

## **SAFEGUARDING POLICY**

### **Options Higford**

#### **LEAD DSLs:**

**School- Richard Winzor  
Children's homes- Anne Adams**

#### **SAFEGUARDING GOVERNOR:**

**Graham Norris**



## 1.0 Policy statement

Outcomes First Group is committed to ensuring that all of the people we support are effectively safeguarded in all services including fostering, schools and residential homes at all times. This policy applies to all children and young adults receiving education in our settings. It applies when working online and offline, in settings and in all virtual communications.

Safeguarding and child protection must always be the highest priority and at the forefront of everything we do. A whole school approach is required to ensure safeguarding and child protection are embedded in all decisions, planning, policy and day-to-day operations and activities.

It is essential that everybody working within the Outcomes First Group understands their safeguarding responsibilities. Governing bodies and proprietors must ensure that staff who work directly with children read and understand Part 1 of [KCSIE 2021](#). Staff who do not work directly with children can read and understand either Part one or Annex A if it is more effective to enable them to safeguard and promote the welfare of children.

All Outcomes First Group employees working directly or indirectly with children **must** ensure that:

- children and young people feel safe and that they are listened to;
- they create an environment and culture in which children and young people feel valued;
- the best interests of the child are always considered and acted upon;
- safer recruitment procedures are rigorously followed (please refer to the Outcomes First Group Safer Recruitment Policy for further details);
- they understand their roles and responsibilities in keeping children and young people safe through ongoing learning, development and supervision;
- they are vigilant in monitoring possible signs of abuse including for those children and young people who have complex learning difficulties or specific communication needs, who may be particularly vulnerable;
- they maintain an attitude of **'it could happen here'**;
- they follow the appropriate procedures in place for sharing safeguarding concerns and that these are shared with relevant professionals in a timely manner;
- they understand and implement local safeguarding procedures as set out in local authority arrangements;
- children and young people have opportunity to learn about appropriate relationships with adults and recognise unacceptable behaviour by adults.
- they are aware that children can abuse other children (i.e. peer-on-peer abuse).
- there is a zero-tolerance approach to harassment, violence, abuse, inappropriate behaviour and bullying of any kind are not acceptable and will not be tolerated.

## 2.0 What is safeguarding and child protection?

### 2.1 Safeguarding

Safeguarding relates to the action taken to promote the welfare of children and young people to protect them from harm. This policy includes the safeguarding of young adult learners within Outcomes First Group schools and other settings and applies both offline and online.





Shropshire Adult Social Care and Safeguarding Concerns:  
03456789044

Shropshire Out of Hours Emergency Duty Teams:  
03456789040

Referrals for children and young people under 18 will be dealt with under the Children's safeguarding arrangements, whereas those 18 and above will be dealt with under the Adult Safeguarding Arrangements.

- 3.6** All information relating to Shropshire Safeguarding Referral procedures including:
- Statutory Child Protection Procedures
  - Regional Safeguarding Guidance
  - Local Area Specific Safeguarding Information and Procedures (select Shropshire)
- are available online at: <http://westmidlands.procedures.org.uk/>

In Shropshire if you have a concern about the welfare of a child, you can phone The First Point of Contact (FPOC) 03456789021. They will help direct your call to the most appropriate service.

Before you call FPOC it is important that you refer to the Threshold Document and speak to your Designated Safeguarding Lead.

As a professional you must always consider consent before phoning FPOC, it is considered good practice to inform an adult with parental responsibility that you are making a referral unless to do so may either:

- Place the child at increased risk of significant harm
- Place any other person at risk of injury
- Obstruct or interfere with any potential police investigation or
- Lead to unjustified delay in making enquiries about allegations of significant harm

In all other situations consent is required and without it your contact into Children's Social Care cannot progress.

You can call FPOC when you have concerns about a child that you think requires Children's Social Care intervention. FPOC will take basic details and concerns about the family and will put your call through to Compass. Compass will make a decision about the child's needs and whether or not your contact is a referral to Children's Social Care. In all situations where Children's Social Care do not consider a child to be at risk of significant harm, the child's parent or carer must consent to Children's Social Care being involved.

Children's Social Care send parents a letter telling them that your agency, organisation or place of work has contacted them and whether the contact has been accepted as a referral. As a professional you will be sent an email letting you know the outcome.

