



THE GULF ENGLISH SCHOOL

SAFEGUARDING AND CHILD PROTECTION

POLICY

Author: Extended Leadership Team

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GES Safeguarding Policy & Child Protection

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Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual difference is understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day to day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

Safeguarding and Child Protection Policy

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of their health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective and nurturing care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (the most recent legislation https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Safeguarding and promoting the welfare of children, for the sake of this policy, is defined as:

- Protecting children from maltreatment.
- Preventing the impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the other policies and procedures.

This policy should be read in conjunction with the following policies:

- Online Safety Policy
- Anti-bullying Policy
- Whole School Behaviour Policy
- Health & Safety Policy
- First Aid Policy

Our school will work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect and to be safe from any abuse in any form. We have a duty to work within the laws and culture of the country of Qatar and, as such, will always endeavour to gain insight into the local culture as we aim to protect the children in our care.

Policy Intention

To safeguard children and promote their welfare we will:

- Create an environment that encourages children to develop a positive self-image.
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development.
- Provide a safe and secure environment for all children.
- Always listen to children.

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- Share information with other agencies as appropriate.
- Request any information regarding safeguarding matters from a student's previous school as part of our entry requirements.

GES has a clear commitment to protecting children and promoting their welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the Leadership Team at the earliest opportunity.

Staff have a duty to protect and promote the welfare of children, as staff are often the first people to sense that there is a problem. Staff may well be the first people in whom children confide about abuse.

This statement lays out the procedures that will be followed if we have any reason to believe that a child in our care is subject to welfare issues including physical abuse, sexual abuse, emotional abuse, or neglect.

Our primary responsibility is the welfare and wellbeing of all children in our care. As such, we believe we have a duty to children, parents and staff to act quickly and responsibly in any instance that may come to our attention.

GES aims to:

- Ensure that children are never placed at risk while in the charge of school staff.
- Ensure that confidentiality is maintained at all times.
- Ensure that all staff are alert to the signs of abuse, understand what is meant by child protection, and are aware of the different ways in which children can be harmed, including by other children i.e. bullying, discriminatory behaviour, etc.
- Ensure that all staff are familiar with and updated regularly on child protection issues and procedures.
- Ensure parents are fully aware of child protection policies and procedures when they register with the school and are kept informed of all updates when they occur.
- Keep the child at the centre of all we do.
- Regularly review and update this policy with staff and parents, where appropriate.

Child Protection Officers (CPO)

The Heads of School in Infants, Juniors, Bin Omran and Secondary are the Child Protection Officers of the school. Staff must ensure they are informed immediately of any incident where child protection is raised. Students will be supported by being offered reassurance, comfort, and sensitive interactions. Activities will be devised according to individual circumstances to enable children to develop confidence in their peer group.

Staff Training

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. Staff INSET will take place regarding this policy each year in August and will involve all staff. There will be further INSET in Term Two each year to ensure continued

adherence to this policy and remind staff of their obligations. The differences between the Qatari and UK systems will be clearly discussed in these meetings.

ID Cards

All students and staff have identity cards (ID badges) and these must be worn when in school. Anyone wishing to move between Secondary and Junior sites will have to show the ID card to be allowed access. Anyone collecting a student from the primary school will only be allowed to do so with an ID provided by the school.

Physical Security

All gates will be locked 10 minutes after the start of the school day at each campus and opened at the end of the school day. Only those with valid ID and an appointment will be allowed onto the school grounds. All visitors will be accompanied by security to the reception area in each school and will be met there. No student will leave the school during the day without signing out and having the signing out form stamped at the main reception. They must be collected by a known contact who is identified by the school ID badge. Sixth Form students (secondary school), who have parental consent to do so, may sign out of school without the sign out form at the secondary school entrance using their ID cards but these must be shown upon exit and entry.

Positive Handling of Students

Identified staff from each school have been trained to deal with any physical restraint needed. This should only occur if a student is in a situation which may lead them to harm themselves or others. Any staff member who is in a situation where a student may require restraint should attempt to contact the Leadership Team who will come to assist.

