



BREACC – Brazilian Educational and Cultural Centre
St James’s RC School
260, Stanley Road – Twickenham – TW2 5NP – London
Registered Charity Number 1087726
Email: info@breacc.com website: www.breacc.org.uk
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Child Protection and Safeguarding Policy

Approved by: The Management Committee – DECEMBER 2022

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Contents

1. Aims
2. Legislation and statutory guidance
3. Definitions
4. Equality statement
5. Roles and responsibilities
6. Confidentiality
7. Recognising abuse and taking action
8. Notifying parents
9. Mobile phones and cameras
10. Complaints and concerns about school safeguarding practices
11. Record-keeping
12. Training
13. Monitoring arrangements
14. Links with other policies
15. Safer recruitment and DBS checks – policy and procedures
16. Allegations of abuse made against staff
17. Checking the identity and suitability of visitors



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Introduction:

At **Breacc** - Brazilian Educational and Cultural Centre we respect each person as a unique individual with something to offer and something to learn. We value positive relationships between staff and children, based on courtesy and respect, which we believe are vital to the development of self-esteem, confidence and self-discipline. Developing such relationships relies on the good behaviour of our pupils, which we encourage and reward. Everyone expects the very best behaviour and we work together to achieve it. We treat children fairly and consistently by valuing and taking account of their individual needs.

1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare;
- All staff are aware of their statutory responsibilities with respect to safeguarding;
- Staff are properly trained in recognising and reporting safeguarding issues.

2. Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, and the Governance Handbook. We comply with this guidance and the procedures set out by our local safeguarding children board. This policy is also based on the following legislation:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for the school interview/appointment panel to be done with safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children



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- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- The Childcare (Disqualification) Regulations 2009 and Childcare Act 2006, which set out who is disqualified from working with children This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

3. Definitions: Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
 - Preventing impairment of children’s health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable all children to have the best outcomes Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm and neglect. Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.
- Children includes everyone under the age of 18.

4-Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

5. Roles and responsibilities:

Safeguarding and child protection is everyone’s responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the Local Authority and LSCB (Local Safeguarding Children Board). Our policy and procedures also apply to extended school and off-site activities.

All staff will read and understand this safeguarding guidance and review this at least annually. All staff will be aware of:

- Our systems which support safeguarding, including the Staff Handbook, Code of Conduct and Behaviour Policy and the role of the designated safeguarding lead (DSL)
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play



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- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

5.1 The designated safeguarding lead (DSL):

Our DSL is **Katia Fonseca** (Phone **07988690214**) – School Director. The DSL takes lead responsibility for child protection and wider safeguarding. During school hours, the DSL will be available for staff to discuss any safeguarding concerns. When the DSL is absent, Michelle Oliveira – will act as deputy. If the DSL and deputy are not available, Glayson Cunha, Geovanna Celani or Fabiana Teixeira (members of the Safeguarding Team) will act as cover.

The DSL will:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly The DSL will also keep record of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

5.2 The management:

The School Director is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL team has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Ensuring the relevant staffing ratios are met, where applicable



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6. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services, Safeguarding and Specialist Services and the Police).

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm. Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts. Timely information sharing is essential to effective safeguarding

7. Recognising abuse and taking action:

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue:

7.1 If a child is in immediate danger: Make a referral to children's social care and/or the police immediately if a child is in immediate danger or at risk of harm. Anyone can make a referral to the

Local Authority Social Care Team: **[Brent Family Front Door on 0208 937 4300](tel:02089374300)**. (eu nao sei a qual nos perteemos)

Tell the DSL (see section 5.1) as soon as possible if you make a referral directly.

7.2 If a child makes a disclosure to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret



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- Write up your conversation as soon as possible in the child’s own words. Stick to the facts, and do not put your own judgement on it. Sign, date and pass on the write up to the DSL. Alternatively, if appropriate, make a referral to children’s social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

7.3 If you have concerns about a child (as opposed to a child being in immediate danger (Figure 1 illustrates the procedure to follow if you have concerns about a child’s welfare and the child is not in immediate danger). Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children’s social care directly. You can also contact the charity **NSPCC on 0808 800 5000** if you need advice on the appropriate action.