If parents or carers do not consent but you still have a concern it is okay to phone Compass via FPOC to have a professional discussion using the thresholds document. However be prepared for Children's Social Care to ask you to go back to family to gain consent if the thresholds for significant harm are not met.





47 Enquiries and an Initial Child Protection Conference, if there are concerns about the child or young person suffering significant harm.

Where concerns are identified in respect of potential signs of radicalisation which indicate the child or young person is vulnerable, the person raising the concerns should discuss their concerns with the Local Authority Prevent officer on 01386591835 or via 0800789321 or CT WMCTUGateway CTU\_GATEWAY@west-midlands.pnn.police.uk; who will advise on whether a referral to Channel Panel or other Safeguarding response.

Where there is an identified risk that a child or young person may be involved in supporting or following extremism, further investigation by the police will be required, prior to other assessments and interventions.

#### Issues

Protecting children and young people from radicalisation and extremism requires careful assessment and working collaboratively across agencies as initially concerns may be inconclusive and protecting a child or young person against a potential risk can be dependent on a wider range of factors. Sharing information effectively and keeping the child and young person in focus should be the main aim of any interventions and services.

Reporting online material which promotes extremism, such as illegal or harmful pictures or videos, can be done through the government website. Although professionals should follow the Referral process, non-professionals may make a report anonymously.

### 3.8 Definition of exploitation

'An individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child, young person (under the age of 18), or adult and exploits them

- a) through violence or the threat of violence, and/or
- b) for the financial or other advantage of the perpetrator or facilitator and/or
- c) in exchange for something the victim needs or wants. The victim may have been exploited even if the activity appears consensual. Exploitation does not always involve physical contact, it can also occur through the use of technology.'

*Trafficking and Modern Slavery - Child Trafficking and Advice Centre (CTAC) 08001077057,*

Trafficking of children is defined as:

**Act:** recruitment, transportation, transfer, harbouring, and/or receipt of a child for the purpose of exploitation.

**Means:** threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation

**Purpose:** Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

*(Article 3c of the United Nations Palermo Protocol 2000).*

Due to the fact that no young person can consent to being exploited, the 'means' of the trafficking legislation can be disregarded, as it is immaterial what measures were used to gain their compliance. Therefore any child moved for exploitative reasons is considered to







line with KCSIE (2021), which states that; '*Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's safeguarding arrangements*'. The named Governor for the school is Graham Norris.

- 4.2** Like teaching staff and volunteers, senior managers and Governors must be safely recruited and have all relevant checks on file. Please see the Group's Safer Recruitment Policy for further information.
- 4.3** It is the Governors' responsibility to ensure that there is a named Designated Safeguarding Lead (DSL) and that the school contributes to multi-agency working in line with Working Together to Safeguard Children (2018, updated Dec 2020).
- 4.4** Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. This has to be balanced with their duty to protect the victim and other children.
- 4.5** Where the School premises are used for non-school/college activities and the services or activities are provided under the direct supervision or management of the school staff, the schools arrangements for child protection and safeguarding apply. Where service or activities are provided by another body, the School must seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place and ensure they will liaise with the school on these matters as appropriate.
- 5.0 Designated Safeguarding Lead (DSL)**
- 5.1** '*Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role-holder's job description.*' (KCSIE 2021)
- 5.2** The Head Teacher must appoint one individual to be the lead DSL and make arrangements for there to be deputy DSL in place who will manage any immediate safeguarding incidents in the DSL's absence. The DSL must be an appropriate senior member of the leadership team and, along with deputies, will receive DSL training every two years.
- 5.3** The Head Teacher must ensure that job descriptions for DSL and Deputy DSLs are kept on personnel files and clearly state their responsibilities.
- 5.4** The DSL (or deputy) must always be available during school hours for staff to discuss any concerns.
- 5.5 The main responsibilities of the Designated Safeguarding Lead (DSL) are to:**
- provide support to staff regarding safeguarding concerns;
  - lead on advising staff of any action to be taken due to a safeguarding concern;
  - ensure that children and young people are immediately safeguarded from harm and abuse;



**5.9** When young people move schools or move into further or higher education, the DSL is responsible for ensuring that the necessary information is shared with the new school or college. It is the DSL's responsibility to ensure that a pupil's child protection file is transferred to the new school or college as quickly as possible and as securely as possible. Confirmation of receipt must be obtained. **Files must be transferred securely.** Schools must inform their Local Authority of all deletions from their admission register when a child is taken off roll.

