



Department
for Education

Research on the use of Part 4 of Keeping Children Safe In Education guidance

Research report

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Contents

Executive Summary	3
1. Introduction	5
1.1 Research context	5
1.2 Aims and objectives	6
2. Method and participant analysis	8
3. Familiarity and understanding of the Part 4 guidance	11
4. Use of the Part 4 guidance	13
4.1 Keeping up to date and training new members of staff on safeguarding	13
4.2 Supporting staff who are the subject of an allegation	14
4.3 Supporting any children that have been involved in a Part 4 allegation	14
4.4 Handling communication with parents/carers	15
5. Scenario testing response analysis	17
5.1 Different parties contacted regarding allegations	17
5.2 Fact-finding process and conducting investigations	19
5.3 Factors influencing variations in responses	21
5.4 Responses to the five scenarios	22
6. Improvements to current Part 4 guidance	35
6.1 Is additional guidance needed?	35
6.2 Suggested changes to the guidance	35
6.3 Toolkit	36
7. Conclusions and suggestions	37
List of tables	39
List of figures	40
Appendix:	41

Executive Summary

The Education Act 2002 places a welfare duty on educational institutions. This welfare duty relates to the conduct of the school or institution with regard to the safeguarding of pupils/students aged under 18. Schools, colleges and other educational settings, must work to the statutory guidance *Keeping Children Safe in Education (KCSIE) (September 2018)*, which sets out how they should fulfil their duties¹.

The statutory guidance for schools and colleges² – particularly Part 4, relating to allegations of abuse made against teachers and other staff – sets out duties and considerations for the institution to follow in three broadly defined situations: 1) behaviour that has or may have harmed a child; 2) a possible criminal offence against or related to a child; and, 3) behaviour that indicates a person may pose a risk of harm to a child or children. The guidance states that the Local Authority Designated Officer(s) (LADOs) should be informed of all allegations that meet any of these three criteria.

This report sets out the findings from research, commissioned by the Department for Education (DfE) and conducted by Pye Tait Consulting, to understand schools' approaches to dealing with allegations made against adults. The research examined whether the schools would benefit from further support, such as a toolkit, to better understand the KCSIE Part 4 guidance. This was undertaken via interviews with Designated Safeguarding Leads (DSLs) and/or head teachers from 32 schools and colleges between 25th June and 22nd July 2019.

Highly structured telephone interviews featured questions aimed at understanding levels of familiarity and experience with the Part 4 guidance and views on the need for improvements. The interviews also included a scenario-based section which sought to assess how schools/colleges would respond when faced with a Part 4 allegation.

The key findings from the 32 schools or colleges, detailed below, are not intended to be representative of all schools/colleges due to the small sample size:

- Awareness levels and familiarity with the Part 4 guidance was high, with all participants capable of responding to all questions and displaying extensive familiarity with the guidance.
- Levels of understanding, competence and confidence with the Part 4 guidance varied. Self-rated lower confidence levels (on a rating of 1 to 10 where 1 was not confident at all) were frequently qualified by a lack of practical experience and variable levels of support available to DSLs/head teachers dealing with such

¹ HM Government (2018) *Keeping children safe in education – A guide to inter-agency working*

² DfE (2018) *Keeping children safe in education – Statutory guidance for schools and colleges*

allegations. There was inconsistency in the support available to those dealing with such allegations; some have to rely solely on the LADO where others have the opportunity to discuss with an internal specialist (often multi academy trust schools), their own HR department or Multi Agency Safeguarding Hub (MASH).

- Regarding the approaches and practices that schools and colleges follow in the event that an allegation is raised, some elements were consistent whilst others were not. Examples of the former existed in the types of practice which schools and colleges take, however, examples of inconsistency lay with the order in which they applied them.
- Three key areas of inconsistency were identified: variations in when contact with the LADO is made following an allegation; variations in contact with parents/carers when an allegation has been made; and, variations in how schools/colleges deal with allegations involving a staff member who is not directly employed by the school/college.
- Participants were generally receptive to the possibility of additional Part 4 guidance providing this would improve the clarity of the practical application of the guidance and not be overly onerous. A popular suggestion was that of a flow chart (or similar) which would chronologically chart the steps to be taken if an allegation is made. Additional practical guidance (or training) on the application of the Part 4 guidance to a range of allegations which may occur was a key area of interest for many participants, perhaps in the form of an interactive online toolkit.

1. Introduction

1.1 Research context

With respect to educational institutions, the Education Act 2002 places a welfare duty on local authorities, governors of maintained schools and sixth form colleges, management committees of pupil referral units, and proprietors of academies, independent schools, free schools and non-maintained special schools. This welfare duty relates to the conduct of the school or institution, with regard to the safeguarding of pupils/students aged under 18. Schools, colleges and other educational settings, as listed above, must work to the statutory guidance *Keeping Children Safe in Education (KCSIE) (September 2018)* which sets out how they should fulfil their duties³.

The statutory guidance for schools and colleges⁴ – particularly Part 4 relating to allegations of abuse made against teachers and other staff – sets out duties and considerations for the institution to follow with respect to three broadly defined situations: 1) behaviour that has or may have harmed a child; 2) a possible criminal offence against or related to a child; and, 3) behaviour that indicates a person may pose a risk of harm to a child or children. The guidance says that the Local Authority Designated Officer(s) (LADOs) should be informed of all allegations that meet any of these three criteria and, through discussions with the headteacher, principal or other senior governing figures as appropriate, agree a course of action that takes into account the nature, content and context of the allegation. This will involve determining whether outcomes from allegations are substantiated, unsubstantiated, unfounded, false, or malicious.

According to the guidance, key steps that should be taken in the school or college when such an allegation has been made, are listed in the following order in a section headed 'initial considerations';

- supporting those involved;
- managing the situation and exit arrangements (which may ultimately involve suspensions);
- maintaining confidentiality;
- record-keeping; and
- information sharing; as well as maintaining close oversight/monitoring and working to acceptable timescales.

³ HM Government (2018) *Keeping children safe in education – A guide to inter-agency working*

⁴ From herein, for ease, all educational settings will be referred to as schools or colleges

As part of these procedures, there is a legal requirement for institutions (as employers) to make a referral to the Disclosure and Barring Service (DBS) where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child⁵.

Paragraph 191 in the guidance, states that the 'procedures for dealing with allegations need to be applied with common sense and judgement' and that many cases may not reach the threshold for a DBS referral and/or further action, in which case 'local arrangements should be followed to resolve cases without delay'.

There are no examples of what might constitute 'many cases not reaching the threshold' and, the exact nature of the 'local arrangements' is currently open to interpretation by individual providers. Anecdotal evidence exists from LADOs to suggest there are variations in the way schools and colleges are currently approaching the fact-finding process (the process by which schools/colleges work out whether the allegation should be reported to the LADO), as well as inconsistencies in the thresholds that trigger further escalation of cases. The consequences of an overreaction by schools/colleges can lead to pressure on staff resources, reputational damage for individuals concerned as well as the institution. Additionally, potential personal concerns include unnecessary emotional trauma and mental health and well-being consequences for those involved. Conversely a failure to adequately respond to an allegation could have serious implications for the child, their family, other children, the school and the education system as a whole.

1.2 Aims and objectives

Building on anecdotal evidence received from LADOs, the DfE is looking to understand the degree of variation in the approaches schools are taking towards the fact-finding process, as that leads to a decision as to whether the threshold has been met, prompting the need for further action, i.e. the triggering of a referral to the LADO and a full investigation.

The DfE also wish to understand whether schools and colleges would benefit from greater clarification and further guidance on the recommended process, and identify what knowledge/training gaps exist among staff who are faced with taking decisions in such situations.

⁵ DfE (2018) *Keeping children safe in education – Statutory guidance for schools and colleges (paras 157-158)*

The research undertaken and set out in this report is intended to inform and improve the guidance provided in *Keeping children safe in education*⁶. A consultation on the proposed changes to the document is intended for publication in the autumn 2019.

Taking into account the DfE's aims, the research objectives cover the following three key areas:

1. An exploration of current levels of awareness, familiarity, understanding, competence and confidence surrounding the existing Part 4 guidance relating to allegations of abuse made against teachers and other staff;
2. An assessment of the approaches and practices that schools/colleges are likely to follow should allegations of different types and levels of severity be raised in the future, including fact-finding, decisions over application of the threshold for referral to the LADO and subsequent actions, and to establish the extent to which approaches vary between institutions;
3. An assessment of the appetite for additional guidance (including a toolkit to support Part 4 guidance) and what elements should be included to be most effective.

⁶ DfE (2018) *Keeping children safe in education – Statutory guidance for schools and colleges*

2. Method and participant analysis

The approach was wholly qualitative. A total of 32 telephone interviews took place with a sample of schools and colleges (see Table 1).

The telephone interviews were structured by way of a topic guide and consisted of a scenario-based section, followed by a number of questions aimed at understanding levels of familiarity with the Part 4 guidance, levels of experience in dealing with Part 4 allegations and views on the need and possibility for improvements to the current Part 4 guidance.