Types of Abuse

The signs and indicators listed may not necessarily indicate that a child has been abused, but will help us to identify that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

A child or young person can be harmed emotionally, physically, sexually, or through neglect of their basic needs. The effect on a child of any of these types of harm can be severe and last into adulthood. It is essential that any abuse of a child is noticed and action is taken to prevent further harm.

Emotional Abuse

Emotional abuse is any behaviour of an adult (or senior, or another child) towards a child that is likely to cause a severe and long lasting negative effect on the child's emotions. There are many forms of emotional abuse which include:

- Making a child feel they are unloved or only valued if they do what the adult wants.
- Expectations of the child which are inappropriate for their age or stage of development.
- Not allowing the child to spend time with friends (social isolation).
- The child seeing or hearing someone else being abused.
- Causing the child to feel frightened or in danger.
- Bullying.

Child Neglect

In this type of child maltreatment, there is a failure to provide for the child's basic physical or emotional needs, which is likely to damage the child's health or development.

Examples include but are not limited to:

- Not providing enough food, clothing or shelter.
- Not protecting the child from physical and emotional harm or danger.
- Not providing adequate supervision of a child, such as leaving the child with someone who is unable to look after them properly.
- Allowing a child to get sunburnt or to drink a harmful substance, due to not supervising them properly.
- Not allowing a child to have the medical care or treatment that they need. This includes having their normal routine immunisations and attending hospital appointments. It also includes not giving them medication which has been prescribed, or not taking them to see the dentist about tooth problems.
- Not providing a child with their basic emotional needs, such as feeling loved and cared for.

Physical Abuse

Physical abuse is physically harming a child. Examples include but are not limited to:

- Hitting
- Shaking
- Throwing
- Poisoning
- Burning or scalding
- Drowning
- Suffocation
- Female genital mutilation

Sexual Abuse

Sexual abuse involves forcing or encouraging the child or young person to participate in sexual activities, whether or not the child is aware of what is happening. This may include but is not limited to:

- Sexual contact, including rape or inappropriate touching.
- Non-contact activities, such as involving children in looking at, or being involved in the making of, sexual images, or making a child watch sexual activities.
- Encouraging a child to behave in sexually inappropriate ways.
- Prostitution.

Fabricated or Induced Illness

This is a situation where a parent or carer makes up or exaggerates the child's symptoms, or interferes with the child or their medication to make the child ill. The carer may seek out unnecessary medical treatment or investigations. This may include but is not limited to:

- The parent or carer exaggerating the symptoms of the illness.
- Completely fabricating the symptoms.

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- Inducing physical illness through, poisoning, starvation, etc.
- Inappropriate diet.
- Interfering with a child's prescribed medication.

When Should A Concern Be Raised With The CPO?

There are many signs of possible child abuse and these include (but are not limited to):

- Bruises or burns in (possibly in unusual places)
- Changes in the behaviour of a child such as being aggressive or very withdrawn.
- Unexplained changes in the child's emotions such as being depressed or anxious.
- Looking as though they are not being properly looked after, such as being unusually dirty, smelly or hungry.
- Having sexual knowledge or displaying sexual behaviour that is not appropriate for their age.
- Being afraid of a particular person or reluctant to be alone with them.

These are not the only signs of child abuse and these signs are not always due to child abuse. You must trust your judgement and discuss any concerns with the appropriate member/s of LT.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, using the GES incident report form. These forms are available on the staff intranet. Details must include:

- Child's name.
- Child's address.
- Age of the child and date of birth and school admin number.
- Date and time of the observation or the disclosure.
- Exact words spoken by the child.
- Exact position and type of injuries or marks seen.
- Exact observation of the incident including any other witnesses.
- Name of the person to whom the concern was reported, with date and time, and the names of any other person present at the time.

These records should be signed by the person reporting this and dated and kept in a separate confidential file. All records will be stored in the secure filing cabinet in the middle (admin.) building.