**5.10** Consideration must be given to sharing information verbally with the new school or college prior to the child or young person leaving. The DSL must ensure that confidentiality of any third parties is not breached and that they comply with GDPR. Records must contain factual information and must not be speculative. These documents must be kept confidential with the exception of sharing them with relevant professionals as part of safeguarding and protecting the child or young person. Records must be updated, and any actions must be followed up and completed. It is the responsibility of the DSL to ensure that a safe and satisfactory outcome has been reached and that all actions have been completed.

## **6.0 Safeguarding Training and Updates for all staff**

**6.1** Governing bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety, and the requirement to ensure children are taught about safeguarding, that safeguarding training for staff is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning. They must regularly review the training programme to ensure that it includes all the required knowledge and that staff understand how it is to be implemented.

Whilst considering the above training requirements, governing bodies and proprietors should have regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

**6.2** This policy **must** be read in conjunction with Keeping Children Safe in Education (2021). **All staff are expected to follow this policy and statutory guidance including KCSIE 2021.**

### **6.3 All staff must read the following documents:**

- Part 1 (or Annex A where appropriate) of [KCSIE 2021](#)
- The school's Restrictive Physical Intervention Policy
- The school's Anti-bullying policy
- Outcomes First Group's Peer-on-peer abuse policy
- Outcomes First Group's Exploitation policy
- Outcomes First Group's Protecting Children from Radicalisation policy
- Outcomes First Group's Harmful Sexual Behaviours policy
- Outcomes First Group's Safer Recruitment policy
- Outcomes First Group's Data Protection policy
- Outcomes First Group's Web Filtering policy
- Outcomes First Group's Staying Safe Online
- The school's Whistle blowing and complaints policy
- The school's staff behaviour policy (Code of Conduct)
- The school's description and guidance of the role of the DSL

- The school's description and guidance of the role of the Deputy DSL
- [DfE guidance on sexual violence and harassment between children in schools and colleges](#)
- [DfE guidance on Children Missing in Education](#)
- [DfE guidance on Promoting the Education of Looked After Children](#)
- [DfE guidance on Teaching Online Safety in Schools](#)
- [DFE Guidance on Sharing nudes and semi-nudes advice for education settings working with children and young people](#)
- [DFE Guidance on Searching, Screening and Confiscation](#)

**6.4** Safeguarding updates must be regularly provided to staff, either through face-to-face training, meetings or through regular written updates.

- Face to face safeguarding training must be provided (and recorded) to **all staff at least annually.**
- **DSL** must refresh their advanced training **at least every two years.**

**6.5** All members of school leadership teams, including the Head Teacher and DSL should also be familiar with **Working Together to Safeguard Children 2018** (updated Dec 2020).

## **7.0 Roles and Responsibilities of Staff**

**7.1** Outcomes First Group recognises that it is not just one person's role to safeguard children, it requires a collective approach to safeguarding. All Outcomes First group employees must understand their roles and responsibilities regarding keeping children safe and reporting concerns.

**7.2** During staff induction, staff will receive safeguarding training, including online safety. Staff must be familiar and understand the role of the DSL, the local safeguarding partnership and the individual systems relating to safeguarding within the school. Staff must also know, understand and implement the school's behaviour management policy, the child protection policy, the school's code of conduct, the safeguarding response to children who go missing from education and Keeping Children Safe in Education 2021, Part 1.

### **7.3 Staff are responsible for:**

- compliance with Outcomes First Group policies, statutory guidance and legislation including Keeping Children Safe in Education (2021) and Working Together to Safeguard Children 2018 (Updated Dec 2020);
- understanding the role of the DSL;
- helping to develop and deliver a curriculum which helps children and young people to understand about abuse, appropriate and safe relationships with adults and peers, and keeping safe both online and offline;
- helping to provide an environment where children and young people feel safe and valued;
- attending training and meetings;
- ensuring that they fully understand how to report concerns and if not, asking for further training and support;
- understand the safeguarding response to children who go missing from education;
- listening to children and young people;
- supporting children and young people if they disclose safeguarding information;
- ensuring that they are alert to signs of abuse by peers or adults;



- ensuring that they are aware of indicators or possible signs of neglect;
- ensuring that they closely monitor any possible signs of abuse or harm for those children who are unable to communicate verbally or who have complex health and care needs;
- keeping sensitive information confidential and sharing it only with those professionals for whom it is relevant;
- helping to identify those children or young people who may benefit from Early Help;
- helping to implement Child Protection Plans.