We worked in close consultation with the DfE, school and college safeguarding officers and a sample of LADOs to develop five scenarios to assess how schools/colleges would respond when faced with a Part 4 allegation. During the scenario development phase, it was important to ensure that the final five scenarios reflected typical occurrences of alleged abuse that are currently encountered in schools and colleges.

The LADOs we spoke with also informed the wider development of the qualitative interview topic guide and once a draft topic guide was established, further feedback was sought from two school safeguarding officers with responsibility for dealing with Part 4 allegations.

A copy of the final topic guide can be found in the appendix. The interview length was kept to between 30 and 45 minutes to avoid placing undue burden on participants.

Although the research is qualitative in nature, negating the need for statistically representative sampling, it was nevertheless important that we obtain insights from different types of schools in different settings. The sample of schools and colleges was designed to take into account the following key criteria:

- Institution phase/level (primary/secondary/sixth form college/FE college)
- School type (academy, LA-maintained, special etc.) as defined by the DfE;
- Size (number of pupils/students);
- Geography (nine Government regions); and
- Rural/urban setting.

The Government's new BETA service: 'Get information about schools' (formerly Edubase) was used to download profiling data for schools in England and thereby identify a list of institutions to contact. We then used school website data to identify contact details of schools and individuals to invite to take part. Given the nature of the research, we directed our communications to the office of the headteacher/principal in the first instance, or to a deputy where the headteacher was not available. The DfE

supplied an electronic letter of endorsement to confirm the validity of the research (copy in the appendix) which was most helpful when making initial contact with schools.

The numbers achieved by type of school are provided in Table 1.

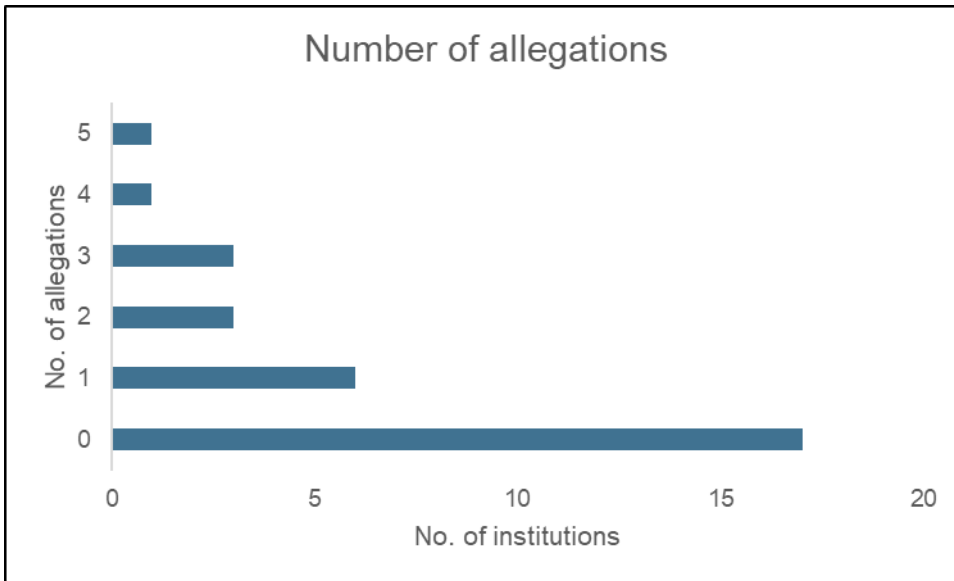
Table 1: Numbers achieved by type of school

Phase	Type of school	Completed
Primary Schools	Local authority maintained schools	6
	Stand-alone academies	2
	MAT academies	4
	Free schools	2
	Independent schools	1
	Special schools	1
Secondary Schools	Local authority maintained schools	3
	Standalone academies	2
	MAT schools	1
	Free schools	1
	Independent schools	1
	Special schools	1
Colleges	Sixth form colleges	2
	FE colleges	2
Pupil Referral Units	Primary	1
	Secondary	1
	Primary and Secondary	1
Total		32

Of the 32 individual interview-participants, 75% (24) had previous experience of dealing with an allegation (not necessarily in their current setting), with the remainder (8) having no experience at all.

Below (Figure 1) is a breakdown of the number of allegations that each of the participant institutions dealt with in the last year, as far as the interviewee was aware.

Figure 1: Number of allegations per institution interviewed, relating to Part 4 (2018-19)

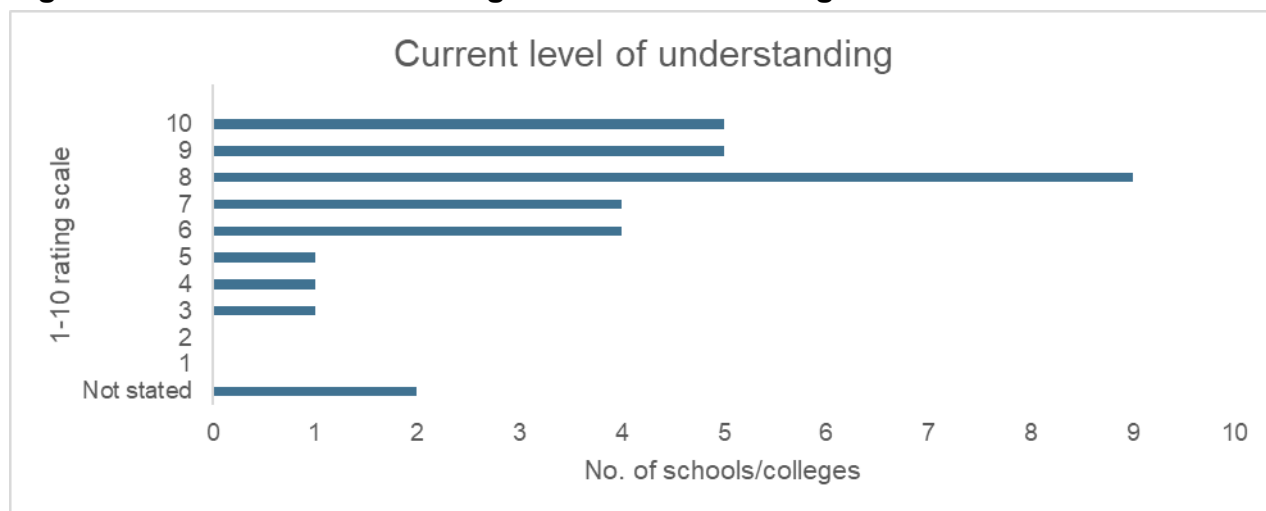


Base 31 (1 institution – no. of allegations unknown)

3. Familiarity and understanding of the Part 4 guidance

Participants were asked to rate their current level of understanding of the KCSIE Part 4 guidance on a scale of 1 to 10 (10 = to fully understand). The table below (Figure 2) details the results:

Figure 2: Level of understanding of the KCSIE Part 4 guidance



Base: Total sample 32

A number of participants offered further comment to support the rating they chose, commonly suggesting they feel they know the guidance but lack substantial experience in dealing with it and therefore feel they cannot give themselves a rating of 10. One participant (FE college) rated themselves '9' and stated that they would not see themselves as a 10 because 'they (thankfully) don't use it on a daily basis and see it more as a reference document which is there if/when needed'.

Positive comments tended to be coupled with qualifying remarks:

"I understand the principles and how to train others but there is always room for improvement". *Primary MAT*

"It's pretty clear, just very complex when you apply it to different scenarios". *Primary MAT*

"[I] feel confident in theory but not so sure in practice". *Secondary Free School*

A few participants referred to the length of the document and its complexity:

“I think anyone coming in to their first headship would find it weighty and a lot to digest. The sentence constructions are often complex, and clarity would be helped by less complexity”. *Primary – LA Maintained*

Participants were also asked what aspects they feel they least understand.

Whilst a number of participants suggested there are no aspects which lack clarity and they are confident with the definitions for the different outcomes, more commonly, participants (prompted as a result of going through the scenario testing) questioned their knowledge of the differences (if any) between, for example, an allegation made against a direct employee and a volunteer or indirect employee. They then suggested this may be an area which is less clear, particularly with regard to when the individual’s employer should be contacted and who is responsible for contacting the LADO in such circumstances:

“Grey areas would be volunteers, sports coaches etc. - when people are not a direct employee. I know that the LADO does need to be involved if it was an employee, I would offer them support. I don’t know how that would work for volunteers, sports coaches.”

Secondary – Free School

Where participants expressed a lack of understanding, their comments frequently relate to their limited experience in the application of the guidance and the broad range of scenarios which may occur.

Some participants suggested they lack clarity on exactly when contact with the LADO should be made and said that this could be made more explicit within the guidance. This view is reflected in the results of the scenario testing, whereby there was a lack of consistency in both whether to contact and, indeed, when to contact the LADO.

One Primary School (LA maintained) highlighted that in their view the language/definitional terms lack clarity, for example, it is unclear who the ‘case manager’ is in a primary school setting.

The information gathered in the interviews suggested that parents are not informed as early in the process as other parties. Schools and colleges differed in the way they talk about informing parents, with some appearing to be more open and transparent than others.

4. Use of the Part 4 guidance

Participants in this research were asked numerous questions relating to their use of the Part 4 guidance. They were asked to explain how staff in their school/college were trained and kept up to date with safeguarding and, how they support (and communicate with) those involved in an allegation (staff, children and parents/carers).

4.1 Keeping up to date and training new members of staff on safeguarding

The majority of schools made specific reference to conducting annual safeguarding training with their staff, often delivered face to face at the beginning of the academic year, during their inset day. A number also made reference to the fact that their annual training was also provided to school governors. Annual training was delivered by the institutions designated safeguarding lead, or (if applicable) the institution's safeguarding team.

Three of the institutions also received whole-school training provided by their local authority every 3 years, however, one pupil referral unit highlighted that this training is now less available and of a declining quality. They attributed this to staff shortages and perceive it to be a 'real weakness'.

Frequently, institutions made reference to additional regular whole staff updates which focus on key themes such as female genital mutilation, county lines and child sexual exploitation. Adhoc training also occurs when necessary and is often linked to local themes. Whilst the majority of training is provided internally, a number of participants state that they use external specialist training providers, or would consider doing so in the future.

Three participants stated that their setting's policy on safeguarding ensures that the topic appears on all internal meeting agendas.

Online training, such as 'Prevent' and 'WRAP' (Workshop to Raise Awareness of Prevent) were also frequently cited, along with training on how to use concern logging systems such as 'MyConcern' and 'CPOMS' (Safeguarding and Child Protection Software for Schools).

Where new staff join during the academic year and therefore miss the annual training, safeguarding is covered in their induction. Commonly, new members of staff are asked to review the relevant policies and sign to confirm they have read and understand them, this is usually followed up with a conversation with the DSL to contextualise the information.

4.2 Supporting staff who are the subject of an allegation

Several institutions pointed out that there is no blame applied until allegations are investigated and agreed, and that cases are treated with discretion.

All schools are aware of the need to provide support to a staff member subject to an allegation. Most often schools and colleges offer a named contact to liaise with the staff member; with, typically, contacts coming from the HR team or another member of teaching staff and/or a governor. Several institutions suggested that individuals subject to an allegation should contact their union, others provide a caseworker and counselling; one mentions an employee assistance line. Those schools who are part of a multi-academy trust often referred to the availability of support from their trust. Third party organisations which institutions recommend teachers make contact with, include the Schools Advisory Service and their local authority.

A few institutions ensure they stress to staff members who are suspended pending an investigation, that suspensions are 'neutral', and that they are there for their own protection. In contrast, one sixth form college reported that suspensions are a last resort and they would prefer to keep staff in college, subject to a risk assessment.

Institutions drew attention to problems caused by social media in cases of allegation; they advise those subject to an allegation to stay off social media with some stating they give similar advice to parents and pupils.

4.3 Supporting any children that have been involved in a Part 4 allegation

Almost all of the institutions interviewed explained that their primary concern would be to ensure the welfare of the child and to offer immediate pastoral support.

When discussing supporting a child involved in a Part 4 allegation, 18 of the total schools interviewed mentioned having internal counselling and pastoral support teams, or members of staff specially trained to administer such support. The schools which spoke of such support schemes and specially trained staff members come from across the whole range of institutions interviewed, however the level of pastoral support which each institution is capable of offering varied from case to case:

- counselling on offer (4),
- a 'keyworker' assigned to each pupil whom the child could talk to (2),
- a 'nominated adult' who would act as a port of call for the pupil to speak to (1),
- a 'nurture scheme' which would be of use for a child involved in an allegation (1).

Of those institutions which make no mention of specially trained pastoral staff, eight talked in more generic terms about ensuring the child's safety and separating the child from the accused member of staff. Thus, while many institutions have special pastoral schemes and staff members in place, provision for pastoral support, across the various institutions, is far from uniform.

Many of the schools/colleges interviewed (11), across the whole spectrum of institutions, say they would make contact with the child's family. Four institutions said they would make contact with relevant external agencies, such as the police; three mentioned making contact with the local authority or LADO, and four would recommend making referrals to external counselling.

In two cases (a free secondary school and an independent primary school) they suggested that if an accusation turned out to be unfounded, they would seek to ascertain why the child had made a false accusation.

4.4 Handling communication with parents/carers

For the majority of the institutions interviewed, the involvement of parents and carers in child safeguarding issues was a sensitive matter, which must be managed very carefully. While all institutions recognised the importance of informing parents of any safeguarding incidents, many also acknowledged that the amount of information that can be shared with parents and guardians is limited, especially in the early stages, or if police are involved.

Several of the institutions highlighted the dual obligations placed on schools in these situations: they want parents to be informed but they must also act to protect confidentiality and the identity of the accused. One school – a primary academy – state that revealing too much information could influence the possibility of a conviction, in instances where such cases are investigated by the police. Another two institutions (both primary schools) made specific reference to the problem of social media, pointing out that schools have to specifically inform parents not to disclose any of the details of the case or spread information on social media platforms.

Seven of the institutions stated that they would invite parents into school for a face-to-face meeting, and one independent secondary school expressed the view that meetings of this nature were preferable to email correspondence. Another school say that meetings are a useful prelude to formal written communication. Face-to-face meetings therefore appeared to be a favoured means of broaching these issues, however a handful of institutions also have their own ways of bringing such matters to the attention of parents/carers. One secondary school stated that communication of these matters is always handled by the headteacher; another two schools mention special liaison officers

to deal with such issues, while a further school alludes to their school comms to message parents/carers. Some schools (4) also mentioned the need to seek advice from the LADO about what may be revealed to parents/carers.

While most institutions take a cautious approach to communicating with parents, there were a handful of schools that talk of unequivocal openness in their communications with parents. One primary school said that parents would always be told about allegations, regardless of whether they were substantiated, while another primary school talked of its 'very open-door policy'. Similarly, an FE college stated 'we'd provide full information, invite them in to discuss and work closely with them.'

5. Scenario testing response analysis

This section reports on general observations about schools' and colleges' responses to the scenarios with which they were presented. The five scenarios – discussed with every participant - are listed below:

SCENARIO 1: It's been brought to your attention that a volunteer has been inappropriate with younger children, has been openly racist and sexist and has made inappropriate sexual comments.

SCENARIO 2: A group of pupils were being disruptive and were sent out of class by the supply teacher. When the bell rang the pupils rushed back into the classroom to gather their belongings, the supply teacher grabbed a boy to prevent him bumping into other pupils and hurting them or himself. The pupil alleged that the teacher hurt him.

SCENARIO 3: A teacher who ran the school football team gave a massage to a pupil. He also built up a relationship with the pupil via text message.

SCENARIO 4: A member of catering staff who is employed by an outside provider is alleged to have slapped a child during lunchtime break. The child has a visible injury consistent with a slap.

SCENARIO 5: A sports coach providing coaching after school is alleged to have inappropriately touched a pupil and has been overfriendly.

5.1 Different parties contacted regarding allegations

For each of the scenarios, participants described contacting a number of different people for advice and support at various points in the allegation process. There were no instances of DSLs or headteachers dealing with allegations in isolation, all made reference to support from colleagues or external agencies. The parties that would need to be contacted as mentioned by the research participants are listed below (in order of frequency):

Headteacher or principal

A common theme across all schools and colleges was that allegations against members of teaching staff employed by the school, would always be reported to the headteacher.

Local Authority Designated Officer (LADO)

There was a high level of variation in the degree to which schools and colleges contacted LADOs. Some schools and colleges have strong, well-established relationships with LADOs and are happy to pick up the phone to ask for advice, while others felt less

comfortable with the idea of contacting the LADO without having carried out an initial information gathering exercise in advance. Those latter participants rationalised this by explaining they know that the LADO will require answers to certain questions about the case before they are able to offer any advice or guidance. Another reason is because they are concerned that a call to the LADO might lead to the escalation of an incident with potentially damaging consequences for the individuals concerned, before any allegations had even been found to be substantiated. One primary school (academy) DSL commented that they don't feel the guidance provides clear direction on exactly when the LADO should be contacted.

DSLs or headteachers frequently seek advice from other sources such as HR departments, Senior Safeguarding Leads (multi academy trusts) and Governors prior to contacting the LADO.

A small number of schools (3) referred to their local Multi Agency Safeguarding Hub (MASH) as being an invaluable source of advice, however, these were not present in all the local authorities that were researched.

For the more serious scenarios (i.e. allegations involving physical or sexual abuse and when the child's safety or the safety of other children was at risk) it was much more likely that contact with the LADO would be made very early on in the process, in order for the school or college to ensure that the correct process would be followed.

Police

When discussing the scenarios they were presented with, most participants referred to the possibility of police involvement, however, opinions varied as to whether schools or colleges would report matters to the police for investigation. On the whole, it was felt that this might happen if the allegations were felt to warrant it, or, that the young person themselves (if over 16) or the parents/carers of the child may take this action.

External Providers (supply teaching agencies, voluntary organisations etc.)

There were inconsistencies in the way schools and colleges referred to the process for contacting those external providers/employers of staff working on the premises - such as supply teachers, sports coaches and volunteers (scenarios 1,2,4 and possibly 5) against whom an allegation had been made. The guidance does not appear to clearly state exactly when external providers should be contacted, and at what stage in the process they should be notified of an allegation. Some schools spoke of contacting external providers immediately or very early on in the process, whereas for others it was less of a priority.

Human Resources (HR) departments

A small number of participants referred to contacting HR departments for advice and guidance on the correct processes to follow. These tended to be larger secondary schools and those that were part of multi-academy trusts (MATs).

Senior Safeguarding Lead/Officer

A number of multi-academy trust schools referred to contacting a Senior Safeguarding Lead/Officer within the trust which their school is part of. The Senior Safeguarding Lead/Officer are a central point of contact, employed by the trust, who specialise in safeguarding issues, they frequently have responsibility in a number of areas: logging all allegations within the trust, advising on safeguarding matters, keeping others within the trust up to date with changes to policy and, training. Participants' reasons for contacting them range from simply informing them of the allegation, to actively seeking advice and guidance on the correct procedures to follow.

Parents

Among the schools and colleges that were interviewed, there were noticeably lower levels of spontaneous mentions of contact with parents/carers over allegations involving their children. The scenarios where parents are more frequently informed are those relating to alleged physical or sexual abuse. In these scenarios, parents would, however, generally not be contacted until after advice has been sought around the correct process to follow and exactly what information may be revealed to parents.

Governors

Seven participants referred to the need to report matters to a governor. Generally, this was either the chair of governors/chair of the management committee or the safeguarding governor. Six of the seven were DSLs within a primary school setting, the final one worked within a sixth form college. The guidance (Page 52 para 194) states that the chair of governors or chair of the management committee would be called upon if the allegation made was against the headteacher or principal, this was not the case in any of the scenarios used in this research. As not all schools referred to governors, this points to inconsistencies around if and when allegations should be reported to governors.

5.2 Fact-finding process and conducting investigations

The processes which the participants described to initially establish the facts around an allegation are similar in many cases, with an emphasis on speaking to the individuals concerned in a neutral setting and taking written statements from those involved and any

parties who had witnessed the alleged event. One primary free school explained that they would encourage any child involved to use words and expressions prevalent in their world, or even consider asking them to demonstrate what happened, or to express it in the form of a drawing.

Some also spoke of checking CCTV footage if available and where the allegation relates to an in-direct employee, a few participants suggested contacting their employers to find out more about their background checks and to explore the individual's work history.

Several schools and colleges felt that some kind of standard pro-forma would be useful for capturing the information, together with a checklist for ensuring that the right steps have been taken and that questions have been asked in the correct way. Participants suggested that there appears to be a lack of (or lack of awareness of) training and supporting materials that could assist with this process. This would be particularly helpful for those staff who are infrequently asked to assist with gathering evidence. One participant suggested that the pro-forma could be included as an appendix to the guidance and others shared similar ideas:

“[Something] to capture information such as: What's the complaint? Who is it against? Traffic light rating. We don't have a proper form. That would be useful if it ever did get to the point where it did go to court”. *Primary - MAT*

“A step by step guide for a fact find would be useful. The scenarios are quite useful, to work through a plan of action and make sure everyone is cared for/considered in the process”. *Pupil Referral Unit – Primary*

“A list of questions to consider? Things you need to find out. At present get that from the LADO but it would be easier if there was a standard checklist. There is a flow chart for CSE - could something similar be done for Part 4?”. *Secondary – Independent*

It should be noted that concerns were expressed that unnecessary form-filling, rigidity and additional bureaucracy would not be welcomed, but rather the idea would be to make the fact-finding process easier and more consistent across all establishments:

“Advice on timescales - All allegation circumstances are different - You can't put a rigid timescale on procedure”. *Primary – LA maintained*

5.3 Factors influencing variations in responses

The responses provided by schools and colleges when presented with the five scenarios varied greatly due to a number of factors. Clarity of understanding of the guidance was potentially one of these, but other factors – as explained below - give rise to variations in the processes followed:

Subjective interpretation of the gravity of the scenarios

While each scenario was presented in a consistent way to each school/college participant, the way in which they were interpreted varied considerably across the sample interviewed. For example, some participants were quicker than others to assume a worst-case scenario which would then involve a referral to the LADO and potentially the police, whereas others were more inclined to describe the initial steps they would take to establish the facts before involving external agencies and third parties. It should be noted that the research method used of presenting set scenarios may have had an impact on the responses. Participants are likely to have taken steps to increase their knowledge of the Part 4 guidance prior to the call and, despite our frequent reassurances that the purpose of the research is to assess the guidance NOT their knowledge of the guidance, participants are likely to have been eager to say 'the right things' during the interview.

Many participants spoke of the difficulty in generalising about what should happen in each scenario, as in their view, so much depends on the individual circumstances of the case and the information available at the time.

Variations in interpretation of the KCSIE Part 4 guidance

Although the majority of schools claimed to have good levels of understanding of the guidance (see Figure 2), there are clear differences in the way schools interpret the guidance, and some areas where they report it as being less clear. These have been described in more detail in Section 3.

Size of school

In smaller schools, especially primaries, the headteacher was also the DSL and therefore allegations are always handled by this person. In larger schools it is common practice for Part 4 allegations to be notified to the DSL and also reported to the headteacher. In some schools the headteacher or principal would handle the allegations, while in others the DSL would handle it, in close consultation with the headteacher.

Experience of dealing with cases

It is noticeable that those schools and individuals with greater experience of dealing with cases, had a tendency to be more detailed in their responses to the scenario-based examples. They exhibited a deeper understanding of the processes that they would be expected to follow in the event of an allegation being made. Their responses are generally more structured and comprehensive in their approach than those participants with less experience of the process. The latter have a tendency to respond to each scenario randomly rather than detailing steps chronologically.

Type of school

During the research it became apparent that some schools which are members of multi-academy trusts, often have an additional layer of support - specialists and HR departments that they can call upon. References to having such support were very positive and suggest that this is seen as advantageous and helpful when dealing with potential allegations of any nature. This can also mean that additional sources of support are available to members of staff who find themselves the subject of any allegation and to children involved too.

Local authority guidance

A small minority of schools stated that they would always call the LADO for advice regarding all Part 4 allegations at the outset; some comment that this was as a result of being instructed to do so by their local authorities, however, this does not appear to be a consistent policy followed by all local authorities.

It became apparent through speaking to participants that many local authorities issue their own guidance and policies to schools within their local area, and these differ from one local authority to another. This creates another layer of guidance over and above the national KCSIE Part 4 guidance and can lead to schools and colleges referring to local authority guidance in addition to, or instead of, national government guidance. Inconsistencies in approaches are therefore inevitable.

5.4 Responses to the five scenarios

A range of responses to each scenario were given across the schools and colleges interviewed. During the interviews, most participants took significant time to consider the scenario prior to responding. A significant number sought clarification of how they should respond in relation to whether they should assume that these were all 'true' - in response to such requests, participants were informed that, at this stage, this was all the information available to them.

One participant openly stated that the way in which they would deal with an allegation would be influenced by their judgement of its validity:

“If you believed it was false, you’d need to deal with it in a different way.” *Free school*

Participants also frequently asked further questions in an attempt to establish greater detail in regard to the allegations; these questions frequently related to when the event in question took place and whether the adult was a direct employee or not (scenario 5).

When describing the steps they would take if such an allegation occurred in their school or college, participants often tried to work through these chronologically. However, they also highlight throughout that the actions they would take would likely be chosen as a result of the findings of any fact-find or investigation. As a result, participants found it challenging to fully describe the process. In addition, on numerous occasions, participants overlooked an area which they then drew attention to later in the process, for example contacting the parents of the child concerned.

A frequent comment from participants was about the difficulty of describing what to do without the benefit of further contextual information (e.g. who made the allegation / when the event occurred). Similarly, they mentioned the difficulty of being sure how to deal with a situation until it actually arose. The scenarios were a useful exercise as it is clear the actions that should be taken are not always, due to considerations by the participant of context and the type of allegation.

Once participants outlined the steps they would take in the event of a scenario arising, they were asked how confident they were that the process they described would be the correct process (on a scale of 1 to 10, where 10 is fully confident). Around half of the participants were comfortable giving a rating, however, the remainder were non-committal and instead provided additional commentary. Responses to this question for each scenario varied, the lowest rating given was 3 and the highest 10. The most common rating across all the scenarios was 9. A number of participants highlighted that their confidence was boosted by the guidance they sought from their LADO:

“[Regarding scenario 1] 3 without the LADO and 8 with the LADO”.
PRU

One primary MAT school highlighted that, at the centre of all of their actions would be the overwhelming priority to ‘keep the children safe’.

On the following pages are examples of typical responses and details of the confidence levels expressed to each of the five scenarios. A flow chart for each scenario provides an overview of the typical steps schools and colleges have taken (or said they would take) when interviewed. It should be noted that whilst the flow charts depict the most

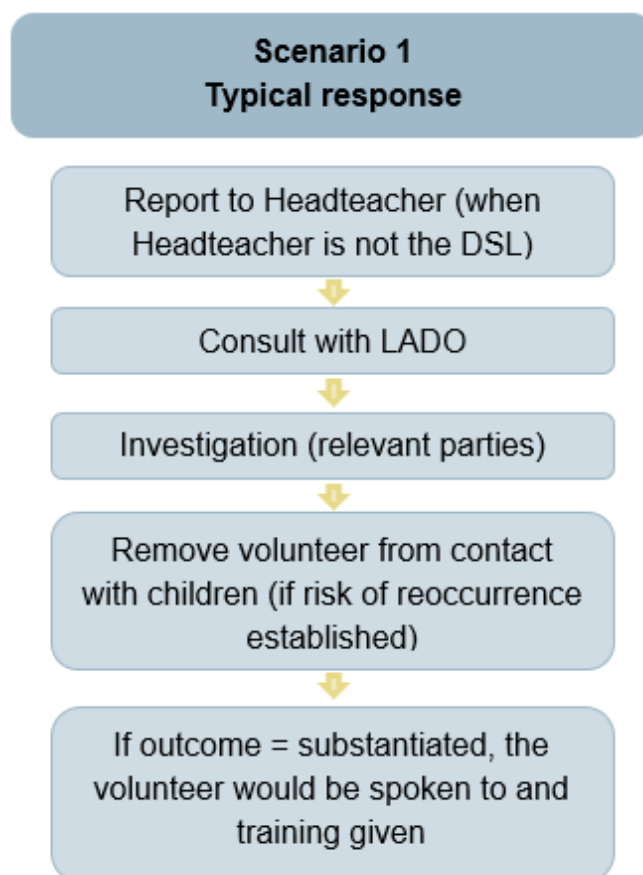
commonly cited process, other participants stated different steps, or the same steps but in a different order. It should also be noted that in some of the scenarios schools/colleges are not required to contact the LADO, however it would not be wrong to do so if they felt they needed further advice or guidance. It would, however, be wrong and of concern if a school/college did not contact the LADO if the guidance states they should.

SCENARIO 1: It's been brought to your attention that a volunteer has been inappropriate with younger children, has been openly racist and sexist and has made inappropriate sexual comments.

In the event of this scenario arising, the Part 4 guidance indicates that the threshold to make a referral to the LADO has not been met. It is more likely that this would be a conduct/disciplinary issue.

Flow chart of the most commonly cited process which schools and colleges said they would follow if Scenario 1 occurred:

Figure 3 Flow chart to show the most common process for scenario 1



A significant proportion of the participants (19) would contact the LADO for advice after the allegation was made:

Table 2: Contact with the LADO regarding scenario 1

Response	No. of participants
Would contact the LADO	19
Would NOT contact the LADO	5
Only if allegation substantiated	2
Maybe pending further investigation	5

(base 31)

Whilst most participants saw this scenario as one likely to require; internal investigation, potentially disciplinary procedures, and possibly additional training, the support and guidance of the LADO was frequently still sought:

“I would rather call [the LADO] than make that judgement myself”.

Secondary - Independent school

A secondary academy school stated that they would contact the LADO to establish whether they should involve the police. A number of other participants stated they would consider involving the police, depending on the outcome of further investigation:

“Keep in mind that racist and sexual comment could relate to a hate crime and criminal behaviour.” *Primary – LA maintained*

Four participants said they would send the volunteer home and they would not be permitted in school until a full investigation was carried out. A further four schools stated that the volunteer would not be allowed to have any unsupervised contact with children until the investigation was complete.

Just one school (secondary academy), spoke of the need to support the individual subject to the allegation.

Fourteen participants provided a numbered rating to describe their level of confidence that the process they described was the correct one, these are detailed in Table 3. All those who provided a confidence rating either correctly assessed that this scenario would not warrant a referral to the LADO, or they stated that they would contact the LADO for further guidance. The remaining participants, offered comments such as:

“As confident as you can be in that situation.” *Primary - Free school*

“Very confident - I would say it’s correct.” *Primary – LA maintained*

“Confident – wouldn’t do anything without HR and business manager, followed by LADO, we check everything as we go.” *PRU*

Table 3: Scenario 1 – participants’ confidence ratings

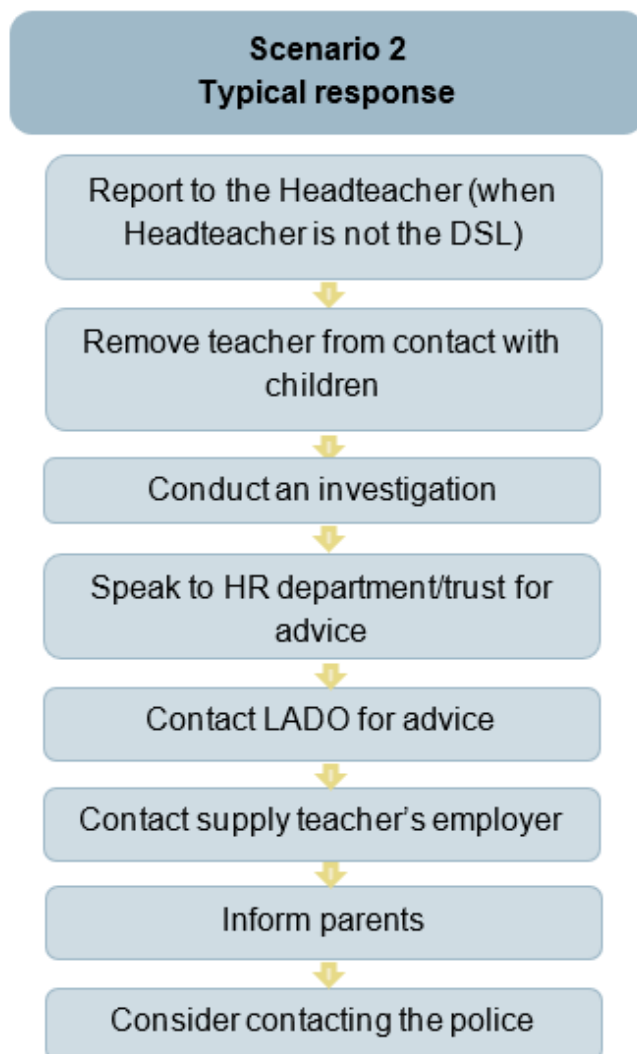
Base number of respondents	Average confidence rating	Lowest confidence rating	Highest confidence rating
14	6.8	3	9

SCENARIO 2: A group of pupils were being disruptive and were sent out of class by the supply teacher. When the bell rang the pupils rushed back into the classroom to gather their belongings, the supply teacher grabbed a boy to prevent him bumping into other pupils and hurting them or himself. The pupil alleged that the teacher hurt him.

In the event of this scenario arising, the Part 4 guidance indicates that this would not warrant a referral to the LADO, however, in the event that parents/carers involve the police, the police would consult the LADO if they decide to investigate.

Flow chart of the most commonly cited process which schools and colleges said they would follow if Scenario 2 occurred:

Figure 4 Flow chart to show the most common process for scenario 2



Responses to this scenario were varied, however, contact with the LADO was generally later in the process (if at all).

Table 4: Contact with the LADO regarding scenario 2

Response	No. of participants
Would contact the LADO	12
Would NOT contact the LADO	3
Only if allegation substantiated	5
Maybe pending further investigation	9
No reference to LADO made	1

(base 30)

The need to apply common sense was frequently pointed out by participants who highlighted that staff in schools and colleges have the right to restrain:

"Sounds likely that the teacher was in fact keeping children safe (prevention not assault) and after referring to the restraint policy it's likely nothing else would happen." *Primary – MAT*

Investigation was seen to be key to resolving this allegation with participants referring to collecting written statements from those directly involved and from any witnesses. Three participants also mentioned the possibility of checking CCTV. Informing parents of the events was mentioned by 10 participants who saw parent/carer involvement as a step toward a satisfactory resolution:

"We would explain to the parents that we have spoken to the supply teacher. Would explain that the teacher was trying to keep children safe." *Primary – Free school*

Seventeen participants provided a numbered rating to describe their level of confidence that the process they described was the correct one, these are detailed in Table 5. Those who provided a confidence rating, either correctly assess that this scenario would not warrant a referral to the LADO or, they state that they would contact the LADO for further guidance. The remaining participants gave comments such as:

"Confident - we've got the policies and procedures that we can go to, so we are well supported." *Primary - Free school*

"I'm not sure because we would always go to the LADO to double check. We have a very good relationship with the local authority." *Secondary – Free school*

Table 5: Scenario 2 – participants' confidence ratings

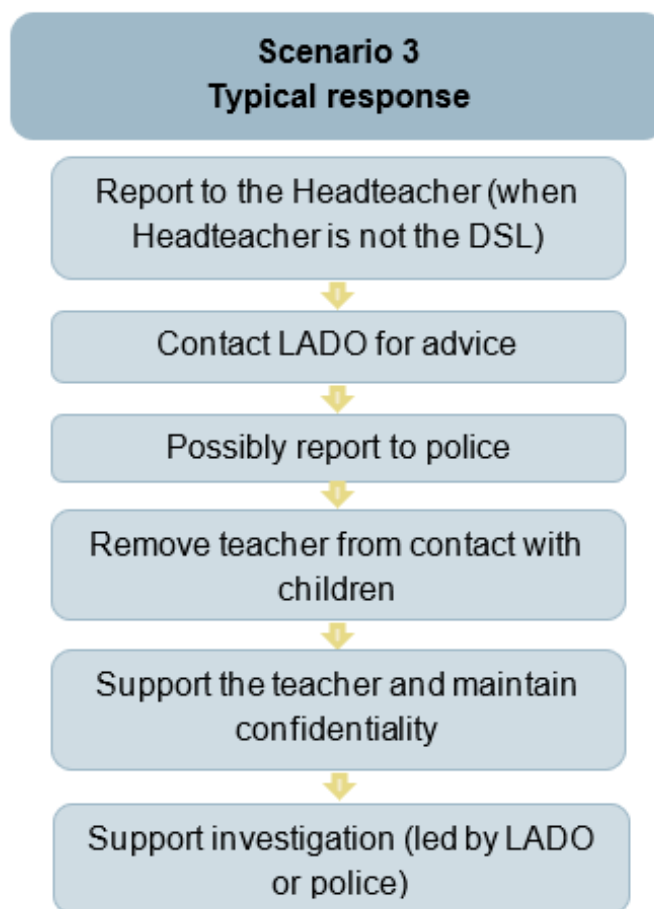
Base number of respondents	Average confidence rating	Lowest confidence rating	Highest confidence rating
17	7.8	6	10

SCENARIO 3: A teacher who ran the school football team gave a massage to a pupil. He also built up a relationship with the pupil via text message.

In the event of this scenario arising, the Part 4 guidance indicates that a referral to the LADO would be required ('behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children').

Flow chart of the most commonly cited process which schools and colleges said they would follow if Scenario 3 occurred:

Figure 5 Flow chart to show the most common process for scenario 3



The vast majority of participants saw this scenario as something which should be immediately reported to the LADO:

Table 6: Contact with the LADO regarding scenario 3

Response	No. of participants
Would contact the LADO	22
Would NOT contact the LADO	-
Only if allegation substantiated	-
Maybe pending further investigation	7

(base 29)

Those participants who felt further investigation should be carried out initially, recognised the behaviour detailed in the scenario as wrong, but felt factual information should be obtained before any possible LADO referral:

“This is against all our rules so definitely a serious disciplinary issue. We would carry out an extensive investigation to establish the facts

and this may lead to a LADO referral depending on the findings”.
FE College

“Not jumping to conclusions until we have the facts. From that scenario I just have hearsay so I would need more evidence – e.g. need to look at text messages. Would depend on information. If I was unhappy, I would have to pass it on to LADO”. *Sixth form college*

Possible police involvement was suggested by 6 participants, one Secondary – LA maintained school referred to possible grooming behaviour and another saw the scenario as a ‘potential serious crime’.

One Primary MAT school stated that it would not be their job to investigate in this instance and a Secondary academy recognised the duty of care they would have for the employee facing the allegation.

Fourteen participants provided a numbered rating to describe their level of confidence that the process they described was the correct one (see Table 7). Of those, three stated that they would further investigate before deciding whether or not to contact the LADO and graded their level of confidence in the process they described as 5, 7 and 9:

“I’d initially log it as a concern and conduct a fact find. There is a possibility it would become an allegation and if it did a referral would be made to the LADO.” *FE College*

“We have a strict code of conduct on this, it would be a difficult conversation to have with the teacher but I would have it - advise them on their breaches - unlikely to be a LADO referral but depends on the outcome of the investigation.” *Primary – MAT school*

Those who made general comments spoke of high levels of confidence with the process they described that they would follow if this scenario occurred.

Table 7 : Scenario 3 – participants’ confidence ratings

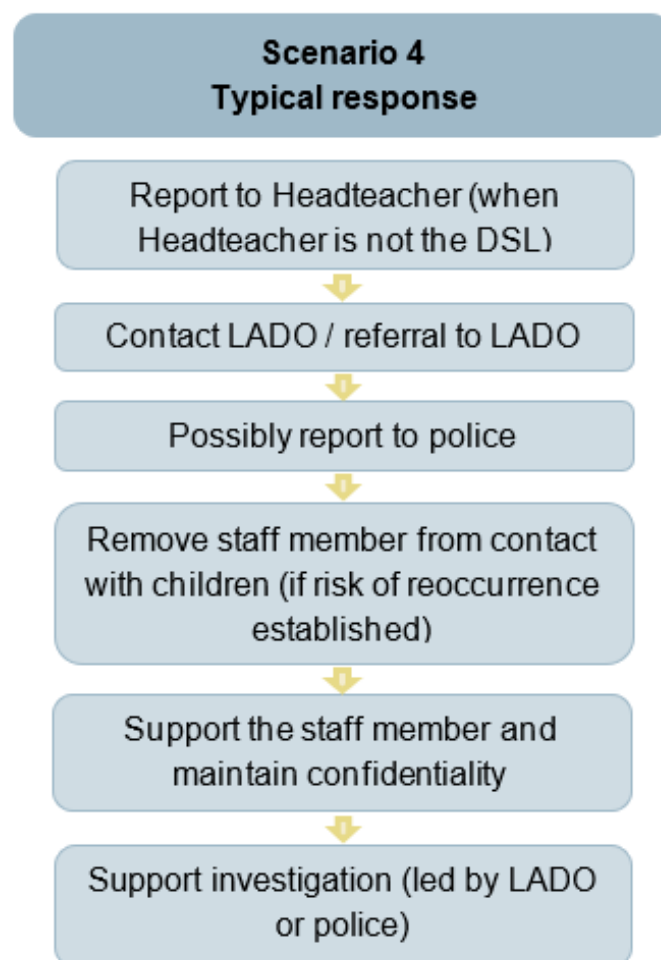
Base number of respondents	Average confidence rating	Lowest confidence rating	Highest confidence rating
14	7.1	5	10

SCENARIO 4: A member of catering staff who is employed by an outside provider is alleged to have slapped a child during lunchtime break. The child has a visible injury consistent with a slap.

In the event of this scenario arising, the Part 4 guidance indicates that a referral to the LADO would be required ('behaved in a way that has harmed a child, or may have harmed a child').

Flow chart of the most commonly cited process which schools and colleges said they would follow if Scenario 4 occurred:

Figure 6 Flow chart to show the most common process for scenario 4



This scenario was the most clear-cut according to the participants who, in all but one case, would make immediate contact with the LADO, either to seek advice or to make a formal referral.

Table 8: Contact with the LADO regarding scenario 4

Response	No. of participants
Would contact the LADO	29
Would NOT contact the LADO	-
Only if allegation substantiated	-
Maybe pending further investigation	1

(base 30)

One sixth form college (rating their confidence level as “confident-ish”) felt they may refer to the LADO for guidance following their investigation but only if they had concerns:

“We’d look for proof of the allegation, ask witnesses, talk to staff. We have CCTV – check if that’s what happened. We would initially suspend that person pending an investigation because they may present a danger to students. It would be a disciplinary offence. We would ring parents and talk to them, we would talk to the students to make sure they would feel safe and seek medical advice. If we were concerned, we would seek LADO’s guidance.”

Fourteen participants (all of whom were correct in their approach) provided a numbered rating to describe their level of confidence that the process they described was the correct one (Table 9).

Where a particularly low level of confidence was stated (3) this was explained as being as a result of a lack of clarity in how to deal with matters when the alleged perpetrator was not directly employed by the school, but by an agency.

Table 9 : Scenario 4 – participants’ confidence ratings

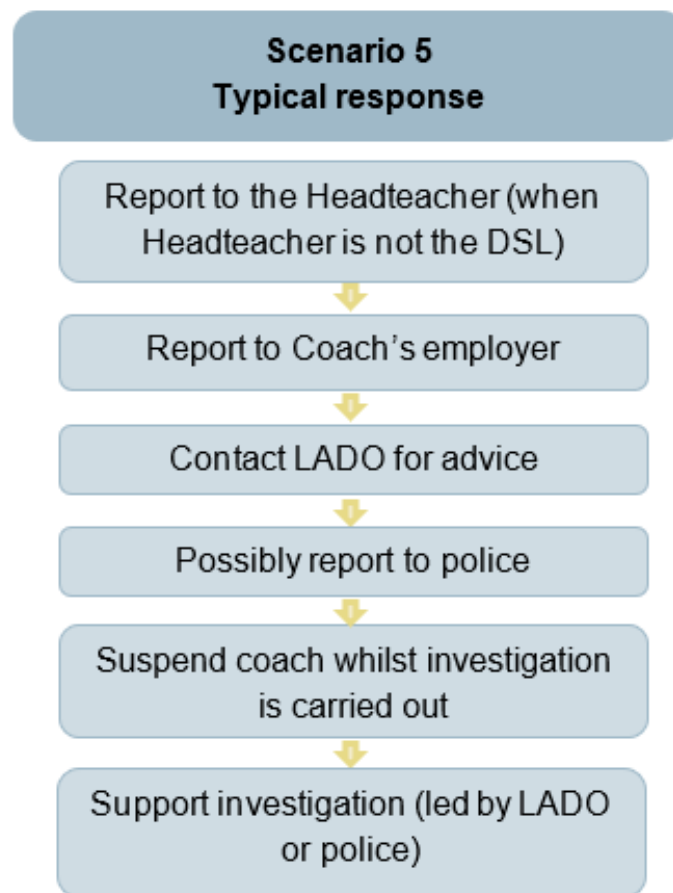
Base number of respondents	Average confidence rating	Lowest confidence rating	Highest confidence rating
14	7.6	3	10

SCENARIO 5: A sports coach providing coaching after school is alleged to have inappropriately touched a pupil and has been overfriendly.

In the event of this scenario arising, the Part 4 guidance indicates that a referral to the LADO would be required (‘behaved in a way that has harmed a child, or may have harmed a child’).

Flow chart of the most commonly cited process which schools and colleges said they would follow if Scenario 5 occurred:

Figure 7 Flow chart to show the most common process for scenario 5



Initially a number of participants spoke of their school's or college's policies in relation to safer recruitment and DBS checks. Many said it was of high importance to raise awareness with the employer of the sports coach (as they may be working across multiple settings). Contact with the LADO would then be made to seek guidance on the next steps, although one participant (Primary LA) expressed that contact with the LADO would be made within 24 hours.

Table 10: Contact with the LADO in response to scenario 5

Response	No of participants
Would contact the LADO	24
Would NOT contact the LADO	-
Only if allegation substantiated	2
Maybe pending further investigation	3

(base 29)

Those who felt further investigation was required prior to the consideration of referral to the LADO suggested this is necessary to establish the facts:

“Fact find - particularly to clarify what is meant by 'touched inappropriately' and 'over-friendly'. Possibility that it could be innocent but may obviously not be. Need more info but likely LADO referral if substantiated.” *Primary – Academy*

Of the 14 who provided a numbered rating for this scenario, three stated they would need to gather more information before making a decision on whether to refer it to the LADO (Table 11). These three stated confidence ratings of 8, 8 and 9, and were therefore fairly confident that the process they describe is correct (when it is not).

Of the two participants who stated they would only contact the LADO if the allegation was substantiated, only one offered a rating in relation to their confidence that the steps they describe were correct. That rating was 8, indicating a high level of confidence despite that participant being incorrect in their approach.

Comments from the remainder of participants were received such as:

“Not fully confident because of the dynamics of being an outside provider.” *Secondary - Independent*

“Confident – I think I am, but I would need to work with the LADO to ensure that’s the right step.” *Secondary – Free school*

Table 11 : Scenario 5 – participants’ confidence ratings

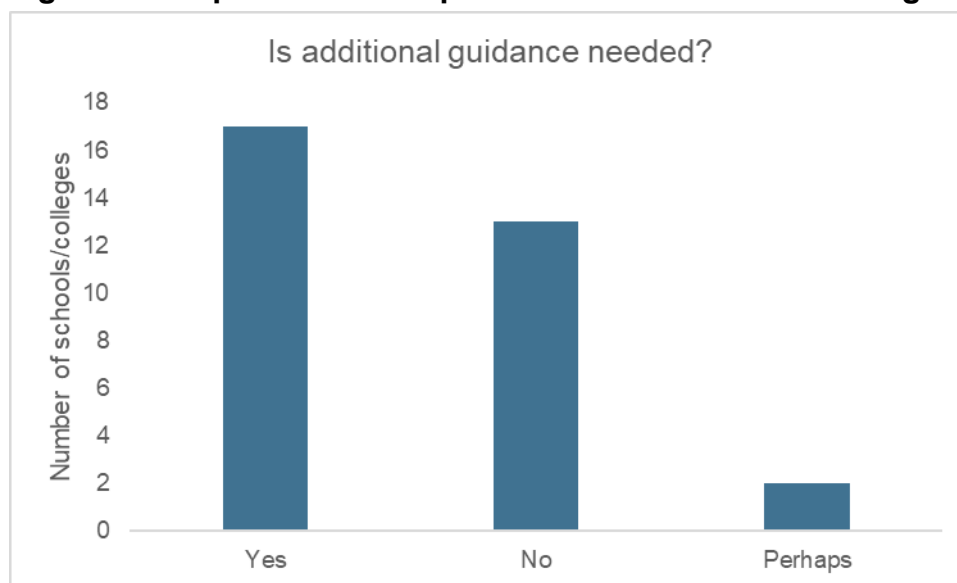
Base number of respondents	Average confidence rating	Lowest confidence rating	Highest confidence rating
14	7.8	5	10

6. Improvements to current Part 4 guidance

6.1 Is additional guidance needed?

Participants were asked if they feel that any additional guidance is needed by schools. Just over half (17) feel it is needed and a breakdown of all the responses is detailed below in Figure 3:

Figure 8: Responses to the question of whether additional guidance is needed:



Base: 32 respondents

6.2 Suggested changes to the guidance

Both those who feel that additional guidance is required and those who feel that it is not frequently suggested that some form of scenario-based examples would be useful. Some envisaged these being linked to the guidance as exemplification, others see them more as stand-alone training.

A great deal of enthusiasm was also shown for some form of 'summary', 'visual aid', 'flow chart', 'closed map' or 'decision tree' to support the guidance, something which can be referred to quickly, to ensure the correct process is being followed.

In addition, there was also a suggestion that it would be beneficial to have a contact (other than the LADO) who is experienced and could provide both guidance and support to schools facing Part 4 allegations:

"I think we need someone who deals with this stuff on a regular basis that we could contact to talk things through in confidence. We could also do with support about the emotional aspect - support for the head who is dealing with it. The LADO can be helpful, but they can

often just push you to make a referral - the support from them varies and lacks consistency which can put you off contacting them”.

Primary – Special School

Finally, some participants called for greater clarity within the guidance on the position of dealing with volunteers/indirect employees.

6.3 Toolkit

A toolkit of some kind would be welcomed, ideally online. The toolkit was envisaged to be a step-by-step guide through the entire decision-making process for different scenarios, for example alongside a flow diagram. There were calls for this to be simple and concise, something you can refer to quickly when under time-pressure. It should be noted that there was considerable scepticism over whether a toolkit in this form is realistic given the broad variety of allegations which may arise, although it was recognised that it could be added to over time.

A toolkit for a fact find/investigation was also thought to be something which would be useful by a proportion of participants. This could take the form of a checklist which could help to ensure all the necessary aspects have been covered before beginning an investigation; something to aid planning the fact find/investigation and ensure all the relevant parties have been consulted as appropriate.

The need for simplicity was stressed by some participants making the suggestion that there was a requirement for something that other (less experienced) staff could easily use if they encountered situations where they need to fact find.

It should also be noted that DSLs/headteachers felt it is important to ensure that any toolkit or additional resource should not be mandatory (for completion) as this will add to bureaucracy and workload.

7. Conclusions and suggestions

This research obtained rich data from a sample of schools and colleges. The participants were open to the possibility of additional guidance focused on Part 4 of KCSIE although it was clear from the comments that there are a number of factors which the DfE might need to take into account when considering the content and form of that additional guidance.

1. There were high levels of awareness and familiarity with the Part 4 guidance.

First and foremost, those individuals with responsibility for dealing with Part 4 allegations under the KCSIE statutory guidance interviewed showed high levels of awareness and familiarity with the guidance. All were capable of responding to all of the questions relating to Part 4 and showed extensive familiarity with the guidance throughout their interview. Those who are new to the area or unfamiliar with the guidance (potentially through a lack of experience) might not have been able to respond with the same level of clarity as research participants.

2. Levels of understanding, competence and confidence with the Part 4 guidance varied.

Participants themselves highlighted that their levels of understanding, competence and confidence in the guidance vary, with many identifying a lack of experience of dealing with such allegations as a key factor. It is clear that there are aspects of the guidance which are left open to interpretation or lack clarity due to varied nature of the responses (particularly to the scenario-based questions).

The research has highlighted that levels of confidence in dealing with such allegations are often impacted by the practical support available to those dealing with them. There was inconsistency in the support available to those dealing with such allegations; some rely solely on the LADO where others have the opportunity to discuss with an internal specialist (often MAT schools), their own HR department or MASH. It is suggested that consideration should be given to how the guidance could be improved to support consistency in the guidance and advice given to schools and colleges in the UK.

3. Approaches and practices that schools and colleges follow in the event that an allegation is raised feature some elements that are consistent, with others that are not.

Schools and colleges were on the whole consistent with the approaches and practices they followed, but lacked consistency in the ordering of their approaches and practices. This is exemplified by a number who, where an allegation is made, stated they would carry out a fact-find and/or investigation prior to contact with the LADO when others stated they would contact the LADO immediately at the outset. It is suggested that the

guidance could be reviewed to ensure it is clear when the LADO must be contacted in respect of a referral. It may also be helpful to make a clearer distinction within the guidance between the role of LADOs in offering confidential advice versus taking a formal referral.

In addition, contact with parents/carers in the instance of an allegation also varied in terms of a) what is revealed and communicated to them and, b) at what point in the process. The guidance should be reviewed in relation to reporting to parents, adding clarity to this area.

There was also inconsistency in how schools/colleges dealt with allegations involving a staff member who is not directly employed by the school or college, specifically relating to making contact with their employer. The procedure outlined in the guidance for when an allegation is made against an in-direct employee could be reviewed to ensure clarity around if/when the staff member's employer should be notified of the allegation.

4. Participants were generally receptive to the possibility that additional Part 4 guidance could be helpful.

They caveated this by requesting that the additional guidance add clarity to the existing guidance and is not overly onerous in its nature.

The suggestion of a flow chart (or similar) to outline the order of the steps to be taken, if an allegation is made, was the most common call from participants. This was thought to be beneficial and help standardise schools' and colleges' approaches. It would also act as a helpful quick reference guide, to be referred to quickly, if/when an allegation is made. In other words, easy-access, providing a quick-reminder of the steps to be taken. Safeguarding experts could be engaged to aid in the design and production of such a document to support the process, this could be made available nationally as an appendix to the guidance.

Additional practical guidance (or training) on the application of the Part 4 guidance to a range of allegations which may occur was a key area of focus for many participants. They suggested that whilst the guidance itself is clear, it is the application of that guidance which lacks clarity. The DfE should consider whether additional materials (such as a toolkit which would provide schools and colleges with scenario-based training opportunities) are required - perhaps through further, broader consultation.

Additional guidance for dealing with allegations against indirectly employed staff and volunteers was also called for.

List of tables

Table 1: Numbers achieved by type of school	9
Table 2: Contact with the LADO regarding scenario 1	25
Table 3: Scenario 1 – participants' confidence ratings	26
Table 4: Contact with the LADO regarding scenario 2	27
Table 5: Scenario 2 – participants' confidence ratings	28
Table 6: Contact with the LADO regarding scenario 3	29
Table 7 : Scenario 3 – participants' confidence ratings	30
Table 8: Contact with the LADO regarding scenario 4	32
Table 9 : Scenario 4 – participants' confidence ratings	32
Table 10: Contact with the LADO in response to scenario 5	34
Table 11 : Scenario 5 – participants' confidence ratings	34

List of figures

Figure 1: Number of allegations per institution interviewed, relating to Part 4 (2018-19).	10
Figure 2: Level of understanding of the KCSIE Part 4 guidance.....	11
Figure 3 Flow chart to show the most common process for scenario 1	24
Figure 4 Flow chart to show the most common process for scenario 2	27
Figure 5 Flow chart to show the most common process for scenario 3	29
Figure 6 Flow chart to show the most common process for scenario 4	31
Figure 7 Flow chart to show the most common process for scenario 5	33
Figure 8: Responses to the question of whether additional guidance is needed:	35

Appendix:

- 1. Telephone depth interview discussion guide**
- 2. Department for Education Safeguarding letter to Headteachers**
- 3. Glossary of acronyms and initialisms**

Appendix 1 – Telephone depth interview discussion guide

KCSIE Part 4 - Research to inform the need for a toolkit Telephone depth interviews with Safeguarding Leads Discussion Guide

Introduction

Thank you for agreeing to take part in this research.

[Explain background and purpose of interview again if needed. Reassure about anonymity and confidentiality.]

We're looking to understand how schools and colleges currently interpret the guidance contained in Part 4 (Allegations of abuse made against teachers and other staff) Keeping Children Safe in Education and what further help and support may be useful to provide to schools/colleges.

Scenario testing

1. I'm going to be asking you about how your school/college would potentially deal with different scenarios relating to allegations of abuse. These scenarios are similar to some of the cases that have been dealt with by different schools and colleges around the country.

I'll read out each scenario (there are 5 scenarios in total) and then ask if you can talk me through the steps your school/college would go through in response to such an allegation. Again, just to reiterate, the purpose of this is to understand whether the guidance is clear rather than it being intended to test whether you are operating in accordance with the guidance.

[Reassure about anonymity and confidentiality.]

So, the first scenario is as follows:

SCENARIO 1: It's been brought to your attention that a volunteer has been inappropriate with younger children and is openly racist, sexist and has made inappropriate sexual comments.

Please could you talk me through the steps you would take in the event of this scenario arising at your school/college?

[record details]

Probe: What approach would the school/college take following this allegation being made?

Probe: What fact-finding process would your school follow?

Probe: What investigations, if any, would be carried out?

Probe: How would you determine if a referral is needed to be made to the LADO??

Probe: How would you decide on what actions to take?

2. How confident are you that the process you have just described would be the correct process in this scenario? (on a scale of 1-10)

[Repeat the above questions 1 and 2 for Scenarios 2, 3, 4 and 5]

SCENARIO 2: A group of pupils were being disruptive and were sent out of class by the supply teacher. When the bell rang the pupils rushed back into the classroom to gather their belongings, the supply teacher grabbed a boy to prevent him bumping into other pupils and hurting them or himself. The pupil alleged that the teacher hurt him.

SCENARIO 3: A teacher who ran the school football team gave a massage to a pupil. He also built up a relationship with the pupil via text message.

SCENARIO 4: A member of catering staff who is employed by an outside provider is alleged to have slapped a child during lunchtime break. The child has a visible injury consistent with a slap.

SCENARIO 5: A sports coach providing coaching after school is alleged to have inappropriately touched a pupil and is being overfriendly.

Familiarity and understanding of Part 4 guidance

Now that we have reached the end of the scenarios there are a few more questions I need to ask you in order to complete the interview. It may take between 15-20 minutes, is that OK?

[Reassure about anonymity and confidentiality.]

3. On a scale of 1-10, how would you rate your current level of understanding of the Part 4 guidance? (10 = fully understand)
4. What aspects do you feel least clear on/confident about? Probe: how clear are the definitions for the different outcomes?

Use of Part 4 guidance and experience of handling allegations

5. How does your school/college keep up to date and train new members of staff on safeguarding?
6. How does your school/college support staff who are the subject of an allegation?
7. How does your school/college support any children that have been involved in a Part 4 allegation?
8. How does your school/college handle communication with parents/carers? What information do you provide to them?
9. How many allegations relating to Part 4 has your school/college dealt with in the last year?
10. Have you personally ever had to deal with an allegation? (Yes/No)
[If no go to Q17]

Improvements to current Part 4 guidance

11. Do you think any additional guidance is needed by schools? (Yes/No)

[If no, go to Q19]

12. What might that guidance look like or how could the guidance be usefully changed?

13. In your view would some kind of a toolkit be useful for schools? If so, what form should it take?

Probe: Would an interactive/online toolkit might be useful? If so, what form should it take?

14. Is there anything else you'd like to comment on with regard to Part 4 of the KCSIE guidance? Would guidance around conducting a fact find and what needs to be considered before undertaking an investigation be useful?

Closing text

Thank you very much for your time, that's all I need to cover in this interview today. Your responses will be incredibly helpful to the DfE in their review of the guidance.

If we need to check any of the information or need any further clarification would it be OK for us to recontact you? *Permission given: Yes/No*

Finally, just to confirm that all the information you have provided to me in this interview will be treated as strictly confidential and reported anonymously to the Department for Education.

Name of interviewer:

Appendix 2 - Department for Education Safeguarding letter to Headteachers



Department
for Education

Department for Education

Sanctuary Buildings
Great Smith Street
Westminster
London
SW1P 3BT

13th June 2019

Dear Headteacher/Principal

Re: Keeping Children Safe in Education Part 4 - Research with Schools and Colleges

As you may already be aware, the Department for Education (DfE) is undertaking a review of the guidance contained in Part 4 of *Keeping Children Safe in Education* to ensure that it is up to date and reflects the latest evidence and best practice in safeguarding children. The DfE has commissioned Pye Tait Consulting to undertake confidential research with Safeguarding Leads in a randomly selected sample of schools and colleges across England. The purpose of the research is to gather views on the effectiveness of the content of Part 4 guidance and to identify what, if any, improvements could be made.

Your school/college has been randomly selected for participation in this research, which involves a 45-minute telephone interview with a member of the Pye Tait research team. Sometime in the next few days, Pye Tait will be contacting your Safeguarding Lead with a view to making an appointment for this interview. All interviews will need to be completed before the end of the Summer term 2019. Your participation in the research would be greatly appreciated by the DfE as we look to understand schools' views on the effectiveness of the guidance.

Please be assured that the aim of the research is to assess the guidance itself and the anonymity of your school/college and any members of staff that are interviewed as part of this research project will be fully protected. All information gathered by Pye Tait will be held in the strictest of confidence in accordance with GDPR 2018 regulation and the Market Research Society code of conduct.

If you have any concerns or queries about this research, please do not hesitate to contact me.

Yours sincerely,

Early Years and Schools Group
Department for Education
Infrastructure Analysis Unit

Appendix 3 – Glossary of acronyms and initialisms

CCTV	Closed Circuit Television
CPOMS	Child Protection Online Monitoring Software
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead
FE	Further Education
HR	Human Resources
KCSIE	Keeping Children Safe in Education
LADO	Local Authority Designated Officer
LA	Local Authority
MASH	Multi Agency Safeguarding Hub
MAT	Multi Academy Trust
PRU	Pupil Referral Unit
WRAP	Workshop to Raise Awareness of Prevent



Department
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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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