When a child discloses potential to to abuse it is essential that you inform them that you will have to pass on this information and that you will support them through every stage of the process. If a child starts to talk to an adult about potential abuse it is important **not** to promise the child complete confidentiality.

It is vital that the child is allowed to talk openly and that disclosure is not forced or words put into the child's mouth. You must not ask any leading questions or suggestions. It is vital that details are written down accurately as soon as possible after the disclosure.

It may be thought necessary, through discussion with all concerned, that the matter needs to be raised with the authorities. Staff involved may be asked to supply details of any information/concerns they have regarding the child.

Staff must not make any comments either publicly or in private conversations about any individual's alleged or actual behaviour. All discussion should only be with the Child Protection Officer in the first instance.

Informing Parent

The decision to inform parents about any possible disclosure should be taken by the child protection officers following the initial report of concerns. They will decide who should be contacted and exactly what information will be shared.

Should there be any occasion where a member of staff is concerned regarding the parental response to an incident in school, the child must remain in school to allow a cooling off period. This is most relevant to meetings where the outcome was to have been an external exclusion. This will be at the discretion of the Leadership Team member who is leading the meeting.

Staffing – Safer Recruitment

It is the policy of the school to provide a secure and safe environment for all children. The school will therefore not allow an adult, who has not received their enhanced CRB disclosure clearance/police clearance, to be left alone with a child unless they are sponsored by the school.

All staff will attend the school's child protection training within the first six months of employment and will receive initial basic training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers, recording and reporting concerns and creating a safe and secure environment for the children in the school. Training will vary depending on the position held by the member of staff.

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Candidates are informed of the need to carry out checks before posts can be confirmed.
- Where applications are rejected because of information that has been disclosed, applicants have the right to know about and to challenge allegedly incorrect information.
- All candidates will be asked to provide police clearances from all countries worked in.
- All enhanced CRB disclosures checks will be updated on a regular basis to ensure the suitability of the adults caring for the children.
- We ensure we receive at least two written references **before** a new member of staff commences employment with us.
- Volunteers, including student volunteers, do not work unsupervised.
- We abide by all requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concerns.
- We have procedures for recording the details of visitors to the school and take security steps to ensure that we have control over who comes into the school, so as to ensure that no unauthorised person has unsupervised access to the children.
- All visitors/contractors will still be accompanied whilst on the premises, especially when in the areas the children use.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss child protection training and any needs for further support.

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- The deployment of staff within the school allows for constant supervision and support.
- Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put in place to ensure the safety of the child and the adult.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know.

Support for Families

- The school takes every step in its power to build up trusting and supportive relationships among families, staff and volunteers within the school community.
- The school continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect and in a non-judgmental manner whilst any external investigations in the best interest of the child are carried out.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child. The school will do everything in its power to support and work with the child's family.

Employees or Volunteers of the School

If an allegation is made against a member of staff or volunteer:

- The allegation should be reported to the Leadership Team.
- A full investigation will be carried out by the appropriate professionals.
- The Board of Trustees will be informed immediately in order for this to be promptly investigated by the appropriate bodies.
- Support will be provided to all those involved in an allegation throughout the external investigation.
- The school reserves the right to suspend any member of staff during an investigation.
- All enquiries/external investigations/interviews will be documented and kept in a locked file.
- Unfounded allegations will result in all rights being re-instated.
- Founded allegations will be passed on to the relevant organisation (police) and will result in the termination of employment.
- Counselling will be available for any member of the school who is affected by an allegation.

Managing Allegations

This section of the policy has due regard to legislations and statutory guidance, including, but not limited to, the following:

DfE (2016) 'Keeping Children safe in Education'

DfE (2015) 'working together to safeguard children'

ITFCP (2018) Managing Allegations of Child Abuse by Educators and other Adults

The Children Act (2004)

Teaching Regulation Agency (TRA)

GES takes its responsibility of care for its pupils and staff seriously. We recognise that any allegations made against a member of GES staff must be investigated thoroughly, all must follow the objective and professional standards and routines stipulated in this policy, where it is alleged that a teacher or other member of staff or a volunteer at the school has:

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

Keeping Children Safe in Education, September 2016

When a concern arises

Concerns about possible abuse of children by staff or any school adult associated with the school will usually arise in one of the two ways, either:

A direct allegation by a pupil or third party, for example, parent

An observation by a member of staff that the behaviour of a colleague is inappropriate or potentially or actually abusive.