**7.4** Staff are in a close position to children and young people within schools as they know the children and young people. They have regular contact with them and so are in the best position to know if a child or young person is behaving in a way which could possibly indicate that they are being hurt or harmed. Any concerns, whether these are nagging doubts, worries, concerns or based on information told to them, must be reported immediately to the DSL both verbally and in writing. **It is the staff member's responsibility to ensure that this information is acted upon. They have a duty to follow up with the DSL to ensure that action has been taken.**

## **8.0 Safer Recruitment**

**8.1** The Outcomes First Group Safer Recruitment Policy sets the processes which must be followed for the recruitment of staff and volunteers.

**8.2** It is the responsibility of the Head Teacher to ensure that the Single Central Record is compliant with legislation and statutory guidance and kept up to date and is stored confidentially.

## **9.0 Early Help**

**9.1** *'A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989' (KCSIE 2021)*

**9.2** It is important that staff take swift and effective action to safeguard children and young people and to stop concerns from escalating. It may be that some children and young people will benefit from Early Help. All staff should be aware of their local early help process and understand their role in it.

**9.3** Staff must be aware and alert to the possibility of Early Help being needed for those children and young people who have particular vulnerabilities, such as those who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;



- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

**9.4** Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm

**9.5** When a child or young person has been referred for Early Help, it is the responsibility of the DSL to set up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration must be given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

## **10.0 Reporting concerns**

### **10.1 What to do if a child or young person discloses**

Systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, sexual violence and sexual harassment, knowing their concerns will be treated seriously, and that they can safely express their views and give feedback.

If a child or young person discloses information to a member of staff, they must ensure that they:

- listen to the child or young person and reassure them they are being taken seriously and that they will be supported and kept safe.
- never give them the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. They must never be made to feel ashamed for making a report.
- do not dismiss what the child or young person tells them. All concerns must be acted upon rigorously;
- do not promise to keep it a secret. The member of staff must explain that they have a duty to share information to keep them safe and protect them;
- write down what the child or young person tells them. This must be accurate and in the child's words;









- if necessary, appropriate referrals must be made to support services for the young person who has displayed harmful behaviours;
- a risk assessment must be completed and implemented for the young person who has displayed harmful behaviours in order to safeguard them and other pupils.

## 14.0 Bullying

**14.1** Severe or persistent forms of bullying can result in Significant Harm, which is why those providing services for children should have adequate policies, procedures and training to counter bullying. Bullying occurs when a person or group of people behave in ways which are designed to cause distress or to hurt a person or group of people. Bullying can be overt and plain for all to see. It can be subtle and insidious. Bullying can become part of the culture, recognised or believed by all or a significant number of people as 'acceptable'.

**14.2** Outcomes First Group has a zero-tolerance approach to bullying. All staff have a responsibility to challenge all bullying. Staff must help children and young people to understand what bullying is and how to report it. Bullying must be dealt with as a safeguarding matter. Staff must report any bullying concerns to the DSL **on the same day**. The concerns must be documented appropriately.

**14.3** Schools have a responsibility to ensure that those children and young people who bully, are supported and helped to understand the impact of their actions.

The government has produced the following guidance on Preventing and tackling bullying, mental health and behaviour in school:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

See [Rise Above](#) for links to materials and lesson plans

**14.4** For further information please refer to the school's anti-bullying policy, child protection policy, the Web Filtering policy, and the DfE guidance [Sexual violence and sexual harassment between children in schools and colleges](#) (Sept 2021)

**14.5 All staff have a responsibility to report any suspicions or concerns that a child has or may be mistreated or harmed.**

## 15.0 Preventative Strategies

**15.1** The school will take all appropriate action to ensure that children and young people learn about appropriate relationships with adults, keeping safe, online safety as well as sex and healthy relationships. Relationship, Health and Sex Education (RSHE) lessons, Relationships Education, and Relationships and Sex Education will focus on important age-appropriate issues in line with Government guidance. Staff must ensure that children and young people have opportunity to learn about safe relationships between peers as well as who they can talk to if they have any concerns.

A one-stop page providing teachers with support in teaching RSHE topics can be found here: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>

**15.2** Children should be supported by staff to understand what abuse is. Children must be listened to and enabled to report any abuse or neglect at the earliest opportunity. They











<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

## 20.0 Female Genital Mutilation

**20.1** In line with KCSIE (2021), teachers have a legal duty to share concerns regarding FGM; 'If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police'. In suspected cases of FGM, staff must refer to the local authority as well as the police. The DSL will assist and support staff with this.

**20.2** Staff must read and be familiar with statutory guidance regarding reporting FGM 'FGM Fact sheet': <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

**20.3** The DSL must ensure that immediate concerns regarding potential abuse, harm, honour-based abuse including FGM, forced marriage and breast ironing, CSE and Trafficking or Radicalisation are shared **immediately** with the relevant Regional Director for Education and Care (and Chair of Governors) and that staff have documented them appropriately.

## 21.0 Preventing Radicalisation

**21.1** Outcomes First Group fully recognises its responsibility to have arrangements in place to safeguard and protect children from radicalisation. Section 26 of the Counterterrorism and Security Act 2015 places a statutory responsibility on schools to 'have due regard to the need to prevent people from being drawn into terrorism'. This is known as the 'Prevent' duty.

**21.2** All staff must be aware of the signs and indicators of radicalisation. Staff must be proactive in reporting any concerns, regardless of how small they may be, to the DSL who must assist staff to report all concerns regarding radicalisation to the Police as well as the Regional Director for Education and Care. Staff must document their concerns appropriately.

**21.3** All staff must be aware of the local procedures relating to reporting radicalisation concerns.

## 22.0 Children Requiring Support with their Mental Health

**22.1** Outcomes First Group recognises that schools have an important role in supporting the health and wellbeing of children and young people. Mental ill-health can be an indicator of a child suffering or at risk of abuse, neglect or exploitation. All schools should have systems in place for identifying mental health problems and referring to appropriate agencies for additional support. This will ordinarily be with the consent of the child and their family. All details of concerns and any referrals or other support arranged for the child should be documented on the schools electronic recording system.

**22.2** Schools can refer to the Mental Health and Behaviour in Schools guidance (2018) <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>  
The guidance provides advice on how to create a whole school culture in promoting positive mental health outcomes for children and young people.

## 23.0 Physical Interventions

**23.1** While every school creates an atmosphere of nurturing, unconditional positive regard and warmth, Outcomes First Group recognises that on occasion it may be necessary to use physical intervention to keep a child or young person safe. Physical intervention must be a last resort and must always be proportionate. Once the child is safe and calm, it is essential that there is a debrief with the child. It should be an open discussion with the member of staff encouraging the child to talk about how they feel and understand what happened.

The intervention and the follow-up action must be recorded on the School's Electronic Recording System.

**23.2 All staff must read and know the school's individual Physical Intervention Policy.**

**23.3** If a child or young person makes an allegation after a physical intervention, it is important that the member of staff writes down as much information as possible. Staff must complete body maps immediately after the event and make an appropriate electronic record. Staff must also verbally inform the DSL (or deputy) as well as recording it onto the schools electronic recording system. **Medical attention must always be sought for the young person.** Staff must inform their parents or carers. Allegations of harm relating to physical interventions must be reported to the Regional Director for Education and Care, the Group Head of Safeguarding ([anne-marie.delaney@ofgl.co.uk](mailto:anne-marie.delaney@ofgl.co.uk)) Local Authority Designated Officer or equivalent.

## 24.0 Allegations against Staff

**24.1** An allegation is any concern, complaint or disclosure that indicates a member of staff, agency staff or volunteer or has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or relate to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

**24.2** All allegations must be treated seriously. Staff must maintain an open mind and suspend all judgement. Allegations must never be dismissed. When managing allegations, it is important that staff maintain a level of professional curiosity. Staff have a responsibility to look after themselves and not to place themselves into situations which could present as unsafe. Staff must report any concerns to the Regional Director for Education and Care and the DSL.

**24.3** When a child makes an allegation about a member of staff, the member of staff receiving the complaint must:

- write everything down and document it on the electronic recording system used by the school.
- immediately report the allegation to the DSL (or deputy).

The DSL must:

- take all allegations seriously regardless of whether a child or young person has made previous allegations and can speak to the Local Authority Designated Officer or equivalent and seek advice about next steps on the same day.
- Must report allegations to the Local Authority Designated Officer or equivalent within one working day.
- Ensure that they follow the Outcomes First Group's Managing Allegations Procedure.

**24.4** Part four of Keeping Children Safe in Education (2021) outlines the importance of retaining oversight of any concerns or allegations about agency or supply staff, volunteers or any member of staff employed by a third party working in the school setting. Whilst the individual may not be employed by Outcomes First Group, **schools must ensure** that allegations are managed properly. KCSIE (2021) states *'In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Governing bodies and proprietors should discuss with the supply agency or agencies where the supply teacher is working across a number of schools of colleges, whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school or college, whilst they carry out their investigation.'*

**24.5** If the allegation is regarding the Head Teacher/Principal then the Regional Director for Education and Care must be informed immediately. They will then seek advice from the Local Authority Designated Officer (or equivalent).

**24.6** **All allegations made against staff must be reported to the Regional Director for Education and Care and HR and the Group Head of Safeguarding, and to [safeguarding@ofgl.co.uk](mailto:safeguarding@ofgl.co.uk). Outcomes First Group recognises that managing allegations can be challenging and so will support with the process.**

**24.7** It is the responsibility of the DSL to ensure that all allegations are managed in line with local safeguarding partnership procedures.

## **25.0 Working with the Local Authority Designated Officer (or equivalent)**

**25.1** In all referrals, the DSL is the lead professional within the school for ensuring that a timely response is received from the local authority. If a response is received which the DSL believes is inappropriate and does not prioritise the child or young person's safety, this must be escalated to the Head Teacher or Governors of the school to agree further action.

## **26.0 Whistleblowing**

**26.1** Safeguarding is everyone's responsibility. Outcomes First Group recognises that on occasion staff may feel that they are unable to tell someone within their immediate place of work about any safeguarding concerns that they may have. The Group also recognises that children will be unable to voice their concerns if they are in an environment where staff also fail to voice their concerns.

**26.2** All staff have a duty first and foremost to the children in their school. Any concerns, regardless of how small they may seem, must be reported. DSLs and Head Teachers have









- Each head/principal must inform the placing local authority if a child will be accessing off-site education. Ensure a record of the communication and any response received from the local authority is held at the school.
- As an absolute minimum requirement, during term-time, the school must make **weekly** contact with children and young people who are not attending school in person. This should be over the telephone or through virtual communications platforms.
- There will be arrangements to maintain contact with some children and young people during holidays. This will be considered on a case-by-case basis.
- If the school is unable to make contact with any child or young person this must be considered as a potential safeguarding or child protection matter and make a referral through local safeguarding arrangements.

The following guidance is available:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely>

<https://www.pshe-association.org.uk/guidance-teaching-pshe-remotely>

## 27.6 Digital Learning

Where possible digital learning options for children and young people will be made available if they are having to learn remotely. All staff should be mindful that the Outcomes First Group's and school's safeguarding policies & procedures and Code of Conduct & Ethics Policy continue to apply, at all times when working online or offline at any location.

**27.6.1** Acorn Digital Learning have produced a Live Online Risk Assessment, and Student Remote Learning policy and template, that have been shared with all Outcomes First Group schools and can be utilised as required.

**27.6.2** Data protection and GDPR considerations must be taken into account. This includes rules on signing pupils up to online services, and staff accessing personal data when working at home. It is recommended that staff are regularly reminded of the data protection and GDPR policies and procedures, whether they are working from school or remotely.

**27.6.3** The guidelines for digital learning below must be followed:

- Ensure parents and carers are aware of online safety advice and resources such as [Thinkuknow](#) and [Safer Internet Centre](#)
- A link to [ParentInfo](#) should be on the school's website – this DfE backed website provides parents with up-to-date information about a range of topics.
- If staff are concerned about a comment made online by a pupil or the work they share, the staff member should take a screen shot and report it to the DSL via MyConcern / CPOMS (or the school's existing protocol as long as it is secure).



## **28.0 Policy Review**

This policy will be reviewed annually, as a minimum to ensure it is kept up to date with safeguarding issues as they emerge and evolve. Where necessary, updates will be made during the year.