

# The William Henry Smith School

## Child Protection and Safeguarding Policy

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### School details

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<b>Designated Safeguarding/Prevent Lead:</b>	Damien Talbot
<b>Designated Child Protection/Prevent Officer:</b>	Ann Ashton
<b>Deputies:</b>	Kirsty Helliwell and Stewart Griffiths
<b>Governor Lead:</b>	Liam Sutcliffe
<b>Local Authority Designated Officer:</b>	Cheryl Baxter
<b>Prevent Co-ordinator for Calderdale:</b>	Sadia Hussain
<b>Status &amp; Review Cycle:</b>	Statutory, Annual
<b>Date Reviewed:</b>	March 2018
<b>Next Review Date:</b>	Spring term 2019
<b>Policy Number:</b>	WS7

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## 1.0 Introduction

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1.1 The policy is in line with:

- Calderdale Safeguarding Children Board Policies and Procedures which are available on [www.calderdale-scb.org.uk](http://www.calderdale-scb.org.uk)
- West Yorkshire Procedures which are available on <http://westyorkscb.proceduresonline.com/chapters/contents.html>
- Working Together to Safeguard Children (2015)
- Keeping Children Safe in Education (2016)
- Information Sharing (2015)
- What to do if a child is being abused (2015)
- Children Act 1989 and Children Act 2004
- Education Act 2002
- Teaching Standards 2012
- Guidance for Safer Working Practice for those working with Children and Young People in Education Settings (SWP Consortium Oct 2015)

1.2 Safeguarding is defined as:

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

(Working Together to Safeguard Children, 2015)

1.3 We believe that:

- Schools play a key role in the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

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## 2.0 The School's Commitment

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**This policy applies to all adults, including volunteers, working in or on behalf of the school.**

2.1 The purpose of this policy is:

- To inform staff, parents/carers, volunteers and governors about the school's responsibility for safeguarding children and young people and to develop awareness and identification of abuse
- To establish and maintain an environment where children and young people are and feel safe, can learn, and are encouraged to talk and are listened to.

2.2 Everyone working in or for our school service shares an objective to help keep children and young people safe by:

- reading and understanding Part 1 of Keeping Children Safe in Education (September 2016)
- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

2.3 The William Henry Smith School is committed to safeguarding and promoting the well-being of all of its young people. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our students. The diagram below indicates what we consider under the umbrella of safeguarding and indicates some of the other policies that relate to safeguarding. The school ensures that all policies are cross-referenced and reviewed in line with statutory requirements; the Child Protection and Safeguarding Policy is reviewed formally on an annual basis or as the need arises. All staff are expected to read all policies and follow guidance. Staff are expected to sign that they have read and understood the contents of the CP policy and are provided with regular updates.




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### 3.0 Providing a Safe and Supportive Environment

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#### 3.1 Safer Recruitment and Selection

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' (KCSIE) 2016. We ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice as laid out in KCSE (2016) is adhered to in terms of scrutinising applicants and DBS Checks, appropriate to the level required. For this we use the Department for Education's (DfE) separate statutory guidance on supervision and regulated activity.

This school is committed to keeping an up to date Single Central Record (SCR) or Register which covers the following people:

- all staff (including supply staff) who work at the school;
- all others who work in regular contact with children in the school, including Governors and volunteers;

The Single Central Record (SCR) records the safer recruitment checks and states whether the checks have been carried out or certificates obtained, the date on which the checks were completed and by whom.

If we have staff from an agency or third-party organisation, we will obtain written notification from that agency or organisation that they have carried out the checks, and we will ensure that we check the identification of the person presenting themselves for work and that this is the same person on whom the checks have been made.

Sue Ackroyd (Principal), Rajinder Randhawa (Vice Principal of Education),

Caroline Booth (Deputy Principal), Martin Gibson (Deputy Principal), Sonia Stewart (HR Manager), Damien Talbot (Vice Principal of Care and DSL), Helen Callaghan (Head of Education), Ann Ashton (Child Protection/Prevent Manager/School Nurse), Stewart Griffiths, Gareth Walters, AJ Hemingway, Ian Morton and Sarah Ayache (Learning Leaders).