An allegation may be reported in the following ways:

- A written statement from the victim or another member of the school community that describes or implies inappropriate behaviour by an adult.
- A verbal or non-verbal (such as through play) disclosure from the victim or another member of the school community
- The monitoring of staff and student information services or social media use;
- From a member of the public, police, health, or another external agency informing the school

Immediate Consideration

Where a child discloses that he/she or another child is being or has been abused or harmed, adopt a trauma-informed approach.

If the child is not forthcoming, ask if they would like to speak to another adult with whom they may feel more comfortable, such as a form tutor or school counsellor, and Learning Coordinators.

Ask open ended, non-leading questions to facilitate disclosure, determine the well-being of the individual and provide support.

Check to see if the child is safe

Questioning should be limited to critical information in order to:

- Understand the basic facts (where and when did the incident take place? Which adult was involved?)
- Determine the immediate safety of the child (will the child encounter the alleged perpetrator within the next few hours?) and
- Determine if the child needs immediate psychological or physical; medical attention.

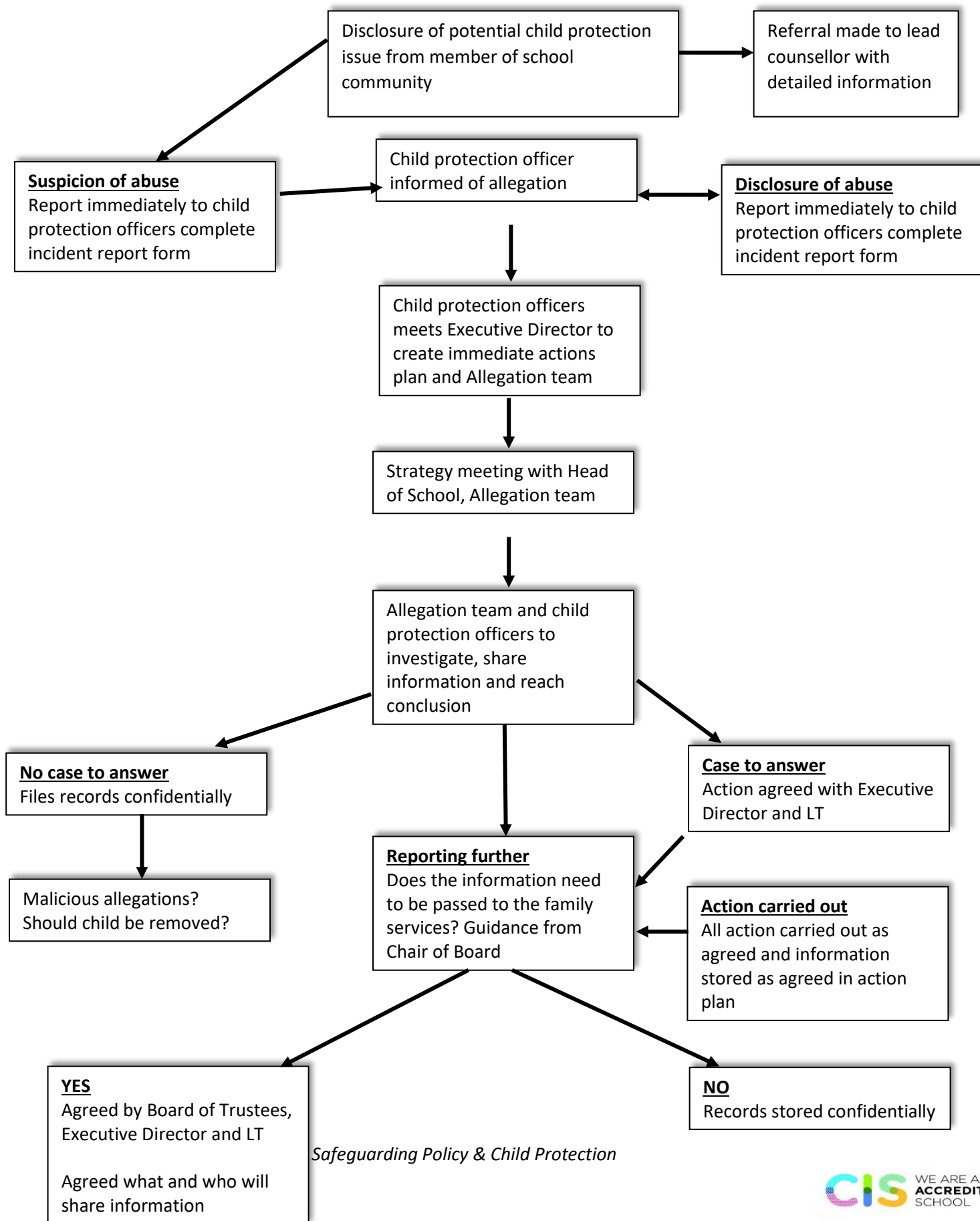
DO: • stay calm and show no signs of shock; • listen and respond with empathy in a non-judgmental and open way; • consider the disclosure seriously; • remain calm, supportive, and reassuring; • validate the child's feelings; • explain what you need to do (report to the DSL) and why; • allow the child control when feasible; • consider the child's language needs and whether support in another language is necessary; • reassure the child that they have done the right thing in coming forward; and • take notes and make a record as soon as possible following the disclosure.	DO NOT: • view images of children (rather ask for a brief description and secure a device as possible evidence for law enforcement); • interview the child, ask leading or unnecessary questions, or provide language for the child; • take notes during the disclosure; • make promises that may not be able to be honoured (such as promising you won't tell anyone or that this will never happen again); • suggest that the child may be to blame in any way for what happened; or • ask the child to wait until another person can be present to witness the disclosure.
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Any alleged concern must be acted upon.