7.4 Early Help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an interagency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children’s social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed. Referral If it is appropriate to refer the case to local authority children’s social care or the police, the DSL will make the referral or support you to do so. If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible. The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded. If the child’s situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child’s situation improves. If a member of staff feels that their concerns about a child have not been acted on appropriately and/or in a timely manner by the DSL and Safeguarding Team, the member can make a direct referral to Brent Family Front Door.

7.5 Types of abuse:

7.5.1 Physical abuse 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.

7.5.2 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse may involve:



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- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person,
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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 participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children 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.

7.5.3 Neglect:

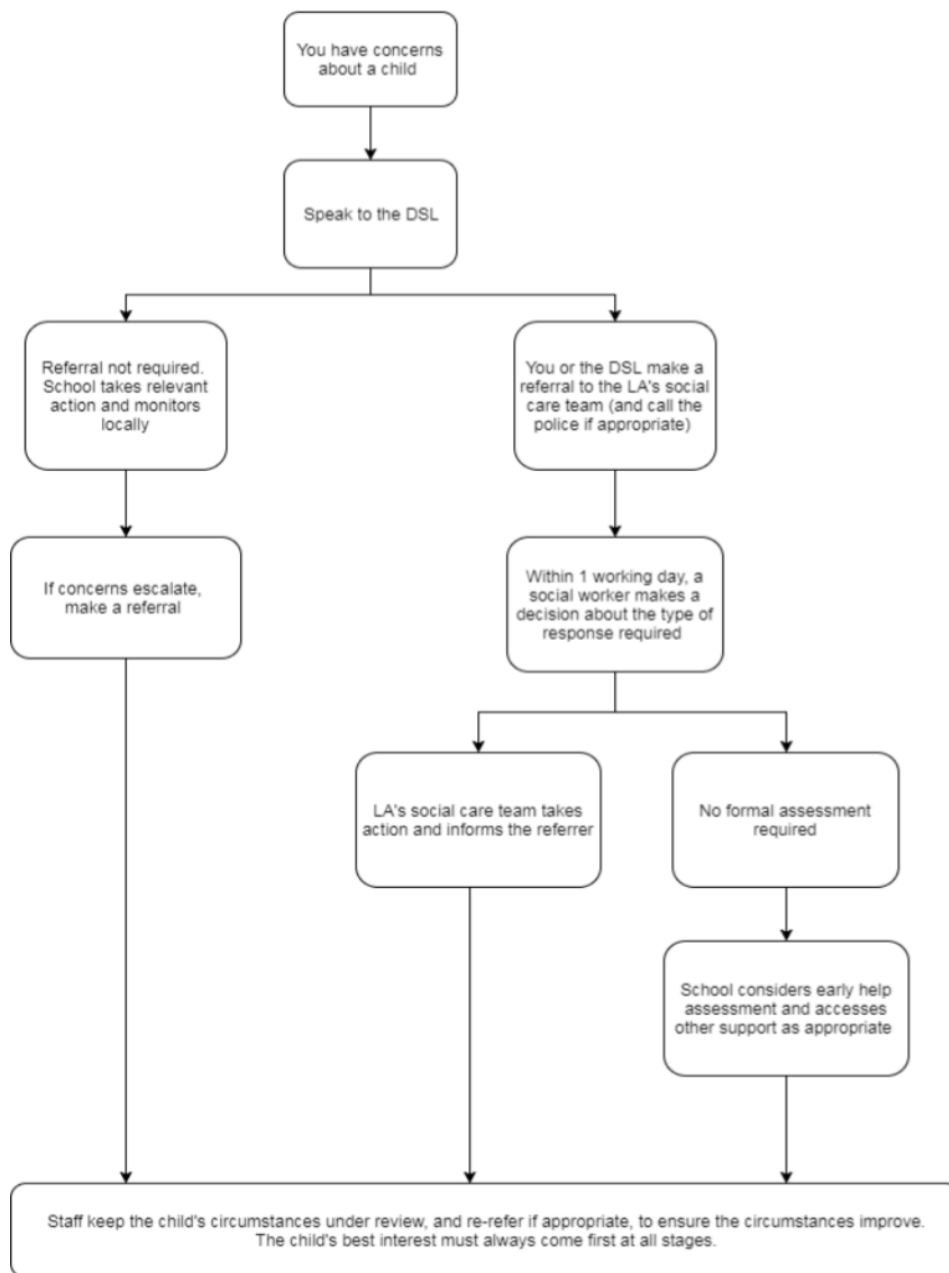
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to:

- 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 caregivers)
- Ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



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Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)





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7.6 Concerns about a staff member or volunteer:

If you have concerns about a member of staff or volunteer, speak to the coordinator. If you have concerns about the coordinator, speak to the school director. You can also discuss any concerns about any staff member or volunteer with the DSL. The coordinator/school director/DSL will then follow the procedures set out in section 16, if appropriate. Where appropriate, the school will inform the authority of the allegation and actions taken, within the necessary timescale

7.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil, you must tell the DSL and record the allegation, but do not investigate it. The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence. The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed.

