



Safeguarding Policy and Procedures

AIA SAFEGUARDING **POLICY** MANUAL

Principles upon which the Safeguarding Children Policy Statement is based:

- The welfare of a child or young person will always be paramount.
- The welfare of families will be promoted.
- The rights, wishes and feelings of children, young people and their families will be respected and listened to.
- Keeping children safe from harm requires people who work with children to share information.
- Those people in positions of responsibility within the organization will work in accordance with the interests of children and follow the policy outlined in the AIA Policy Manual.

We recognize that for these commitments to be effective, senior leaders, employees, volunteers, services and students throughout the AIA network must play their part in the creation of a safeguarding culture.

Roles and responsibilities

The AIA Head **of Safeguarding** is responsible for the development and strengthening of all activities relating to safeguarding and Child Protection across AIA Education. This includes leading the overall development, implementation and monitoring of organizational safeguarding strategy, policy and practice, providing real-time advice and guidance to country safeguarding teams on casework and embedding safeguarding throughout all AIA work.

The **Principal/CEO** is responsible for ensuring that all aspects of the AIA Safeguarding Policy Manual are delivered effectively in their school. The Principal/CEO ensures that staff, volunteers and students understand and implement the policy to safeguard students.

The Designated Safeguarding Lead is a member of the school Senior Leadership Team who takes lead responsibility for safeguarding and child protection in the school. This responsibility may be delegated to an appropriately trained Deputy in the absence of the DSL

AIA Safer Working Practice Guidance/Staff Code of Conduct

AIA Guidance on Safe Working Practice provides practical guidance to all adults on which behaviors potentially constitute safe practice and what behaviors should be avoided. The document seeks to ensure that the responsibilities of senior leaders of educational settings towards students and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behavior. It should assist staff to monitor their own standards and practice and reduce the risk of allegations being made against them.

Abuse of a position of trust

As an AIA employee tasked with the responsibility of supervising/educating students you provide care, supervisory and educational support to students from a 'position of trust.' The position of trust carries with it certain expectations and responsibilities. Breaches of these expectations and responsibilities are likely to lead to disciplinary action and possible dismissal.

'Positions of trust' exist in professions where the professional is in a position of authority or status over a child or vulnerable person, e.g. teachers, doctors, social workers, therapists etc.

You are employed in a 'position of trust' in respect of all young people connected to AIA. All relationships developed with students will be as agents of the company and as such no personal relationships will be permitted outside the remit of the service.

This means that adults should always maintain appropriate professional boundaries and avoid behaviors, which might be misinterpreted by others. They should report and document any incident with this potential.

Students who may be particularly vulnerable

Disadvantaged and Students of Determination/SEND.

All persons in the AIA network must be clear that there is sometimes a need to provide additional support to students that have SEN or Disabilities, or are disadvantaged in other ways. This applies to all of our students, and may present in a number of ways, including:

- Communication difficulties - young people may need support to articulate their feelings and/or report concerns. The safeguarding information or procedures may need to be presented in an accessible way.
- Presenting behaviors (mood, injury, behavior that challenges) may be a way of communicating harm or impact of abuse. Staff to be aware of the need to look beyond the behavior to the possible root cause and explore this with the young person at an appropriate time.
- These students may be more vulnerable to bullying or peer-on-peer abuse.

7. Attendance / Students Missing from Education

AIA Education recognizes that regular attendance and punctuality at school is important to the well-being and safety of all of our students and enables them to

access the opportunities made available to them at school. Attendance is monitored closely and action is taken where concerns are raised. Every school must have an attendance policy that is reviewed regularly by the school leaders, and Governors should monitor the impact of the policy in securing good attendance and punctuality.

Where a student has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish the whereabouts without success, the school will make an immediate referral to the AIA Head of Safeguarding and ensure this is recorded on the Phoenix HSE online reporting system.

*Reasonable steps may include:

- Telephone calls to all known contacts
- Emails to parents
- Contact with other schools where siblings may be registered.
- Enquiries to friends, neighbors etc. through school contacts.

8. Support for students, families and staff involved in a child protection issue

Child abuse is devastating for the child and can result in distress and anxiety for staff who become involved.

AIA expects senior leaders to ensure that everyone involved in a child protection issue follows the procedures laid out in this policy and any other relevant policy including Whistleblowing and allegations management where appropriate. Senior leaders will ensure that all suspicions and disclosures are taken seriously.

The DSL will act as a central point of contact, offering details of helplines, counselling or other avenues of external support where necessary, seeking advice and guidance from AIA SSC as appropriate.