- Any allegation of abuse, whereby a member of staff is accused of abusing a pupil, will be reported to the headteacher. Should the initial allegation first be made to any other member of staff, then that member of staff will either request the person raising the allegation to report it to the headteacher or, if that is not possible, to pass details of the allegation to the headteacher immediately.
- Should the allegation be made against the headteacher, this will be brought to the attention of the Executive Director or Child Protection officer immediately.

Once an allegation has been made the Allegation Management Process should be followed (Allegation Management Process Flow Chart)

Child Protection Policy Allegations Flow Chart – Refer to GES Policy for full procedures



Initial Action

In order to proceed, the Head Teacher or Executive Director will ensure that they have a full understanding of the nature of the allegation made by a member of staff or third party, only speaking to the child if it is unavoidable or it is the child making the allegation.

The Head Teacher or the Executive Director will simply establish that:

- An allegation has been made
- The general nature of the allegation
- When and where the incident is alleged to have occurred
- Who was involved – including their full name, address and date of birth?
- Any other persons present

The matter will not be discussed with the person who is the subject of the allegation at this stage. Where necessary the person leading the investigation may contact the legal department or any external agencies should it be required upon investigation.

Any allegations against a teacher who is no longer teaching should be referred to the police and the Educational authorities. Historical allegations of abuse should also be referred to the police.

Further Referral

Once the nature of the allegation has been established the Head Teacher or the Executive Director should determine if it meets any of the criteria set above, if so, the lead investigator should immediately discuss the allegation with the Local Authority (police).

The discussion may establish that the allegation is not demonstrably false or unfounded.

If the parents/carers of the child concerned are not already aware of the allegation the Head or the Executive Director will also discuss how and by whom they should be informed.

There may be some circumstances where the school may advise the parents/carers of an incident involving their child straight away, for example, if the child has been injured while at school or in a school related activity, and requires medical treatment.

