child and Adolescent Mental Health Services and other voluntary organisations;
- A commitment to develop productive and supportive relationships with parents whenever it is in the pupil's best interest to do so.

## **Visitors to the School**

It is a matter of policy that contractors employed frequently – or for extended periods of time – by the school will be DBS checked. All visitors, whether or not this applies, sign in at the school office and wear a visitor's badge throughout their time in the school, and wherever possible shall be escorted around the school. All staff at the school are actively encouraged to stop visitors and check their credentials as necessary.

If a visitor to the school is concerned over anything witnessed or any conversation to which he or she has been privy (including conversations overheard), he or she should report these concerns to the school office, where they should note them down in writing. The office will, in the meantime, contact the DSL (or, if not possible, the Deputy DSL)

All main contractors for the school will receive the *Safeguarding Children Policy* and the manager of the contractor will ensure that staff read it prior to commencing work in the school, especially the advice in Appendix 1.

## **Allegations Against Staff**

Rainbow Horses will follow government guidance in managing such allegations, given in 'Keeping Children Safe in Education' (DfE 2014).

At Rainbow Horses we believe that it is essential 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 child, and at the same time supports the person who is the subject of the allegation.

All allegations under Child Protection will go to the DSL, who will contact the LADO for advice.

Note should be taken of the following specific guidance:

### One-to-one situations with Pupils

- Whenever possible staff should ensure that they do not spend time in one to one situations with children. That said, the very nature of the job, as both teacher and carer, means that these situations will arise on a frequent basis.
- During these situations the member of staff should try to ensure that:
  - They ideally do not locate themselves in a room without windows
  - The door to the room is (whenever possible) left ajar
  - They do not position themselves between the pupil and the door

### Physical Contact

- Physical contact between staff and pupils should be avoided whenever possible. That said, the very nature of the job will mean that situations will arise when comfort, direction or even mild restraint is required. During these situations the member of staff must ensure that:
  - Physical contact is kept to a minimum and in no way could be interpreted as of a sexual or intimidating nature. Both parties should ideally be sideways on, avoiding frontal contact by either. Contact should ideally be kept at shoulder height.
  - That, where possible, the contact does not take place on a one-to-one basis. At such times, they should be mindful of the above guidelines on one to one contact).
  - Travelling in Minibuses/cars o Members of staff are reminded that they are *in loco parentis* and, as such, must drive with due caution and care. This care extends to ensuring that safety is paramount when boarding and alighting. Whilst it is very often the case that a single member of staff will be transporting a pupil, cars represent the same enclosed area as a classroom and that the guidelines on Physical Contact and one-to-one situations apply

as readily here as in any other situation. Ideally try and seat any children in the back seats of your car to avoid any accusations.

### ***Procedures in the event of an allegation against Staff***

An allegation of such seriousness should normally be made directly to the Lead Facilitator, and DSL, Ms Sue Coombes. If the allegation concerns the DSL, the person receiving the allegation should immediately inform the Board of Directors. In cases of serious harm, the police should be informed from the outset.

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff but not the child, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

#### The first response

We will respond promptly and sensitively to the legitimate concerns of the alleged victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously;
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Union or Professional Association for advice and support;
- Inform the child's parents in confidence, inviting them to maintain confidentiality while the investigation takes place; and
- Contact Children's Services and our LADO to conduct the investigation.

#### Then

As a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation;
- Involve Nottingham City's Safeguarding Children Board (NCSCB); and
- Consider suspending the member of staff (or volunteer) concerned.

#### Support for the pupil

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Lincolnshire's Safeguarding Children Board (NCSCB), or other agencies involved to identify the support strategies that will be appropriate.

#### Suspension

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child;
- The allegations are so serious as to constitute grounds for dismissal, if proven; or
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached;
- Interview a member of staff before suspending him or her; and
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a colleague or Trade Union representative. Boarding school, or other accommodated staff, who are suspended will be required to remain off-site for the duration of their suspension.

### Alternatives to suspension

We will always consider whether an alternative to suspension might be appropriate. Possibilities include: Sending the member of staff on leave;

- Giving him or her non-contact duties; or
- Ensuring that a second adult is always present when he or she is working with a pupil.

### If the member of staff resigns

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse.

### Settlement Agreements (formerly Compromise Agreements)

The policy at Rainbow Horses is, where applicable, to follow the DCSF guidance set out in 'Safeguarding Children and Safer Recruitment in Education' on the use of compromise agreements in cases of child abuse which is: *"Compromise agreements, by which a person agrees to resign and a school agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to List 99 [now the ISA] where circumstances require it."*

### Length of Investigatory process

We recognise that everyone's interests are served by completing any investigatory process as swiftly as possible. Rainbow Horses is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

### Referral to the NCTL

Where a member of staff has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate (for example for "unacceptable professional conduct/conduct that may bring the profession in to disrepute or a conviction at any time for a relevant offence") the School would make a referral to the DBS.

### Recording allegations of abuse

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

### Handling unfounded or unsubstantiated allegations

#### *The Child*

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the NCSCB to set up a professional programme that best meets his or her needs, which may involve the Child and Adolescent Mental Health Services and an Educational Psychologist, as well as support from an independent Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the member of staff. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

### *The Member of Staff*

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of “no smoke without fire”. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised then we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances. A short sabbatical or period of re-training may be appropriate.

### Allegation of abuse of a child who is not a pupil at Rainbow Horses

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Rainbow Horses, we would immediately pass such information to the Local Safeguarding Children’s Board (NCSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties *etc.* in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

## **Allegations Against Pupils**

The following procedures apply for dealing with abuse by one or more pupils when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School’s policy on behaviour, discipline and sanctions will apply.

The School will take advice from the LADO on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the LADO, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

## **Allegations against Management Procedures**

If there is a safeguarding allegation made against management procedures, the Lead Facilitator will immediately forward the allegation to the Governing Body for their consideration. A member of the Board will be detailed to conduct an investigation and report back to the board. The outcome will be discussed and any recommendations will be implemented by the Lead Facilitator.

## **5. Safer Recruitment**

All permanent members of the teaching staff and non-teaching staff (including part-time staff), and all supply staff, and all visiting staff (such as riding instructors) working in regulated activity are checked with the Disclosure and Barring Service before starting work. Application forms, which include the applicant's full employment history are scrutinised by at least 2 Rainbow Horses representatives. Two references are taken and checked. Staff are interviewed by two representatives and at least one member of the interview panel will have completed the Safer Recruitment training course. In addition, all directors, volunteer helpers and contractors working regularly during term-time are vetted and their identity is checked.

## **6. Appendices**

### **Appendix 1 – Summary of Procedures**

#### ***Procedures for Reporting a Concern***

Remember the steps **OBSERVE**, **RECORD** and **REPORT**.

#### ***Observe and Listen***

- Calmly (and as far as possible, without displaying disquiet, anxiety or shock), enquire about how an injury was sustained or why a child appears upset (but do **NOT** ask 'leading' questions, ask T.E.D. questions).
- Observe carefully the behaviour or demeanour of the child or the person expressing concern.

#### ***Record***

- Record in detail what you have seen and heard (ideally at the time but, if not possible, as soon as possible after the conversation) so that details are not forgotten, notes are best.
- Remember, confidentiality should not be promised to children or to adults.

#### ***Report***

- Using the Green Form, located in the office or each staffroom, please fill in as much detail as you can.
- Then, report **IMMEDIATELY** to the DSL (or, if not possible, a Deputy DSL), attaching such handwritten notes as you have. Notes should, under no circumstances be typed and if not handed on should only be kept in line with the provisions of the Data Protection Act.
- In case of serious harm (including allegations against members of staff), the relevant Local Authority's Children's Services and the Police will be informed immediately.

## **Appendix 2 Related Legislation**

(See references in 'Keeping Children Safe in Education' 2014 Annex A)

- Children Act 1989 and 2004 update: The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. Sections 27 and 47 of the Act place duties on a number of agencies, including LEAs (and therefore indirectly LEA maintained schools), to assist Social Services departments acting on behalf of children and young people in need (s27) or inquiring into allegations of child abuse (s47).
- Education Act 2002: it requires school local education authorities, the governing bodies of maintained schools and further education institutions to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.
- The School Staffing (England) Regulation 2009 as amended by SI 2012/1740 and SI 2013/1940.
- The Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962.
- Sexual Offences Act 2003: This act sets out an offence of 'abuse of trust' – a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his or her care. Subject to a number of limited defences, it will be a criminal offence for a person in a position of trust in a school to engage in any sexual activity with a person aged 18 and under with whom a relationship of trust exists, irrespective of the age of consent, and even if the basis for their relationship is consensual.

## **Appendix 3 Important Contact Details**

- Nottingham City's Safeguarding Children Board website [www.nottinghamcity.gov.uk/ncscb](http://www.nottinghamcity.gov.uk/ncscb)
- Local Authority Designated Officer NCSCB: Steve Feaver 0115 8764727 or email [stephen.feaver@nottinghamcity.gov.uk](mailto:stephen.feaver@nottinghamcity.gov.uk)
- Disclosure and Barring Services (DBS) Tel: 0870 90 90 811 Email: [customerservices@db.s.gsi.gov.uk](mailto:customerservices@db.s.gsi.gov.uk)
- Childline: a designated number 0800 1111 that does not show up on phone bills to preserve privacy
- Ofsted Tel. 08456 404045 Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

## **Appendix 4 Possible Signs of Abuse**

Abuse can be categorised into four areas: physical, emotional, neglect and sexual. Below are given some signs that may be noticed by those working with children that could indicate that child suffering a form of abuse. Abuse will also cross over the four areas and so signs can often be cross-referenced. Abuse can be perpetrated by adults and the child's peers. Please remember these are only for a guide and may often be seen for other innocent reasons in children.

### ***Physical***

- Unexplained injuries or burns
- Flinching or withdrawal from physical contact
- Wearing inappropriate clothing to cover body
- Change of behaviours at home time *etc.*
- Self-destructive tendencies
- Aggression towards others
- Running away or hiding
- Improbable explanations for bruises

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- Variety of bruises, different colours
- Signs of discomfort sitting or standing
- Excessive tiredness or hyperactivity

### ***Emotional***

- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders or changes
- Fear of new situations or people
- Neurotic behaviour
- Extremes of passivity or aggression
- Compulsive stealing or scavenging
- Running away, hiding
- Changes to personality at home time or with adults

### ***Sexual***

- Bruising, itching or inflammation of genital area
- Recurrent sores around mouth
- Excessively clinging behaviour
- Fear of men or adults generally
- Inappropriate behaviour · Bed wetting or soiling · ‘Frozen’ watchfulness
- Recurrent tummy pains or urine infections
- Having more money than usual (bribes)
- Tiredness
- Self-destructive tendencies

### ***Neglect***

- Initial and later physical development is poor
- Child has unsuitable clothing or equipment
- Social difficulties with peers or adults
- Ostracised by others
- Dirty or stained clothing
- Health problems, sight or hearing problems not picked up
- Excessive tiredness or hyperactivity; constant hunger as their right to health.

## **Appendix 5 - Actions to be Followed by Staff if a Child Goes Missing from the School**

Each pupil has an individual risk assessment which details the procedure to be taken if they leave site and this is held in their personal files. The pupil staff ratio is 1:1 so each pupil has an adult working with them at all times. Staff keep up to date with the procedures for each pupil by reading each personal file and through briefings by the Senior Facilitator at the weekly staff meetings.

## **Appendix 6 - Record of Concerns (Green Form)**

To be completed before handing to DSL		
Child's first name:	Surname/Surnames:	DOB:
Parent's name, if different:	Family situation:	
Are there other children in the family? If known, please give details:		
Person completing form:		
Date and time of reporting:	Signature:	
To be completed before handing to DSL		
Nature of concern or incident:		
Was there anyone else involved?		
Where it took place:		
When it took place:		
Who saw and reported it?		

**To be completed by DSL or Deputy DSL**

Action taken including who else informed (if child on CP Register or an open case to Children's Social Care, you must inform the key worker/social worker):

Name:	Position:
Date:	Signature:

*This policy was reviewed and updated in November 2017*