We will minimise the risk of peer-on-peer abuse by: Challenging any form of derogatory or sexualised language or behaviour Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys

8. Notifying parents:

Where appropriate, we will discuss any concerns about a child with the child’s parents. The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL. If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children’s social care team



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before doing so. In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Mobile phones and cameras:

9.1 Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are present. Staff might use mobile phone equipment to take pictures or recordings of pupils but will not share any images and/or recordings outside the school. We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school.

9.2 Students are not allowed to use mobile phone in the school premises without direct permission from the class teacher.

10. Complaints and concerns about school safeguarding practices

10.1 Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff

10.2 Other complaints will be handled in accordance with our Complaints Policy.

10.3 Whistleblowing will be handled in accordance with our Whistleblowing Policy.

11. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL. When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child. Use a body map and/or draw a diagram to indicate the position of any injuries. Record statements and observations rather than interpretations or assumptions. Give any notes to the DSL and/or Safeguarding Team members

Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual children will be retained for a reasonable period after they have left the school.

12. Training

12.1 All staff members, including volunteers, will undertake safeguarding and child protection training at induction, including on whistleblowing procedures, to ensure they understand the school's



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safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

12.2 The DSL and Safeguarding Team

The DSL and Safeguarding Team will undertake child protection and safeguarding training. In addition, they will update their knowledge and skills at regular meetings.

12.3 Staff who have contact with pupils and families:

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

13. Monitoring arrangements

This policy will be reviewed annually by Katia Fonseca – school director and DSL. At every review, it will be approved by the management committee.

14. Links with other policies

This policy links to the following policies and procedures:

Code of Behaviour for pupils

Staff Handbook and Code of Conduct

Complaints procedures

Health and safety

E-safety

First aid

Whistleblowing Policy

15. Safer recruitment and DBS checks – policy and procedures.

Recruitment – interview/appointment panels



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All interviews procedures will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedure

We will record all information on the checks carried out. Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity with children, paid or unpaid.
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK,

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult, where the individual has received a caution or conviction for a relevant offence

16. Allegations of abuse made against staff.

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children It applies regardless of whether the alleged abuse took place in the school.

Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police. We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting



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the individual who is the subject of the allegation. Our procedures for dealing with allegations will be applied with common sense and judgement.

16.1 Suspension:

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

16.2 Definitions for outcomes 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 prove or disprove the allegation (this does not imply guilt or innocence)

16.3 Procedure for dealing with allegations:

In the event of an allegation that meets the criteria above, the School Director / DSL – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services.
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.
- Where appropriate, carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements can be put in place. Advice will be sought from the designated officer, police and/or children's social care services, as appropriate

If immediate suspension is considered necessary, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details



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If it is decided that no further action is to be taken in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation

If it is decided that further action is needed, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate:

- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform the Police of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made. If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from working at Breacc – Brazilian Educational and Cultural Centre

. Where the police are involved, wherever possible the London Borough of Richmond will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school’s disciplinary process, should this be required at a later point.

16.4 Timescales



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Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, or If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

16.5 Specific actions following a criminal investigation or prosecution:

The case manager will discuss with the local authority’s designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children’s social care services. Conclusion of a case where the allegation is substantiated: If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school’s personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

16.6 Confidentiality

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the local authority’s designated officer, police and children’s social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises Record-keeping. The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual’s confidential personnel file for the duration of the case. Such records will include:
 - A clear and comprehensive summary of the allegation
 - Details of how the allegation was followed up and resolved
 - Notes of any action taken and decisions reached (and justification for these, as stated above) If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual’s confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual’s personnel file.
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7. References:

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious.

17. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff. If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification. Visitors are expected to sign the visitors’ book and wear a visitor’s badge. All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.