It is important to ensure any allegation is taken seriously and advice can be sought by contacting the police or the local authorities to seek advice on taking the next steps.

Strategy Meeting

A strategy meeting will be convened within one working day of the referral being made and chaired by the Head (child protection officer) and the Allegation team.

The Child protection officer and all relevant personnel including, where appropriate, the headteacher (or nominated representative) and the GES Executive Director, will form together as part of the allegation team. They will meet to share information and participate in the planning of any enquiries.

In a strategy meeting or initial evaluation of the case, all concerned will share all relevant information they have about the person who is the subject of an allegation, and about the alleged victim.

The purpose of the meeting is to:

- Consider the risk to the pupil directly involved and other pupils.
- Share all relevant information about the person who is the subject of the allegation and about the alleged victim.
- Determine the need for investigation and who is responsible for carrying it out.
- Plan the investigation/enquiries and set timescales for tasks to be undertaken.
- Consider whether any other children are affected by the allegations e.g. the person's own children.
- Ensure that the person who is the subject of the allegation is kept informed and supported.
- Decide how regular information and support will be provided to the child and family and by whom.
- Plan all interviews and agree who should undertake them so that there is no confusion in case the investigation leads to a disciplinary process.
- Consider the need to inform relevant parties.
- Jointly consider how to manage any parent/media interest.
- Consider whether the circumstances require the person who is subject to the allegation to be suspended from contact with pupils; this may change as the investigation progresses and should be reviewed regularly.
- Consider the appropriate course of action if the allegation is against a school external employee, a temporary member of staff or a supply teacher.

There are five defined terms used when determining the outcome 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 to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

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

Keeping Children Safe in Education, September 2018

Communication following the strategy meeting

The following people will be informed of the outcome of the strategy meeting:

- The pupil making the allegation and their parents will be informed of the likely course of action and that the matter is confidential and must not be discussed.
- The member of staff against whom the allegation has been made will be informed of the likely course of action – a record will be kept on the individual's personal file.
- The Board of governors will be informed of the likely course of action.

Suspension

An assessment of the possible risk of harm to children posed by an accused person must be undertaken and managed. This should be considered in relation to the child or children involved in the allegation. The suspension should not be an automatic response when an allegation is reported, all options to avoid suspension should be considered prior to taking that step.

The suspension will be considered in any case where;

- There is cause to suspect a child is at risk of significant harm
- The allegation warrants a formal investigation by the police
- There is a likelihood that evidence may be tampered with, or witnesses intimidated
- The allegation is so serious that it might be grounds for dismissal

The Head or Executive Director will consider carefully whether the circumstances of a case warrant a person being suspended from contact with the children until the allegation is resolved. In deciding whether to suspend a member of staff, the Head of School or Executive Director will consider the advice given at the strategy meeting and any risk assessments.

GES will also consider whether the result that would be achieved by suspension could be obtained by alternative arrangements. For example, redeployment so that the individual does not have direct contact with the child concerned, or providing an assistant to be present when the individual has contact with children. This allows time for an informed decision regarding the suspension and possibly reducing the initial impact of the allegation. This will, however, depend upon the nature of the allegation.

A risk assessment is carried out for each individual case to determine whether the member of staff should be suspended. The assessment takes into account the context of the allegation, background information in relation to the member of staff, and any outcome following the strategy meeting. It also takes into account whether a temporary transfer or period of paid leave is appropriate as an alternative to suspension. The assessment is recorded and a copy kept on file.

Where it has been deemed appropriate to suspend the person, written confirmation will be dispatched within one working day, giving the reasons for the suspension. The person will be informed at that point who their named contact is within the organisation and provided with their contact details.

GES will consider the potential permanent, professional and reputational damage to teachers that can result from suspension where an allegation is later found to be unsubstantiated, unfounded or maliciously intended.

Action where external officials need to be informed

If, on conclusion of the case, GES ceases to use the person's services against whom the allegation was made, or the person ceases to provide his or her services, the Executive Director and the legal department will consult about whether a referral to the DBS is required. The Head or Executive Director would be responsible for making the referral in this instance.