9. Complaints procedure

Complaints whether directly made to the school are managed by the Principal/CEO, other members of the Senior Leadership Team and Governors (where appropriate.)

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedure

10. Whistleblowing

Whistleblowing is any disclosure of information that is made in the public interest and, in the reasonable belief of the individual that relates to suspected wrongdoing or dangers at work. This could be happening at the present time, have taken place in the past or is likely to happen in the future. This may include:

- a criminal offence e.g. manipulation of accounting records and finances, or inappropriate use of school assets or funds

- a miscarriage of justice

- an act creating risk to health and safety

- an act causing damage

- to the environment a

- breach of any other

- legal obligation

- a concern relating safeguarding

- children or adults, or the deliberate

- concealment of any of the above

- matters

AIA expect all Senior Leaders to have disseminated the company's 'Whistleblowing Policy' to all employees. The school's leadership team through the DSL must have allocated a proportion of induction or orientation to highlighting the key principles of whistleblowing.

11. Allegations against adults

All AIA schools should have appointed at least two members of the SLT to act as managers for allegations against staff. The exact detail of process can be found in the Appendix 10: Allegations Management Policy 2019.

Employees with specific questions about the Allegations Management Policy or who have been subject to an allegation can access support through the Designated Allegations Manager, or if they feel this is a conflict of interest they can raise their queries with the Principal or sara.hedoert@gemseducation.com, GEMS Head of Safeguarding.

12. Staff training

The minimum expectation for a Designated Safeguarding Lead in an AIA school or service is that they have undertaken the AIA-specific DSL Level 3 training and receive

regular practice updates throughout the year through the DSL Regional Safeguarding Forums, which are mandatory.

13. Safer recruitment of adults working in AIA

AIA will audit the compliance with its safer recruitment policy periodically via review of the individual Single Central Registers (SCR).

Should Senior Leaders have questions about the detail of any of the AIA safer recruitment checks these should be directed through individual school HR Business Partners. Please reference AIA Safer Recruitment Policy for the detail relevant to your individual schools, see below.

For specific details relating to safer recruitment in AIA, schools we ask all employees to direct these questions through the school's HR Manager. Employees will also be subject to ongoing checks through the government in the schools' locality.

14. Site security

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure students in school are kept safe.

The Principal/Manager of School Operations will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Where possible and practical, contractors will be engaged before or after regular school hours.

15. Behavior management

AIA does not recognize restrictive physical intervention as a means to manage behavior under any circumstances. Individual employees have a responsibility to ensure they familiarize themselves with the relevant Behavior Management Policy for the school. Failure to adhere to this policy could result in disciplinary action.

16. Record keeping

It is essential that any concern about a child protection issue and any discussions with students or others are accurately documented as soon as possible, and are clearly signed and dated. Any such records may be required as part of a subsequent investigation, and they could be used as evidence in court if there is a criminal prosecution. Consequently, it is vital that all written records are accurate and factual. Any allegations or statements made by a child or by any other person should be documented verbatim - documenting the exact words used - wherever possible. The person, who made the allegation or statement, and any witness who was present, should countersign the written record.

This information should then be uploaded into the Phoenix HSE system by attaching a PDF of the original disclosure documentation. The original information should always be filed and stored securely with the DSL.

As soon as a child protection issue or concern has been raised, a timely and accurate record must be made by the DSL of all events, reports and notifications made, and reports circulated. This should be inputted into Phoenix HSE online reporting system.

On some occasions, it may be deemed necessary to obtain photographic evidence of suspected injuries to a child or young person. This evidence will be obtained by the police or medical professionals or child protection services. School staff may document details in writing of any visible injuries, or illustrate the position and extent of the injuries on a 'body map' type of diagram, but must not take any photographs of a child or young person in these types of circumstances.

The need for these types of documents to be confidential is taken very seriously. All records of such discussions and any documents concerning safeguarding and child protection issues are kept in confidential files in each student's folder and/or on the AIA Phoenix HSE online reporting system. Only AIA senior managers, the Principal/CEO's and DSL's in individual schools should and will have access to these files. These same end users will also make decisions about with whom they are to be shared.

The AIA Phoenix HSE Online Safeguarding Platform should be used as the primary way to report, document, escalate, review and evaluate outcomes of cases.

17. Confidentiality and information sharing

Throughout any investigation of a student welfare concern, the appropriate information sharing guidance must be followed. When working with confidential, personal information of a very sensitive nature, staff should be aware at all times of the AIA current guidance on information sharing and data protection. See above for how records are kept confidentially. Appendix 5 contains a standard format for requesting or sharing relevant information between AIA schools to ensure an effective transfer for any vulnerable student.