The above people have undertaken Safer Recruitment Training within the last 3 years, and at least one of the above will be involved in all staff and volunteer appointments and arrangements (including, where appropriate, contracted services).

### 3.2 Safe Working Practice

3.2.1. The Teaching Standards (2012) state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff who work within our school are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

3.2.2 In accordance to the Safer Working Practice Consortium's 'Guidance for Safer Working Practice for those with Children and Young People in Education Settings' (Oct 2015) and linked to our *Staff Behaviour Policy* (Code of Conduct/Staff Handbook) and Whistle Blowing Policy; safe working practices in our School ensure that students are safe and that all staff:

- work in an open and transparent way;
- discuss and/or take advice from the school's leadership team over any incident which may give rise to concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of gender, sexuality or disability
- comply and are aware of the confidentiality policy
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them, and they could be referred to the Local Authority Designated Officer (LA DO)

### 3.3 Risk Assessments

3.3.1 Risk assessments are taken seriously and used to good effect to promote safety. Risk assessments are available for all aspects of the school's work, (such as premises and equipment, on-site activities, off-site activities, venues used, transport). Where relevant, all risk assessments relating to offsite learning experiences are approved internally and externally through a risk management system (EVOLVE) by Calderdale LA. (PISP's Positive Intervention Support Plans) are carried out for individual students which enable staff to assess and identify possible triggers, including what you might see and potential diffusers.

3.3.2 Individual risk assessments (PISPS) and meetings between the CP team are also used when deciding a response to a child demonstrating potentially harmful behaviour such as sexually harmful behaviour or when identifying whether a child who may be particularly vulnerable such as a child at risk of Child Sexual Exploitation.

### 3.4 Safeguarding Information for students

3.4.1 All students in our school are aware of a number of staff who they can talk to. The school is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a Designated Safeguarding Lead (DSL), who is a senior member of staff with responsibility for

child protection and know who this is. Likewise, all students know that there is a Child Protection team which also consists of a Child Protection Officer and two Deputies. We inform students of who they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

3.4.2 Students in our school are treated with dignity and respect and their views are listened to. Arrangements for consulting with and listening to students are through individual key work sessions, house/class meetings, EHC input and collectively the school has its own student voice (council).

3.4.3. Our young people know that they can share their views in a way that is non-judgmental emphasising the need for participation/contribution from all. We provide weekly meetings for our student voice group and feedback is delivered to our school community via feedback, either by verbal feedback in a school assembly or written feedback via e-mail.

3.4.4. Safeguarding is a priority which is reflected in the curriculum, which is used to promote safeguarding and is tailored to local concerns.

### 3.5 Partnership with Parents

3.5.1 The school shares a purpose with parents/carers to educate and keep children safe from harm. The school has 'sign posting' on its website to inform parents of appropriate action to take with regards to keeping children safe.

3.6.2 We are committed to working with parents positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission to do so, or it is necessary to do so, in order to protect a child. The school shares with parents any concerns we may have about their child unless to do so may place a child at risk of harm

3.6.3 We encourage parents to discuss any concerns they may have with key staff at the school and we encourage use of Parent View and parents' questionnaires as an opportunity to provide feedback to the school. We make parents aware that this policy and others are accessible at all times via the school's website. Posters and displays also ensure that Safeguarding has a high profile within the whole school community, these are also in formats appropriate for our children.

### 3.6 Partnerships with others

3.6.1 Our school recognises that it is essential to establish positive and effective working relationships with other agencies; these include: LA's, Multi-Agency Screening Team (MAST), CAMHS and Police. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

3.6.2 The school works with Social Care where they are conducting child protection enquiries. Furthermore, the school attends appropriate inter-agency meetings such as Early Intervention Panels, Early Intervention Single Assessment (EISA) and TAC meetings, Child in Need reviews and Initial and Review Child Protection Case Conferences. We provide written reports as required for these meetings and, wherever possible, these reports will be shared with parents/carers prior to the meetings. We appreciate that attendance and contribution to these meetings may require key members of staff to be contactable and available during school holidays.

### 3.7 School Training and Staff Induction

- 3.7.1 The School's Designated Safeguarding Lead and all other members of the CP team undertakes refresher training at 2 yearly intervals, provided by Calderdale MBC's School's Safeguarding Advisor. The CP team also attend and host other opportunities such as the DSL Network events and Multi-Agency Training to ensure that they are up to date with current practices and procedures and in order to further their continuous professional development.
  - 3.7.2 The Principal and all other school staff, including non-teaching staff and volunteers, undertake appropriate induction training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training in Basic/Foundation Safeguarding Awareness on an annual basis. The William Henry Smith School ensures that this takes place by coordinating online training, and/or the school accesses external whole school face-to-face training.
  - 3.7.3 All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and child protection procedures and are informed of school's child protection arrangements on induction. All staff sign a register (survey monkey) to say that they have received, read and understood the policy.
- 3.8 Support, Advice and Guidance for Staff
- 3.8.1 Staff will be supported by the school's Child protection team. The designated safeguarding lead for Safeguarding/Child Protection will be supported by a team consisting of our Child Protection Manager and two Deputy DSL's who form the School's Child Protection Team who meet formally on a monthly basis and at other times when necessary and by School's Safeguarding Advisor (Rezina Kelly, 01422 392134).
  - 3.8.2 Safeguarding is also an agenda item for Supervision and staff meetings, including LMT (Learning Mentor Team) meetings and therefore there is an opportunity for discussion and to raise concerns on a weekly basis.
  - 3.8.3 It is recognised that staff should receive regular supervision and support if they are working directly and regularly children whose safety and welfare are at risk and therefore are supported by the CP team. The CP team who meet formally on a monthly basis but also when the need arises, provide support for one another.

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## **4.0 Ensuring that Children are Safe at School and at Home**

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- 4.1 Child Protection Procedures
- 4.1.1 All school staff are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.
  - 4.1.2 The Child Protection Procedures detail what the school would define as abuse referring to the definitions from Working Together to Safeguard Children (2015) and Keeping Children Safe in Education (2016).
  - 4.1.3 All staff follow the school's Child Protection Procedures which are consistent with 'Working Together to Safeguard Children 2015' and the Calderdale Safeguarding Children Board guidance. Any allegations of professional abuse should be dealt in line with the policy of dealing with allegations of abuse made against staff (check) and Part Four of KCSIE 2016.

- 4.1.4 It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All members of staff however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of young people will be recorded and discussed with the designated safeguarding lead with responsibility for child protection (or the CP team in the absence of the designated person) prior to any discussion with parents/carers.
- 4.1.5 Where a member of staff is recognising signs or indicators that a child may have unmet needs or welfare concerns these will always be passed on to the Designated Safeguarding Lead to ensure that any appropriate interventions and/or referrals can be actioned. The DSL will use the Calderdale Continuum of Need to determine the threshold of concern and then will determine whether this can be dealt with within school or whether this may require an Early Intervention.
- 4.1.6 Single Assessment, Referral into the Early Intervention Panels or a referral into the Multi Agency Screening Team (MAST) if the child may be at the threshold of Child In Need or there is concern that the child is at risk of significant harm and this Child Protection Enquires may be needed. These signs of indicators may be of one of the main four types of abuse or neglect or may be of other specific safeguarding issues, the most relevant to our setting are detailed below.

#### 4.2 Supporting the child and partnership with parents

- 4.2.1 The School recognises that the child's welfare is paramount, however good child protection practice and outcomes rely on a positive, open and honest working partnership with parents/carers
- 4.2.2 Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- 4.2.3 We will provide a secure, caring, supportive and protective relationship for the child
- 4.2.4 Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why
- 4.2.5 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child.

#### 4.3 The Prevent Duty

- 4.3.1 Under section 26 of the Counter-Terrorism and Security Act 2015, The William Henry Smith School is aware that we must have due regard to the need to prevent people from being drawn into terrorism, and that this is known as the Prevent Duty.
- 4.3.2 In order to fulfil the Prevent Duty staff have received information/training to help them to identify children who may be vulnerable to radicalisation, and the School is committed to accessing further training to ensure that all staff are up to date and aware of this duty. If staff do identify children for whom this may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL).
- 4.3.3 The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. The Prevent Coordinator is Sadia Hussain who can be contacted on [sadia.hussain@calderdale.gov.uk](mailto:sadia.hussain@calderdale.gov.uk), or on 07702656834.

- 4.3.4 The William Henry Smith School will also incorporate the promotion of fundamentals of a Modern Britain into its Curriculum in order to help build students' resilience and enable them to challenge extremist views.
- 4.3.5 Radicalisation is considered within current E-Safety policies, procedures and curriculum in terms of having suitable filtering in place and also raising awareness with staff, parents and children about the increased risk of online radicalisation, through the use of the internet, Social Media and Gaming.

#### 4.4 Child Sexual Exploitation

- 4.4.1 The William Henry Smith School is aware that Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where children receive something as a result of engaging in sexual activities. Staff *have/will* be made aware of some of the key indicators of CSE by external training and in, The School acknowledges that it has a role to play in the prevention of CSE within its Safeguarding curriculum and ongoing training is key.
- 4.4.2 If staff do identify children for whom CSE may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early Intervention Panels or MAST, including a CSE Risk Assessment. The School acknowledges it has a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within the school the DSL will share this appropriately with the police.

#### 4.5 Female Genital Mutilation

- 4.5.1 The School understands that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia, and know that FGM is illegal in the UK, is a form of child abuse and has long-lasting harmful consequences. The School is aware that Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18 years of age. This mandatory duty commenced in October 2015.
- 4.5.2 Staff are aware of the indicators of FGM and of they were to directly observe (if involved in intimate care) or indirectly become aware of other potential indicators they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then make appropriate referrals to MAST and/or the Police as is their mandatory duty.

#### 4.6 Children Missing from Education

- 4.6.1 The William Henry Smith School appreciates that the Local Authority has a Statutory Duty to ensure that all children and young people of compulsory school age receive suitable and appropriate education. The school will support the Authority in ensuring that this duty is carried out effectively. There are specific duties in respect of Children Missing Education (CME) and there are strict guidelines in respect of both the definition of CME and the legalities of deleting a student from the school's roll.
- 4.6.2 The William Henry Smith School understands that it is essential that contact is made with the students' home LA's as soon as a child or young person is believed to have left the School without suitable education provision being provided. In addition The school contacts the Authority to inform them where any student has been absent for 10 consecutive days without a reason being provided for the absence which meets statutory guidance, however the school promptly engages parents/carers/other professionals to ensure students whereabouts and safety within the day of first absence.
- 4.6.3 Please refer to the schools policy on children who go missing from Education WS29.



#### 4.6.4 Child Criminal Exploitation (CCE)

The criminal exploitation of children includes a combination of:

- **Pull factors:** children performing tasks for others resulting in them gaining accommodation, food, gifts, status or a sense of safety, money or drugs; often the hook is through the perpetrator supplying Class B drugs such as cannabis to the child or young person;
- **Push factors:** children escaping from situations where their needs are neglected and there is exposure to unsafe individuals, where there is high family conflict or the absence of a primary attachment figure;
- **Control:** Brain washing, violence and threats of violence by those exploiting the child particularly when the child or young person is identified by the police, they are expected to take full responsibility for the offences for which they are charged – i.e. possession and supply of illegal substances.

The majority of children or young people who enter into exploitation do so willingly however, their involvement is indicative of coercion or desperation rather than choice. Many young people do not recognize that they are being exploited or that they are at risk. The majority of children who are vulnerable to criminal exploitation are male however; the possibilities of female involvement should not be dismissed.

It is important to note that perpetrators of CCE may themselves be children who are criminally exploited and that the victims of CCE may also be at risk of becoming perpetrators.

4.6.5 This policy is in line with Annex A of KCSIE 2016.

#### 4.7 Domestic Abuse

4.7.1 The School understands that the cross-government definition of domestic violence and abuse is:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

4.7.2 Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

4.7.3 Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. 4.7.4 If staff do identify children for whom Domestic Abuse may be a concern they should apply the usual referral process and Child Protection procedures and pass this information to the Designated Safeguarding Lead (DSL). The DSL can then refer cases where relevant to Early

Intervention Panels or MAST, and share information where necessary with the Domestic Abuse Hub within the context of the daily MARAC meetings.

#### 4.8 Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

Staff understand that likewise this is a potential Safeguarding issue and thus they would pass on concerns to the DSL.

#### 4.9 Disguised Compliance

‘Disguised compliance’ involves a parent or carer giving the appearance of co-operating with child welfare agencies to avoid raising suspicions, to allay professional concerns and ultimately to diffuse professional intervention.

Examples of disguised compliance would be a sudden increase in school attendance, attending a run of appointments, engaging with professionals such as health workers for a limited period of time, or cleaning the house before a visit from a professional.

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## 5.0 Sexting or Youth Produced Sexual Imagery

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Sexting generally refers to the sending of sexually explicit images via text, email, MSN or through social networking sites. For example, this could be a picture of a boy or young man exposing himself or a young woman in a state of undress.

While sending sexually explicit messages or pictures carries enough problems of its own, it can have real consequences if the content is shared with others – either by people forwarding it on using messages or emails or by uploading it onto a social networking site or website. This could result in immediate consequences, possibly within the school environment, or more serious consequences for later in life such as if a prospective college, university or employer were to see it.

The School understands and acts on its duty of care towards their students and its obligation to support them in being safe in the online world as well as the physical world. A range of interventions from education through to referral to Social Care/Police, depending upon the risk assessment of vulnerability and severity of potential exploitation or abuse will be considered, ultimately by the DSL and Child Protection Team.

#### 5.1 Peer on Peer Abuse

Sometimes safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear that whilst these may be responded to through Behaviour Management there is also a need for this information to be shared with the DSL in order to address the underlying Safeguarding concerns.

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## 6.0 Allegations of abuse made against staff Policy and Part 4 KCSIE 2016

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Where an allegation is made against any person working in or on behalf of the school the procedures detailed in the Managing Allegations Policy will be followed. Whilst we acknowledge such allegations may be false, malicious or misplaced, we also acknowledge that they may be founded and shall therefore be treated with respectful uncertainty, investigated properly and in line with agreed procedures.



## Allegation of Abuse

The Designated Safeguarding Lead (DSL) must be informed of all allegations of abuse. Where the DSL allocates a case manager, they must continue to be kept well informed and updated. The DSL is responsible for ensuring that all records are complete.

When considering allegations of abuse, we must consider the potential of the following:

Has the person behaved in a way that has

- Harmed a child or
- Many have harmed a child or children;
- Possibly committed a criminal offence against or related to the child or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

## Persons involved

### Details of alleged person included in the incident

Full name	
DOB	
Post held	
Home address	

### Details of students / children / staff involved in the incident

Full name	
DOB	
Home address	
Name of parents / carer	

## Persons Informed

Person informed	Date / Time	By whom
LADO		
Police (immediate risk)		
Social Care Services		

Social Worker		
Parents (unless a strategy discussion is required) * <i>Must maintain confidentiality</i>		

## Details of incident

Date & Time of incident		Location of incident	
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### Details of allegation

Relevant additional information (*such as previous history; whether the child or their family have made similar allegations previously and the individual's current contact with children*)

## Initial Discussion

Record details of the initial discussion between the DSL and / or the Case Manager below. Consider the nature, content and context and agree a course of action.

Parties to the discussion:		
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Time:	
Date:	

Is a strategy meeting required?	Yes	No
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# Informing the person the allegation is about

Date	By whom

## Risk Assessment

Describe the risk assessment undertaken to ensure the child's safety:-

Is there a need to put alternative arrangements in place or a need to suspend?

(Note this is NOT the default position)

Describe what actions have been taken:-

Describe what the plan is for the person making the allegation:-

Describe what the plan is for the person the allegation is about:-

*Person should be advised to contact a trade union representative or colleague for support. They should also be given access to counselling through Westfield Health.*

Named representative to support and update progress for the person the allegation is about:

Name	
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## Witness Statements

Witness	Date statement requested	Date statement received

Describe what the plan is for supporting any witnesses:-

## Outcome

A record of the outcome of allegations and investigations must determine the following. **Please tick the following:**

Substantiated: There is sufficient evidence to prove the allegations;

Malicious: There is sufficient evidence to disprove the allegations and there has been a deliberate act to deceive;

False: There is sufficient evidence to disapprove the allegation;

Unsubstantiated: There is insufficient evidence to either prove or disprove the allegation, therefore does not imply guilt or innocence

# Evaluation



The evaluation has led to a decision that no further action is to be taken in regard to the individual facing the allegation or concern.

Justification:

Signature of DSL:

Signature of case manager:



The evaluation has led to a decision that the disciplinary procedure will be evoked.

Justification:

Signature of DSL:

Signature of case manager:

# Sign off

Who has been informed following the evaluation?

Agency Name	Date	By whom
Person allegation is about		
Person making the allegation		
Parents /Carers		
Social Worker		
LADO		
Police (immediate risk)		
Referral to DBS		
GTC (Teachers)		
Other (provide details)		



# Complaints

All complaints must come to the DSL. Please complete and return this form to the DSL who may allocate a case worker and who will acknowledge receipt and explain what action will be taken.

General grumbles are not formal complaints, these should be dealt with at the lowest possible level, often through conversations/discussions and feedback.

Formal complaints are concerns where all options/attempts of resolution have been exhausted (see above) and the problem has not been resolved to the satisfaction of the complainant or, that the details suggest escalation requiring further investigation.

## Persons involved

### Details of person making the complaint

Full name	
DOB	
Post held (if employee)	
Home address	
Contact details	
If writing on behalf of someone else please say who	
Your relationship to anyone involved in the complaint	

### Details of who the complaint is about \*

Full name	
DOB	
Home address	
Name of parents / carer	

### Details of other persons involved in the complaint \*

Full name	
DOB	
Home address	
Name of parents / carer	

\*Where more than one person is involved please include details on a separate sheet

## Details of Complaint

<b>Date and time of any incident</b>		<b>Location of incident</b>	
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<b>Details of complaint</b>
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**What action, if any, have you already taken to try and resolve your complaint? (Who did you speak to and what was the response?):**

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What actions do you feel might resolve the problem at this stage?

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Are you attaching any paperwork? If so, please give details.

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Please sign and date the form below:

Signature:	
Name (in block capitals):	
Date:	

## For Official Use Only

Record details of the initial discussion between the DSL and / or the Case Manager below. Consider the nature, content and context and agree a course of action.

Date complaint received:	
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Parties to the discussion:	DSL:	Caseworker:
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Time:	
Date:	

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Acknowledgement to complainant:	
Date:	
By who:	

## Informing the person the complaint is about

Date	By whom

## Persons Informed

Person informed	Date / Time	By whom
Parents (unless a strategy discussion is required) * <i>Must maintain confidentiality</i>		
Social Worker		
LADO		
Other services		

## Risk Assessment

**Describe the risk assessment undertaken:-**

Is there a need to put alternative arrangements in place?

**Describe what actions have been taken:-**

**Describe what the plan is for the person making the complaint:-**

**Describe what the plan is for the person or situation:-**

# Evaluation



The evaluation has led to a decision that no further action is to be taken.

Justification:

Signature of DSL:

Signature of case manager:



The evaluation has led to a decision that further action is required.

Justification:

Signature of DSL:

Signature of case manager:

## Further action/work to be undertaken



De-brief \*



Restorative work\*



Mediation \*



Other (**Please state**.....)\*

\*Notes to be attached.

## Sign off

Who has been informed?

Agency Name	Date	By whom
Person complaint is about		
Person making the complaint		
Parents /Carers		
Social Worker		
LADO		
Other (provide details)		

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# Log of conversations and interviews

Conversation or interview	Date / Time	Details	Who with	Who by