If the substantiated allegation is in relation to a member of teaching staff whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching if the staff member is qualified from the UK.

Action to be taken in respect of false allegations

If an allegation made by a pupil is proved to be false and/or malicious, action will be taken to determine whether the person who made the allegation is in need of services or may have been abused by someone else.

In the case of a pupil deliberately inventing or making a malicious allegation, the headteacher will consider taking action in accordance with the Behaviour Management Policy.

If it is clear to the headteacher and the Executive Director that the allegation is demonstrably false or unfounded, the member of staff will be informed orally and in writing of the allegation, that it is without foundation and that no further action will be taken.

Where appropriate, and if requested, support will be offered, which could include occupational health and counselling services.

If an allegation made by a member of staff is proved to be false and/or malicious, an investigation will take place in accordance with GES Disciplinary Policy and Procedure. The police may also consider taking action against the individual making the allegation.

Documentation will be retained on the employee's personal file to demonstrate that the allegation was malicious.

Supporting those involved

The Alleged:

GES has a duty of care to their employees. They will act to manage and minimise the stress inherent in the allegation

GES will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual.

Access to Occupational Health services including counselling services should be provided and if the person is suspended, the Head of school should ensure the individual is informed about developments at the school.

Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues.

Social contact with colleagues and friends is not to be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

The Child (victim)

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

The school will arrange counselling sessions for the child to comfort the child during the investigation and the support thereafter. Special considerations may be taking and the child maybe allowed time at home etc. to come to terms with what has happened.

The Parents

In relation to an allegation that has been brought by a child, parent or carer, the deliberations of a disciplinary hearing and the information taken into account in reaching a decision will not normally be disclosed, but the parents/carers should be told the outcome.

In deciding what information to disclose, careful consideration will be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998

Record Keeping and Confidentiality

A clear and comprehensive record of any allegation is made even if police/disciplinary action is not taken or proven. This includes details of the allegation, how the allegation was followed up and resolved, and a note of any action taken, including any sanctions imposed.

The record will be kept on the member of staff's personal file.

The purpose of this record is to enable accurate information to be given in response to any future reference request if the individual leaves GES.

It is also important that accurate and detailed information is held in the event that the DBS makes requests for further information. This information is given to the DBS, if requested, due to the nature of the allegation. A comprehensive record of all allegations will provide clarification in cases where a future DBS disclosure reveals information from the police about an allegation which did not result in a criminal conviction.

- The record will be retained until normal retirement age or for 10 years; whichever is the shortest period of time.
- Details of allegations found to have been malicious or false should be removed from the personnel records.
- Any investigation is done in confidence. Every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- No one in the school may provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence.
- No one in the school may disclose any information to anyone about the details of an investigation, as this may prejudice the right of the person under investigation to a fair hearing.

Resignations and settlement agreements

Where a person under investigation tenders his or her resignation or ceases to provide their services, the investigation into the allegation will still need to be completed in accordance with the guidance.

Every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process.

Wherever possible, the person will be given a full opportunity to answer the allegation and make representations about it.

The process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be regarded as substantiated on the basis of all the information available, will continue even if representations cannot be given or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

In the same way, 'compromise' or 'settle agreements', by which a person agrees to resign if GES agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference, will not be used in these cases.

In any event, such an agreement will not prevent a thorough police investigation where that is appropriate, nor can it override the statutory duty to make a referral to the DBS or TRA.

Allegations concerning staff not directly employed by the school

In some cases, the school will need to consider an investigation case in which normal disciplinary procedures do not apply, and they may need to act jointly with another organisation. For example, an allegation is made against a cleaning staff provided by an external agency or business or against a person employed by a contractor, or a volunteer provided by a voluntary organisation.

In some cases, normal disciplinary procedures may not be appropriate because the person is a volunteer or self-employed.