18. Extended school and off-site arrangements including Educational Visits

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When AIA students' attend off-site activities, including day and residential visits and work-related activities, the school is responsible for checking that effective child protection arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organizations provide services or activities on the school site, the school will check that those organizations have appropriate procedures in place, including safer recruitment procedures.

19. Online safety

Online communication between staff and students should not happen other than for the purposes of coordinating an aspect of education. All communications should be made on school devices through AIA approved mail servers. All communications should be available on request to the SLT team of the specific school.

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved. Students who share sexual imagery of themselves or their peers are breaking the law. However, the school believes it is

important to avoid criminalizing young people unnecessarily. The school will therefore work in partnership with parents and external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, of which the member of staff may not be aware.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to the relevant agency-

Child protection procedures

Dealing with a disclosure or allegation by a child, a young person, or another person:

Students in school may feel safe and secure enough to make a disclosure of past abuse or neglect, or an allegation of current abuse or neglect to a member of staff whom they feel they can trust. A disclosure of this kind can arise at any time, and may have been anticipated by staff or equally be totally unexpected. In these situations, school staff should:

- Demonstrate that they are willing to listen to what the child or young person has to say;
- Be prepared to listen impartially to the child or young person, giving appropriate support, but without introducing their own opinions or judgement;
- Be aware of documenting requirements;
- Remember that they are working as part of a team, and must never make an unconditional promise of confidentiality to a child or young person;
- Report any concerns without undue delay to the DSL or the Deputy/SLT member in their absence.
- Be aware that what the child or young person has to say may be uncomfortable or distressing to them, and make clear to them that they may seek support, help or advice for themselves if required.

If a disclosure or allegation is made by any other person (parent, family member, another professional, etc.) with regard to a safeguarding or child protection issue, the same principles regarding documenting and evidence will apply. Adults should be offered the opportunity to make a written statement, which should be signed and dated by them, and by any witness(es) to the statement.

The DSL or Principal must be notified immediately of any allegation or disclosure that calls into question the competence or suitability of another professional person (whether or not they are an employee of AIA Education). Such information must be treated as being strictly confidential. Verbal notifications of this kind that are made to the

DSL, or to other senior staff, must be followed up formally in writing, and delivered electronically through the Phoenix HSE system

Acting on a current child protection issue:

If after discussion with a DSL there is still cause for concern about a child or young person, then the safeguarding children procedures will be followed. The DSL or a named deputy or another person acting on his or her behalf will take the lead role in any safeguarding or child protection issue.

The GEMS Head of Safeguarding, Sara Hedger sara.hedger@gemseducation.com is the contact point for any referral and is the person responsible for keeping the school informed of the process and outcome from AIA perspective. If this has not been done already, a decision will be reached as to whether any immediate action is necessary to secure the child or young person's safety and welfare, and on any subsequent investigation or action to be taken.

AIA schools should hold at least two emergency contact numbers for each student, usually both parents, and if it is deemed appropriate, (i.e. if there is not an allegation against one of those contacts) these people will be contacted in the event of any safeguarding concern or incident at school without undue delay.

If a child protection concern, allegation or incident relates to an allegation or evidence of a member of staff or a professional person working with students, then AIA Head of Safeguarding must be notified on the same day the allegation is raised, once the allegation is substantiated.

Discussions with the child or young person's parents, or any other person who has been, or may be, implicated in the safeguarding concern must not take place without the agreement of the Head of Safeguarding and Child Protection and/or Principal/CEO.

Where a child or young person has made a specific statement, it may be necessary to clarify what they have said, and it is vitally important to document this information accurately together with the circumstances in which the statement was given. The relevant person in the school should meticulously document all observations, concerns, discussions and actions; inclusive of the date and time they were noted, this forms the safeguarding chronology. These records could provide crucial information that may be needed for an external referral or in any subsequent legal proceedings.

Engaging with students

When engaging with students who already have, or may be about to, make a disclosure of abuse, staff should be aware that the student will probably need to make a formal statement to external agencies and the police in the near future.

However, the reality is often that they will choose to disclose initially to a member of staff they feel that they can trust, and who will listen to them sympathetically. Therefore, the following points should be kept in mind:

- Any discussion should be carried out in a way that minimizes distress to the student concerned, and maximizes the likelihood that the information they provide is accurate and complete. Where the discussion takes place - so

that they feel safe, they are assured of privacy, and they are not distracted or interrupted.

- Asking '*leading questions*', or '*putting your own words as the child's*' must be avoided. Similarly, staff must not pass any opinions, or express their own feelings about what the child or young person is telling them. It is acceptable for staff to reassure them that it is safe for them to tell staff, but it must be made clear that anything they say will have to be passed on to the DSL and possibly other people who work in child protection so that we can keep them safe.
- Be aware that the child or young person may need more time and more than one opportunity to speak before they feel safe to fully voice all of their concerns.
- The child or young person may wish to retract a statement they have made earlier, or contradict a statement they have already made, or even refuse to speak at all. In these circumstances, it is not appropriate for staff to put any pressure on them, but their reactions and comments should be accurately documented, with times and dates.
- It is important that in addition to a factual written statement of the disclosure, any member of staff who has been involved, or who was present at the time, should make a written record of the circumstances in which the disclosure came about. The AIA cause for concern form includes this information.

It is important that all staff are aware of their own ability to deal with any safeguarding situation or issue. If a member of staff finds themselves in a situation where a student feels sufficiently comfortable to disclose information of a sensitive nature, the member of staff must consider very carefully how confident they feel about continuing to engage the child or young person in this discussion.

If the member of staff/volunteer feels that they need support from a more experienced staff member, they should carefully explain to the child or young person that they need to seek help from someone else. A more experienced member of staff may be able to help, or alternatively the child or young person may wish to speak to the DSL.

However; if nobody else is available, and the child or young person insists on talking, then the member of staff should continue to listen carefully, so that they do not feel that they are being rejected or ignored. As soon as possible, any disclosure made or information given by the child or young person must be carefully recorded, using the child or young person's own words wherever possible.

Bullying

It is the responsibility of:

- AIA Corporate Governance to ensure schools have effective anti-bullying policies in place.
- The Principal/CEO to communicate the anti-bullying policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that there is an effective route for concerns to be raised

without delay.

- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

Roles and Responsibilities

The Principal/CEO:

- Ensures that the Safeguarding and Child Protection policy and procedures are understood and implemented by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and Deputy/s to carry out their roles effectively, including the assessment of students and attendance at any external agency discussions and other necessary meetings as necessary.
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures and allegations management policy.
- Ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- Refers all allegations that a child has been harmed by or that students may be at risk of harm from a member of staff or volunteer to the Head of Safeguarding & Child Protection in AIA on the day of the allegation and documents it as an allegation on the Phoenix HSE Online Safeguarding platform.
- Appoints a member of the senior leadership team (if not themselves) to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

The Designated Safeguarding Lead (DSL):

- Is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff.
- Takes lead responsibility for safeguarding and child protection in the school, which will not be delegated. The activities of the DSL may be delegated to appropriately trained deputies in their absence.
- Is appropriately trained, receives refresher training at two-yearly intervals and regularly (through attendance at the AIA Regional Safeguarding Forums) updates their knowledge and skills to keep up with any developments relevant to their role.
- Acts as a source of support and expertise to the school community.
- Encourages a culture of listening to students and taking account of their wishes and feelings.
- Is alert to the specific needs of students in need, including those with special educational needs or other vulnerabilities.
- Has a working knowledge of relevant local law, education inspection process, and inter-agency support.
- Keeps detailed records of all concerns, ensuring that such records are stored

securely and flagged, but kept separate from, the student's general file. This may be in electronic format.

- Refers cases of suspected abuse to the local Child Protection Services or the Police as appropriate.
- Attends and/or contributes to any external child protection meetings and chairs regular school Safeguarding Committee meetings.
- Co-ordinates the school's contribution to any meetings with external agencies, attending and actively participating in all relevant discussions
- Develops effective links with relevant statutory and voluntary agencies.
- Ensures that all staff sign to indicate that they have read and understood the Safeguarding and Child Protection policy manual and Safer Working Practice guidance (Code of Conduct).
- Has a working knowledge of relevant national safeguarding guidance.
- Ensures that the Safeguarding and Child Protection policy manual and procedures are regularly reviewed and updated annually, in collaboration with the whole school community of students, parents, staff, volunteers and LAB Governors.
- Liaises with, and keeps informed, the Principal/CEO (where the DSL role is not carried out by the Principal/CEO), AIA School Support Centre as appropriate for any Child Protection issues.
- Keeps a record of staff attendance at Safeguarding/Child Protection training, which is signed by individual staff members.
- Makes the Safeguarding and Child Protection policy manual available publicly for staff, i.e. on the school's website, central area or by other means.
- Ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made (see Appendix 1). The AIA Safeguarding and Child Protection statement should be freely available as a link or PDF document on the school website for easy access for parents and is annually updated.
- Ensures that the Principal/CEO is aware of the DSL responsibility under relevant law and keeps them informed of any relevant safeguarding and child protection issues.

The Deputy Designated Safeguarding Lead(s)

Is/are appropriately trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

Child Protection Procedures

Recognizing abuse

To ensure that our students are protected from harm, we need to understand what types of behavior constitute abuse and neglect. This is covered in AIA Level 1 Basic Awareness face to face and online training.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach

of an unattended toddler. Abuse may be committed by adult men or women and by other students and young people.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or Deputy).

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a

child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see peer on peer abuse.)

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviors linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting (also known as youth produced sexual imagery — see below)
- initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Youth Produced Sexual Imagery (Sexting)

If staff become concerned about a YPSI issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will support the student to take the device immediately to the DSL. Staff will not look at or print any indecent images.

The DSL will discuss the concerns with appropriate staff and speak to any students involved as appropriate. Parents/carers will be informed at an early stage and involved in the process after the DSL has discussed the issue with the Principal and/or AIA Head of Safeguarding & Child Protection.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm, a referral will be made to the relevant external agency.

The DSL will make a judgement about whether a reported YPSI incident is experimental or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behavior by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Review of what response is necessary will facilitate consideration of whether:

- There are any offences that warrant a police investigation
- Child protection procedures need to be invoked
- Parents/carers require support in order to safeguard their children
- Any of the perpetrators and/or victims require additional support.

Examples of aggravated incidents include:

- Evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- Evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- Pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- Pressurizing a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- Dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- What is known about the imagery suggests the content depicts sexual acts
- Sharing of indecent images places a young person at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident, or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

Viewing the Imagery — As a rule, adults should not view youth produced sexual

imagery. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a student or has the potential to be viewed as a criminal activity in country in which the school operates

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- Is the only way to decide about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- Is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- Is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL will:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Principal and AIA Head of Safeguarding & Child Protection, Students'
- Ensure viewing is undertaken by the DSL or Deputy DSL with delegated authority from the Principal
- Ensure viewing takes place with another member of staff present in the room, ideally the Principal another DSL or a member of the senior leadership team. The other staff member does not need to view the images
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Principal or DSL's office
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- Document the viewing of the imagery in the student's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated.

Deletion of Images - if the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery, this will be in consultation with parents.

Definitions taken from keeping Children Safe *in Education*, Department for Education,

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as students may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorize injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioral indicators of abuse and report any

concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behavior - from quiet to aggressive, or happy to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behavior beyond that normally expected for their age and/or stage of development.
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are - they do not need 'absolute proof' that the child is at risk. Any concern, may be part of a bigger picture for that student which if known, could give context to a situation and help to protect them.

Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many students do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some students, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterized by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking Action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- In an emergency take the action necessary to help the child
- Report your concern to the DSL as quickly as possible —immediately when there is evidence of physical or sexual abuse and certainly by the end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only - do not discuss the issue with colleagues, friends or family
- Seek support for yourself if you are distressed or need to debrief

If a member of staff or volunteer is concerned about a student's welfare

There will be occasions when staff may suspect that a student may be at risk but have no 'real' evidence. The student's behavior may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the student the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the student if they are OK or if they can help in any way.

Staff should report these concerns to the DSL as per any other concern about a child's welfare, it might be part of a wider picture.

Concerns which do not meet the threshold for child protection intervention will be managed through the Safeguarding/welfare process.

If a student discloses to a member of staff or volunteer

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to **let the student know that they must pass the information on** — staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they tell the student immediately the student may think that they do not want to listen but if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with students, staff will:

- Allow them to speak freely
- Remain calm and not overreact — the student may stop talking if they feel they are upsetting their listener
- Give reassuring nods or words of comfort - 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- Not be afraid of silences - staff must remember how hard this must be for the student
- Under no circumstances ask investigative questions — such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about all this (however, it is reasonable to ask questions

- to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen†)
- At an appropriate time tell the student that in order to help them, the member of staff must pass the information on
- Not automatically offer any physical touch as comfort. It may be **anything but comforting** to a child who has been abused
- Avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- Tell the student what will happen next
- Let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day
- Report verbally to the DSL
- Write up their conversation as soon as possible
- Seek support if they feel distressed or need to debrief

Notifying parents

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from the Principal/AIA Head of Safeguarding and Child Protection.

Making a referral to an external agency

The DSL will make a referral to the relevant agencies, and the police, if it is believed that a student is suffering or is at risk of suffering harm

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay. Advice and guidance may be sought from the AIA Head of Safeguarding.

AIA Phoenix HSE Online Safeguarding Reporting Platform

All concerns relating to any aspect of a child's safety must be logged in Phoenix HSE.

Where there is concern about the immediate welfare of child, the DSL should contact AIA Head of Safeguarding and Child Protection for advice and guidance immediately. Any inter-agency involvement with statutory, and public bodies, including the Police/Social Services/regulatory bodies, must be notified to the AIA Head of Safeguarding.

AIA EDUCATION SAFEGUARDING TRAINING MATRIX

School Staff:

1. Every 2 years

- Designated Safeguarding Lead (DSL) and Deputy DSL Level 3 Safeguarding (Designated Safeguarding Lead course)
- Schools may elect to train pastoral team members or other key staff at Level 3, including the members of the Safeguarding Committee.

2. Annually - All staff

- Face to face Level 1 Basic Awareness safeguarding training for get staff including LAB members.
- Training register completed and maintained to ensure total attendance.
- Signed return slip to acknowledge read, understood and will comply with Safeguarding and Child Protection Policy Manual, Code of Conduct, Health & Safety, Acceptable Use.
- Online Safeguarding training with assessment through AIA Learning Management System.
- Safer recruitment online training for staff involved in recruitment and interviewing.

3. Termly

Safeguarding training (subject-specific according to school context) f2f by DSL.

4. Induction

- Any new starters during the year receive f2f and online training on or before their first working day.

5. Meeting schedules

- Safeguarding as standing agenda item in every SLT, HSE and pastoral meetings - feeding into the Safeguarding committee work.

Site Users including SSC/Outside providers/Services/Therapists/ESM/ Cover Teachers

Any new starters during the year receive f2f and online training on or before their first working day. Annually

- School provides safeguarding training with register signed before outside providers/SSC staff including therapists begin work on site.
- All SSC staff undertake online Safeguarding training with assessment through AIA Learning Management System.
- ESM and Services provide Face to face Level 1 Basic Awareness safeguarding training for gjj staff.
- ESM provide subject-specific safeguarding training e.g. swimming, gymnastics to relevant providers.
- Training register completed to ensure total attendance. Termly
- Safeguarding updates f2f by DSL for services/ESM/contractors.
- Where contractors are on site without safeguarding training MSO Department or Security Team must supervise at all times.
- Commitment by all that works will be arranged whilst children are not on site if possible.
- Undertaking by all that new staff from agencies on site highlighted to MSO and

Designated Safeguarding Lead for on-site training prior to starting.

Parents/Volunteers:

- F2f safeguarding training annually with register and policy documents signed.
- As with all working/volunteering in schools — good conduct certificates must be provided.
- Confidentiality agreement and code of conduct/expectation document signed before volunteer commences.

Intimate Care and Toileting Guidance Statement

This guidance is designed to promote best practice and to safeguard children and practitioners. It applies to everyone involved in the intimate care routines of children. The guidance should be read in conjunction with the settings' policies as below:

- Child protection and safeguarding guidance
- Staff code of conduct and guidance on safer working practices
- Health and safety guidance and procedures
- Special educational needs guidance
- Whistle-blowing guidance
- Safer recruitment practices guidance

It is the expectation of AIA that any child whom requires support with intimate care is provided with a risk reduction plan (a plan to reduce instances of the requirement for intimate care.) This should be created in conjunction with the child's parents and the setting.

Allegations Management Policy

Introduction

1. All AIA schools have a duty to promote and safeguard the welfare of children who are students.

AIA ensure there are procedures in place to manage concerns/allegations, against Adult (including volunteers) that might indicate they would pose a risk of harm to children.

The procedure documented within this policy must be followed in any case where it is alleged that a teacher or other adult 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 may pose a risk of harm to children.

All adults in the school will be made aware of this policy as part of their induction and orientation.

How might a concern arise

2. Concerns about possible abuse of children by an adult will usually arise in one of two ways, either;
 - A direct allegation by a pupil or third party, for example a parent
 - An observation by an adult that the behavior of a colleague is inappropriate or potentially or actually abusive.

In either case the concern must be documented and reported to the DSL immediately unless the allegations are about the DSL in which case, it must be reported to the Principal and AIA DSL. If the DSL is absent, the allegation will be reported to the SLT member in charge.

It is expected that all adults in schools in the AIA Network, where they have concerns, will report them in accordance with this policy.

Adults should also consider AIA safeguarding procedures and if a child has been harmed a referral should be made.

Once an allegation is made, the Allegations Management Process should be followed.

What initial action should be taken

3. In order to proceed, the Designated Allegations Manager will ensure that they have a full understanding of the nature of the allegation made by an adult or third party, only speaking to the child if it is unavoidable or it is the child making the allegation.

If there is initial clear evidence the allegation may be substantiated it is advisable at this stage to seek advice and guidance from Sara Hedger GEMS Head of Safeguarding. Sara can be contacted on sara.hedger@gemseducation.com.

Initially the school should not investigate the incident. Interviewing either, those directly involved or any witnesses could prejudice a fair hearing at a later date.

The Designated Allegations Manager will initially 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

- Any other persons present

The matter will not be discussed with the person who is the subject of the allegation at this stage. This information can be documented on the Phoenix HSE online recording system (See Appendix B)

Allegations against a teacher who is no longer teaching at a AIA school should be referred to the police. Historical allegations of abuse should also be referred to the police. In all cases this should be referred to AIA Head of Safeguarding before any action is taken by a school.

Consultation and Referral to AIA School Support Centre

4. Once the nature of the allegation has been established the Designated Allegations Manager should determine if it meets any of the criteria set out in section 1 above. If so, the Designated Allegations Manager should immediately discuss the allegation with the AIA Head of Safeguarding on the same day.

Sara Hedger GEMS Education Head of Safeguarding can be contacted on sara.hedoert@gemseducation.com

At this stage advice should be sought from AIA Head of Safeguarding with regards to informing the person subject to the allegation, that an allegation has been made. In all cases this is subject to professional judgement which is made in the best interest of the child and adult involved in the alleged incident.

The Initial consideration of the allegation

The purpose of the initial discussion is for the AIA Head of Safeguarding and the Designated Allegations Manager to consider the nature, content and context of the allegation and agree a course of action. This will include a discussion to determine whether police involvement is necessary. The discussion may establish that the allegation is not demonstrably false or unfounded.

If the parents/caregivers of the child concerned are not already aware of the allegation the AIA Head of Safeguarding will discuss how and by whom they should be informed.

There may be some circumstances where the school may advise the parents/caregivers 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.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In which case this decision and a justification for it should be recorded by both i.e. Designated Allegations manager and the Head of Safeguarding, and agreement

reached on what information should be put in writing to the individual concerned and by whom. The Designated Allegations Manager should then consider with the designated officer (s) what act/on should follow both in respect of the individual and those who made the initial allegation.

The Designated Allegations Manager will usually inform the accused person about the allegation as soon as possible after consulting with the AIA Head of Safeguarding. **However**, where a strategy discussion is needed, the decision to inform the individual will be deferred until after consultation has taken place, and there is agreement about what information can be disclosed to the person.

Strategy and evaluation with the police

If the allegation is not demonstrably false or unfounded, a meeting and strategy discussion will be convened.

There may be two strands in the consideration of an allegation:

- a police investigation of a possible criminal offence
- consideration by the employer of disciplinary action in respect of the individual.

The Designated Allegations Manager will attend any strategy meeting, unless there are good reasons not to do so, and provide details about the circumstances and context of the allegation and the student and adult concerned.

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

Considering 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 student or students involved in the allegation, and any other children in the accused individual's home,

work or community life. 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.

Suspension will be considered in any case where;

- There is cause to suspect a child is at risk of significant harm
- The allegation appears to warrant 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 Designated Allegations Manager 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 an adult, the Designated Allegations Manager will consider advice given at the strategy meeting and any risk assessments. However, the decision to suspend any adult must be agreed in collaboration with the AIA Head of Safeguarding. The AIA Head of Safeguarding in all cases will seek advice and guidance from AIA School Support Centre HR and Legal teams before a decision is confirmed. In all cases where a summary of suspension has been concluded, AIA Head of Safeguarding will confirm this action in a direct email to the Designated Allegations Manager.

Based on assessment of risk, the following alternatives should be considered by the Designated Allegations Manager before suspending an adult:

- *Redeployment within the school so that the individual does not have direct contact with the child or children*
- *Providing an assistant to be present when the individual has contact with children*
- *Redeploy to alternative work in the school so the individual does not have unsupervised access to children*
- *Moving the child or children to classes where they will not come into contact with the adult, making it clear that this is not a punishment and parents have been consulted; or*
- *Temporarily redeploying the adult to another role in a different location for example to an alternative school within the AIA network*

Action where the police or internal AIA Strategy investigation is not necessary

If the complaint or allegation is such that;

- It is clear that criminal and/or child protection enquiries are not necessary, or
- The strategy discussion or initial evaluation decides that is the case

The Allegations manager will discuss the next steps with the AIA Head of Safeguarding.

In such circumstances the options open, depend on the nature and the circumstances of the allegation, and the evidence and information available. The possible outcome will range from taking no further action to conducting formal disciplinary action that could lead to dismissal or a lesser formal warning.

Action where police or AIA Central investigation is necessary

The Designated Allegations Manager should inform AIA Head of Safeguarding immediately;

- If it the police have decided to close an investigation without arrest or charge,
Or
- If the police have decided not to prosecute after the person has been charged, or
- If a criminal investigation and any subsequent trial has been concluded In those circumstances the AIA Head of Safeguarding will discuss in conjunction with the Designated Allegations Manager, and H.R. representatives whether any further action, including disciplinary action is appropriate and, if so, how to proceed.

Referral to Disclosure and Barring Services

If the allegation is substantiated and the person is dismissed, the school ceases to use the persons services, the person resigns, or otherwise ceases to provide his or her services, the AIA Head of Safeguarding should discuss with the designated Allegations Manager and their H.R. Partner whether a referral will be made to any Barring service associated with the country of origin of the employee involved. This action will prompt consideration if inclusion on the barred list is required.

If the substantiated allegation is in relation to a member of teaching, staff

whether to refer the matter to the Teaching Regulation Agency (TRA) within the country of origin of the teacher to consider prohibiting the individual from teaching.

Supporting those involved

Schools have a duty of care to their employees. They should act to manage and minimize the stress inherent in the allegations process. The Designated Allegations Manager should 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.

It is advisable that access to Occupational Health services including counselling services should be provided and if the person is suspended, the Designated Allegations Manager should ensure the individual is informed about developments at school. The Designated Allegations Manager should seek advice from the schools HR Business Partner in AIA to support these actions.

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

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, the school SLT's should work with agencies, or the police as appropriate to ascertain what support the child or children involved may need.

Confidentiality

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.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against adults whilst investigations are ongoing

If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If there is insinuation of this matter at any stage throughout an allegation process AIA Head of Safeguarding should be notified immediately.

No one in the school may provide any information to the press or media that might identify an individual who is under investigation. In the event a person is charged with a criminal offence AIA School Support Centre team will work with all schools to develop external

communications relating to the matter.

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.

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

the Designated Allegations Manager should take advice from the AIA Head of Safeguarding, AIA Communications Dept, AIA Legal, AIA HR, and police to agree the following:

- *Who needs to know, and importantly, exactly what information can be shared;*
- *How to manage speculation, leaks and gossip;*
- *What, if any, information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if, and when, it should arise.*

Following the outcome of any criminal case the Designated Allegations Manager from school must seek advice from the AIA HR and Communications team in order to manage any media coverage at this time.

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.

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

The school will not enter into “**settlement agreements**” by which **if** a person agrees to resign, the school agrees not to pursue disciplinary action and both parties agree a form of words to be used in any future reference

Record Keeping

If anyone in the School has any concerns regarding the behavior or conduct of an adult, they must document and report the information to the Designated Allegations Manager or AIA Head of Safeguarding.

The Designated Allegations Manager or AIA Head of Safeguarding will ensure that;

A comprehensive summary of any allegation that is made, this should include how the matter was followed up and resolved which should be entered onto the Phoenix HSE online reporting system.

- A note of any action taken is kept on a person's confidential personnel file.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference. At the conclusion of the investigation, if the person under investigation is exonerated, the school will write to the person confirming this, and place a copy on the person's personnel file.

Details of allegations found to have been malicious should be removed from the personnel records.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references.

Timescales

The school will endeavor to follow the timescales set out in the guidance for such investigations, as long as it is consistent with a fair and thorough investigation. However, it is acknowledged that allegations of a serious and complex nature are unlikely to be resolved quickly.

Oversight and monitoring

The school will work closely with the AIA Head of Safeguarding who has overall responsibility for oversight of the procedures for dealing with allegations.

The school will cooperate in supplying statistical information required by the AIA Head of Safeguarding for AIA quality assurance purposes and AIA' Safeguarding Board monitoring purposes.

Action on the conclusion of a case

In cases where it is decided in the conclusion of the case that the person who has been suspended can return to work, the school will consider how best to facilitate that.

Actions in respect of malicious allegations

In the rare event that an allegation is shown to have been deliberately invented or malicious the Designated Allegations Manager or AIA Head of Safeguarding will consider whether any disciplinary action is appropriate against the person who made it, if they are part of the

school community.

Allegations concerning an adult 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 organization. For example, an allegation is made against a supply teacher provided by an employment agency or business or against a person employed by a contractor, or a volunteer provided by a voluntary organization.

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 matter to the embassy of the country of origin of the person involved.
- whether to report the person to the police