Although in those cases, the school will not have a direct employment relationship with the individual, the school will cooperate in an investigation, and in reaching a decision about

- whether to continue to use the person's services
- whether to provide the person for work with children in future
- whether to report the person to the Police

Policy Review

This policy will be reviewed and updated on an annual basis to ensure that the school is keeping up to date with procedures and policies for the safeguarding of students. The review will be undertaken by the ELT with input from all relevant parts of the school community.

Allegations against Staff: Record Initial Concern

School:		Date of incident:	
Name of Head Teacher		Date Reported:	
Information about the member of staff against whom the allegation has been made:			
Name of Preparatory:			
Role/Position in school: Length of service:		D.O.B	
Employment Number: Home Address Telephone			
Details of any previous concerns/conduct issues/allegations			
Information about the pupil(s) concerned. (Complete a separate report for each pupil if more than one)			
Name of Pupil:			
Year Group:		D.O.B:	
Contact Details:			
Information about the person reporting the concern:			
Name:		D.O.B:	
Role/Position in school:			
Contact details: Telephone:			
Nature of the Allegation			

- Has the child been harmed, or may a child have been harmed
- Does the behaviour indicate a person has behaved in a way that poses a risk of harm if they work regularly/closely with children?
- Is it possible that a criminal offence has been committed against, or in relation to a child?
If you have answered yes to any of the above please seek further advice from the school's Child Protection Officer.
Please record any conversation you may have had with the child or any other person regarding the above mention allegation.

Confidential Investigation Report

This template report format is for guidance purposes only and may be changed to reflect the individual circumstances/needs of a case.

Department:	
Allegation/Issue	
Type of Investigation e.g. Disciplinary/Grievance etc	
Name/Post of employee(s) subject to investigation	
Name of complainant (if appropriate)	
Investigator (s)	
HR Support Link	

Background
This may cover: • How did the issue come to light? • Have any other actions been taken prior to the investigation?
Remit Of The Investigation
This may cover: • What specific allegations/concerns (by bullet points) were investigated?
Investigation Process
This may cover: • A brief description of the method(s) used to gather information • A record of what interviews/statements were undertaken and documents reviewed

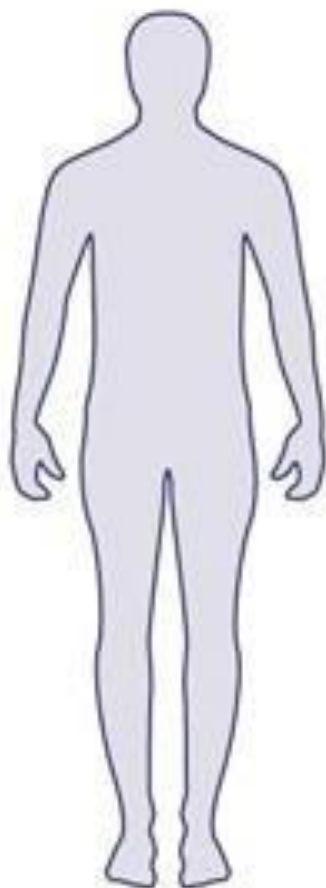
Witnesses	
List of witnesses interviewed	
Findings	
This should cover: A summary of findings and observations for each specific allegation/issue of concern investigated, cross-referencing any documentation where needed	
Conclusions	
This may cover: - For each concern/allegation investigated an overall opinion based 'on the balance of probabilities' on whether there is evidence to support allegations made - Recommendations on whether further actions under the relevant employment procedure should be taken	
Appendices	
These should be attached and may include witness statements, investigatory interview notes, a chronology of events etc.	
Signed by Investigating Officer	
Date	

GES child protection incident report form.

Name of child:		Name of staff member:	
Age and DoB:		Date and time of recording:	
Child's address:			
Reported by:		Date and time of reporting:	
Names of any other people present at time of reporting:			

Record of exact words spoken by the child:**Exact observation of incident including any other witnesses:****Record of any discussion with parents:**

Exact position and types of injuries or marks seen (indicate on image/s below)



FRONT



BACK

Staff Name and Signature:		Date:
Leadership Team Name and Signature:		Date: