



# **Edith Cavell Primary School**

## **Child Protection and Safeguarding Policy**

**Signed:** G Bishop Chair of Governors

**Signed:** H Cooke Head teacher

**Date:** November 2020

**Review date:** November 2021

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<b>Date last whole school safeguarding training</b>	16 <sup>th</sup> April 2018
<b>Reviewed annually, date last reviewed</b>	

Every adult has the right and duty to refer any safeguarding concerns that they have themselves. In the case of a child, this should be direct to Bedford Borough Integrated Front door (IFD\*) or in the case of an adult, to the Local Authority Designated Officer (LADO).

# SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY

## 1) Introduction

This policy aims to provide all members of staff, volunteers, governors, children and young people, and their families/carers with a clear and secure framework for ensuring that all children and young people in the school are protected from harm, both while at school and when away from the school premises.

The purpose of the policy is, therefore, to ensure that child protection concerns and referrals are handled sensitively, professionally and in ways that support the needs of the child.

*NB Please note that where we use the term 'parents' this should be understood to refer to parents, carers and guardians with primary care responsibility for the child.*

This policy should be understood alongside school policies on related safeguarding issues and the addendum relating to the COVID-19 pandemic.

## COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). The DfE has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Practitioners who work with children and young people in this school will read this policy within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <https://bedfordscb.proceduresonline.com/#>
- Working Together to Safeguard Children (2018).
- Keeping Children Safe in Education, (KCSIE September 2020)
- What to do if you're worried a child is being abused
- Advice for practitioners (March 2015).
- Prevent Duty Guidance: for England and Wales April 2019.
- Children Act 1989.
- Children Act 2004.

- Education Act 2002.
- Guidance for safer working practices for those working with children and young people in education settings April 2020 (Non statutory guidance).
- Disqualification under the Childcare Act 2006 (amended July 2018)
- Sexual Violence and Sexual Harassment between Children (May 2018)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

As a school, Edith Cavell Primary School believes in supporting all aspects of children and young people's development and learning and keeping children and young people safe.

### **Ofsted's definition of safeguarding**

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and young people from:

- Neglect.
- Physical, sexual or emotional abuse.
- Bullying including online bullying and prejudice-based bullying.
- Racist, disability and homophobic or transphobic abuse.
- Gender based violence /violence against women and girls.
- Peer on peer abuse.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- Child criminal exploitation and county lines.
- The impact of new technology on sexual behaviour for example sexting and accessing pornography.
- Teenage relationship abuse.
- Substance misuse.
- Issues specific to a local area or population e.g. gang activity and youth violence.
- Domestic violence.
- Female genital mutilation.
- Forced marriage.
- Fabricated or induced illness.
- Poor parenting.

- Homelessness.
- So-called honour-based violence.
- Any other issues that pose a risk to children, young people and vulnerable adults.

Safeguarding also relates to broader aspects of care and education, including:

- Children's and young people's health and safety and well-being, including their mental health
- Meeting the needs of children and young people who have special educational needs and/or disabilities
- Meeting all the needs of children and young people with vulnerabilities including those who are Looked After (LAC) and those in receipt of Pupil Premium funding and those who need a social worker.
- The use of reasonable force
- Meeting the needs of children and young people with medical conditions
- Providing first aid
- Educational visits
- Intimate care and emotional well-being
- Online safety and associated issues
- Appropriate arrangements to ensure children's and young people's security, taking into account the local context.

*Inspecting safeguarding in early years, education and skills settings (Updated September 2019)*

We take into account:

- Awareness of the needs of Looked After children and previously Looked After Children in the school.
- Children on Child Protection Plans
- The needs of children subject to support and intervention via Child Protection, Children in need of Early Help and those at risk of being involved and involved in the Criminal Justice system
- Appropriate safeguarding responses to children and young people who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate arrangements for children and young people visiting host families, attending work experience and school visits (procedures available in other school policies).
- Awareness of the needs of children and young people with mental health issues including those with eating disorders and those who self-harm.
- The impact of being homeless.
- Refugee status including unaccompanied asylum seeking children and young people.
- Travelling families.
- The impact of having a family member in prison.

This policy should be understood alongside school policies and procedures on related safeguarding issues including our:

- Behaviour and Rewards Policy
- Whistleblowing Policy
- Attendance and Children Missing Education Policy
- Use of Internet/ Online Safety Policy
- Anti-Bullying Policy
- Peer on Peer Abuse Policy
- Data Protection Policy
- Administration of medication/Supporting children with medical conditions

### **Ethos:**

We understand that emotional and social aspects of learning create a foundation for all learning. If a child or young person has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children or young people, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

### **Safeguarding Information for Pupils**

All pupils in our school are aware of a number of members of staff who they can talk to. The school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All pupils know that we have a senior member of staff with responsibility for child protection. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm through PCSHE.

The Senior Designated Person for child protection in our school is: Heather Cooke

The deputy Senior Designated Persons for child protection in our school is: Sarah Dennis.

### **Partnership with Parents**

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Edith Cavell Primary School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with Edith Cavell Primary School and make parents aware of our Safeguarding and Child Protection Policies.

### **Mental Health, Emotional Well-being and resilience**

Our school is committed to embedding and promoting a whole school approach to emotional health, wellbeing and resilience. Staff are trained and children are supported and listened to.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share their concerns appropriately.
- Staff are aware that when recognising abuse in pupils with special educational needs and disabilities, additional barriers can exist.
- All staff, volunteers and governors are subject to rigorous recruitment procedures which include enhanced DBS checks.
- All staff, volunteers and governors are given appropriate support and training to deliver a safe school.

All staff, volunteers and governors who work with/have contact with children and young people will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009. Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

Early help means providing support as soon as a problem emerges at any point in a child or young person's life, from the foundation years through to the teenage years.

Schools can use a Toolkit to support schools with developing a Whole School Approach to Mental Health and Wellbeing.

[https://www.bedford.gov.uk/education\\_and\\_learning/school\\_improvement/support\\_for\\_schools/behaviour\\_and\\_safeguarding.aspx](https://www.bedford.gov.uk/education_and_learning/school_improvement/support_for_schools/behaviour_and_safeguarding.aspx)

All staff at Edith Cavell Primary School should be aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Edith Cavell Primary School is committed to referring safeguarding concerns via the **Designated Safeguarding Lead** to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child or young person's needs and, where appropriate, to ongoing action to meet those needs.

In order to ensure children and young people are adequately protected, we will ensure that:

- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL who undergo training to provide them with the knowledge and skills required to carry out the role at least once every two years. In addition to their formal training, as set out above, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any

developments relevant to their role. The designated safeguarding lead will undertake Prevent awareness training.

- All staff, volunteers and governors are trained in basic Child Protection awareness every three years.
- All staff, volunteers and governors have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people.
- All staff, volunteers and governors will undertake Prevent training.
- All staff, volunteers and governors have read at least Part 1 of 'Keeping Children Safe in Education', current guidance and this includes Annex A which has important additional information about specific forms of abuse and safeguarding issues.  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- We have a designated lead for Wellbeing and mental health to oversee the provision and support of mental health and wellbeing in school and to ensure effective links exist with local mental health support agencies.
- All children, young people and their families are familiar with the Child Protection Policy and the policy is published on the school's website.
- We have a designated governor for safeguarding.
- The child protection policy is reviewed at least annually by the DSL and the board of governors and as necessary in line with updated guidance.
- We will use LSCB\* escalation procedures if needed to raise our concerns about the way that a referral has been followed up by children's social care.  
[http://bedfordscb.proceduresonline.com/chapters/p\\_reolution\\_disagree.html](http://bedfordscb.proceduresonline.com/chapters/p_reolution_disagree.html)
- All staff are clear as to whether and what information they can share with colleagues and/or partners including information about parents.
- Access to information should be on a need to know basis and decided case by case.
- Confidentiality is respected as far as possible but the child/young person's welfare is paramount.

\* LSCB – A Local Safeguarding Board, is a multi-agency body set up in every local authority. Ours is the Bedford Borough Safeguarding Children Board. The Chair will work closely with the Director of Children's Services. The overall role of the LSCB is to coordinate local work to safeguard and promote the welfare of children and to ensure the effectiveness of what the member organisations do individually and together. [www.bedford.gov.uk/LSCB](http://www.bedford.gov.uk/LSCB)

The Bedford Borough Safeguarding Children Board's new Multi Agency Safeguarding arrangements were implemented from September 2019.



## **2) Recognising Abuse**

A **child** is anyone who has not yet reached their 18th birthday.

All staff, volunteers and governors will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and young people and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.

A referral/notification of a safeguarding concern is made when risks/issues are identified. The Local Authority together with relevant partners will establish the threshold of risk and determine an appropriate response.

### **Special Educational Needs**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration.
- The potential for children and young people with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

### **Looked After Children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff are given the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. The Designated Safeguarding Lead and Designated Teacher for Looked After and previously looked after children have details of a child's social worker and the name of the Virtual School head that looks after the child.

The Governing board must ensure that a designated teacher is appointed to promote the educational achievement of registered pupils who are looked after.

## **Children who need a social worker (Child in Need and Child Protection Plans)**

The DSL will know which children in our school have a social worker. Our DSL will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

## **Types of Abuse**

The following definitions have been taken from Working Together 2018

### **1. Physical abuse**

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.

### **2. Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### **3. Sexual abuse**

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Child Sexual Exploitation- Statutory Definition**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. This definition was updated by the DfE in February 2017.

### **Signs and Symptoms**

Acquisition of money, clothes, mobile phones etc without plausible explanation; Gang-association and/or isolation from peers/social networks; Exclusion or unexplained absences from school, college or work; Leaving home/care without explanation and persistently going missing or returning late; Excessive receipt of texts/phone calls; Returning home under the influence of drugs/alcohol; Inappropriate sexualised behaviour for age/sexually transmitted infections; Evidence of/suspicions of physical or sexual assault; Relationships with controlling or significantly older individuals or groups; Multiple callers (unknown adults or peers); Frequenting areas known for sex work; Concerning use of internet or other social media; Increasing secretiveness around behaviours; and Self-harm or significant changes in emotional well-being. Poor mental health.

### **4. 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 occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).

- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Signs and Symptoms**

All staff have been trained to recognise symptoms and signs of abuse and neglect and some examples are included here:

- Physical Abuse: antisocial behaviour, finger marked bruising, withdrawn, low weight, anxiety
- Emotional Abuse: withdrawn, anxiety, lack of confidence
- Sexual Abuse: inappropriate use of language, anxiety, promiscuity, sexualised behaviour
- Neglect: withdrawn, low weight, bruising, unsuitable clothing, searching for food

### **Peer on Peer Abuse** (KCSIE, 2020)

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not be limited to:

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment.
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.
- Upskirting which typically involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation distress or alarm.
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals
- Exploitation of others by peers: criminal, financial, sexual.
- Poor emotional well-being.

### **Serious Violence**

All staff should be aware of the signs that children are at risk of or involved in serious crime. These may include absence from school, change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in well-being, signs of assault or unexplained injury. Unexplained gifts or new possessions can also be signs that children are involved in gangs or criminal networks.

Edith Cavell Primary School has procedures to follow regarding peer on peer abuse. These procedures aim to minimise the risk of peer on peer abuse and set out how allegations of peer on peer abuse will be investigated and dealt with.

The procedures take into account the different forms peer on peer abuse can take. Abuse is abuse and will not be tolerated or passed off as “banter” or “part of growing up”.

- The procedures clarify how victims of peer on peer abuse will be supported.
- Reflect our approach to sexting.
- Reflect the different gender issues that can be prevalent when dealing with peer on peer abuse.
- Reflect how all children involved will be supported and worked with to reduce and prevent harm.

At all times the child’s wishes and feelings will be taken into account. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

### **Behaviour Policy**

Good behaviour is essential in any community and at Edith Cavell Primary School we have high expectations in this area. The school has a **Behaviour and Rewards Policy** that must be adhered to by all children. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children including:

- stickers
- showing another teacher good work
- house points
- certificates
- post cards home to parents

But the sanctions range from:

- having to discuss their behaviour
- being removed from the class
- loss of playtime
- reporting to a senior member of staff
- a letter home
- formal parent meeting
- exclusion

Staff are discouraged from handling children but where they deem it the safest thing to do, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

### **Anti-Bullying Policy**

The school’s response to this is unequivocal.

***Adults must be informed immediately and action will take place.***

Children are told that silence is the bully's best friend. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullies will not be tolerated.

There is a more detailed Anti Bullying Policy available from the school web site and the school office

**Online Safety**

The Governing Board ensures the school has a holistic approach to online safety, including a clear policy on the use of mobile technology. As schools and colleges increasingly work online, the Governing board ensures appropriate filtering and monitoring systems are in place to protect children and young people from potentially harmful and inappropriate online material.

The school ensures appropriate filtering and monitoring systems are in place.

Please refer to school e-safety and Acceptable Use policy for further details on the use of mobile devices within school.

Our school uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies. Parents may like to access this useful resource.

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

**Photographing and Videoing of Children in School**

At Edith Cavell Primary School we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy statement **"Taking photographs and video images of children policy"**. A copy of the document will be available from the school office.

Taking pictures and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains in detail the school's requirement to obtain parental permission while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

**Female Genital Mutilation FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

Staff, volunteers and governors are or must be made aware that there is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 or is at risk of being carried out. Staff will not be examining children for signs of FGM. When staff are made aware through disclosure or seeing something they suspect may be due to FMG, they will follow the Home Office Mandatory Reporting procedures.

There is a Pan-Beds response and pathway to FGM on the LSBC website.

### **Child Criminal Exploitation: County Lines**

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This can still be exploitation even if the activity appears consensual.

County lines is a major, cross-cutting issue involving:

- drugs
- violence
- sexual violence
- gangs
- safeguarding
- criminal and sexual exploitation
- modern slavery
- missing persons

There may be criminal exploitation of children which is centred within illegal/offending behaviour more locally. The aspect of coercion force and safeguarding issues are consistent.

- It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- It can be perpetrated by individuals or groups, males or females, and young people or adults.
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.
- Children being coerced to carry drugs/involvement in County Lines should be considered victims. There does need to be safeguarding referrals on those felt to be involved/at risk. These have been determined as examples under Modern Days Slavery/trafficking legislation.

Home Office guidance, Criminal exploitation of children and vulnerable adults: county lines

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

Our staff are informed about criminal exploitation and will be aware of this when considering behavioural changes and school absences.

## **School Attendance and Children Missing Education**

Our school and the Governing Board will monitor attendance and patterns of attendance. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff are aware of our school's Attendance Policy and children missing from education procedures. Please see the Attendance Toolkit provided to schools by the Early Help and Intervention Team.

Our school ensures that parents /carers provide at least two emergency contact numbers and these details are updated as required and at least annually.

## **Contextual Safeguarding**

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

All staff and the designated safeguarding lead (or deputy) will consider the context within which such incidents and behaviours occur. This means we will consider whether wider environmental factors are present in a child or young person's life that are a threat to their safety and/or welfare.

Schools may wish to consider how their own school environment can be both a place of reducing risks and managing potential risk challenges for children in the school sphere. This includes the risk of Radicalisation and Extremism.

**Prevent** - Prevent is about safeguarding and supporting those vulnerable to radicalisation and extremist behaviour.

**Channel** is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism and extremist behaviour. The process focuses on providing support at an early stage to people who are identified as being vulnerable to being radicalised/exposed to extremist behaviour (Terrorism).

<https://www.gov.uk/government/publications/channel-guidance>



### **Further Information for Staff and Parents**

The Bedford Borough Child Protection Procedures outline responses to special circumstances in child protection cases, including issues such as:

• Bullying	• Parents who misuse substances
• Child Sexual Exploitation (CSE)	• Pregnancy
• Domestic violence	• Private fostering *
• Drugs	• Self-harming and suicidal behaviour
• Fabricated or induced illness	• Sexually active children
• Faith abuse	• Spirit possession or witchcraft
• Female genital mutilation (FGM)	• Trafficked and exploited children.
• Forced marriage	• Young carers
• Gangs, serious youth violence and violent extremism	• Gender-based violence/violence against women and girls (VAWG)
• 'Honour'-based violence (HBV)	• Hate
• Information and communication technology (ICT)-based forms of abuse, including cyberbullying	• Preventing radicalisation
• Missing from Education care and home	• Sexting
• Not attending school	• Relationship abuse
• Parental lack of control	
• Parental mental illness	
• Parents with learning disabilities	

- Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Parents must inform the school of such arrangements and the school has a duty to inform the Local Authority.

### **3) Roles and Responsibilities**

#### **The Designated Safeguarding Lead (DSL)**

Named DSL – Heather Cooke – Head teacher

Deputy DSL – Sarah Dennis

The DSL is the person who takes the lead responsibility for child protection, including support for other staff, supply staff, volunteers and governors and information sharing with other agencies, developing policies and staff training. Our Deputy DSL is trained to the same level as the DSL. Our DSL will normally be the person who responds to allegations made against members of staff, including supply staff, volunteers or governors.

The DSL must be a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL cannot delegate this overall responsibility.

#### **DSL Responsibilities**

- Refer suspected abuse and neglect to the Bedford Borough Integrated Front Door (IFD).
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted if Early Years /Play Providers /Childminders).
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff regarding child protection concerns.
- Ensure that all volunteers, governors and all staff know how to raise safeguarding concerns and that those concerns are fully acted on to the satisfaction and understanding of the original referrer/person raising an issue.
- Keep the Head teacher informed about any issues that arise and agree the use of LSCB escalation procedures if needed.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child/young person's child protection file is copied for the new educational establishment as soon as possible when a child or young person moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff, volunteers and governors receive appropriate and maintain training records.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.
- The school or college's Designated Safeguarding Lead (and Deputy) are aware of local procedures for making a Channel referral\*

\* Channel is part of the Prevent programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

#### **Responsibilities of All staff members**

- It is the responsibility of all members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

- To recognise that their observation/concern may contribute to establishing a picture of risk and that all safeguarding concerns are relevant.
- The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child young person or family that the DSL may have.
- All staff members are aware of the signs of abuse and neglect and always act in the best interests of the child and young person.
- All staff, including Newly Qualified Teachers (NQTs), and volunteers, receive training and ongoing training to equip them with a broad understanding of mental health needs appropriate to the age of the pupils in our school.
- All staff, volunteers and governors receive appropriate child protection training which is regularly updated. The school ensures that all new staff receive safeguarding training as part of their induction in line with advice from the BBSCB.  
<https://www.safeguardingbedfordshiretraining.co.uk/>
- All staff, volunteers and governors are aware of systems within the school which support safeguarding and these are explained to them as part of staff induction.
- All staff to be encouraged to report concerns and systems are in place within the school to explain how their concerns have been dealt with. (Consider an escalation system within the school if the individual who reported the concern does not believe all appropriate action has been taken).
- All staff, volunteers and governors are aware of the procedures for reporting that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 or is at risk of FGM being carried out. This must be reported to the police and the DSL.

### **The Governor with Responsibility for Safeguarding**

The Governing Board must have regard to the DfE guidance 'Keeping Children Safe in Education', 2020 to ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

Having a Governor with responsibility for safeguarding helps to ensure that the Governing boards responsibilities for safeguarding are robust. The responsibilities are:

- A DSL has been appointed and trained.
- Training for the DSL takes place every two years and that the DSL is kept abreast of developments and changes in law.
- That sufficient time and resources are allocated to the DSL to carry out their role effectively.

- All staff /governors/volunteers have received safeguarding training including induction training for all staff and at regular intervals.
- The Single Central Record\* is accurate and up to date with records for teaching and non-teaching staff, volunteers and governors.
- Numbers and trends of safeguarding issues are monitored.
- Regular meetings with DSL.
- The School child protection and safeguarding policies are updated in line with legislation and annually.
- Governing Board is informed about safeguarding regularly and provided with an annual report.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. *From April 2021 that relationship sex and health education is part of the school curriculum in line with DfE guidance.*
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and Trustees to have enhanced DBS checks and Section 128 checks.
- The Governing board should ensure appropriate online filters and appropriate monitoring systems are in place.

The lead governor has an important role to report back to the Governing Board to provide assurance that safeguarding is effective.

\* Single central record (SCR) All schools must have a SCR of recruitment, as recommended by the Department for Education. This is used to log all safer recruitment checks, including details of Disclosure and Barring Service Check (DBS).

*(Note: this list is not exhaustive and governors can access an information sheet with more information about their role by contacting the Bedford Borough Governor Training & Development Co-ordinator, [governorstraining@bedford.gov.uk](mailto:governorstraining@bedford.gov.uk) and by reading 'Keeping Children Safe in Education, 2020).*

#### **4) Child Protection Procedures and Information Sharing**

Our school shares information lawfully and fairly having regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Information is held safely and securely. Staff and volunteers understand the importance of sharing information as early as possible. If staff or volunteers are unsure about whether or not to share information they understand that they must speak to the Designated Safeguarding Lead. Everyone understands that fears about sharing information will not be allowed to stand in the way of the need to protect the safety of children. This includes allowing practitioners to share information without consent.

When children leave our school the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt. When we receive a Child Protection file we ensure key staff such as designated safeguarding leads and SENCOs are informed.

##### **1. You have a concern about a child / young person's wellbeing, based on:**

- Something the child / young person / parent has told you.
- Something you have noticed about the child/young person's behaviour, health, or appearance.
- Something another professional said or did.

Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child or young person.

It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small.

These concerns should initially be logged on the CPOMs system.

**2. Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions, beginning with words like: 'how', 'why', 'where', 'when', 'who'?

**3. Let the child / young person / parent know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns.

**Do not promise to keep what they tell you secret.**

Example: 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'.

**4. Inform the DSL immediately.** If the DSL is not available, inform their Deputy. If neither of these staff members is available, speak to the Assistant Head teacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

**5. Make a written record** as soon as possible after the event, noting:

- Name of child/young person.

- Date, time and place.
- Who else was present.
- What was said / What happened / What did you notice.  
speech, behaviour, mood, drawings, games or appearance.
- If the child, young person or parent spoke, record their words rather than your interpretation.
- Analysis of what you observed and why it is a cause for concern.

All verbal conversations are promptly recorded.

**6. The DSL may take advice from the Bedford Borough Integrated Front Door (IFD).**

**7. The DSL makes the referral to IFD.**

The referral will note all previous interventions by the school with the child/young person, any relevant history relating to the child/young person, their siblings or the family. There is a multi-agency enquiry form on the Bedford Borough Safeguarding Children Board website.

[http://www.bedford.gov.uk/health\\_and\\_social\\_care/children\\_young\\_people/safeguarding\\_children\\_board/are\\_you\\_worried\\_about\\_a\\_child.aspx](http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/are_you_worried_about_a_child.aspx) The child or young person may be the responsibility of another local authority depending on their home address or legal status, but the IFD is still the first point of contact.

**8. The DSL shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

**9. The DSL informs parent that they have made a Child Protection referral**, if the parent does not already know, and if there is no reason not to let them know. If unclear, it is recommended advice is sought from IFD. IFD may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child or young person at further risk, to prevent them being harmed or intimidated (and retracting their disclosure). In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

**10. The DSL remains in close communication with other professionals around the child / young person** and with the wider family (depending on the nature of the suspected abuse), in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
- Attend a child protection conference when invited and provide updated information about the child/young person.
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

Where there is a safeguarding concern Governing Boards and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the **best** interests of the child at their heart. *The school will work with professionals to appropriately gather the views and wishes of children.*

***The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise, record and refer.***

### **Safer Recruitment**

Keeping Children Safe in Education 2020 highlights Safer Recruitment processes in education settings. At least one member of our staff on every recruitment panel has undertaken training in Safer Recruitment. Our recruitment and selection process ensures that staff, volunteers and governors have undertaken appropriate safeguarding checks including:

- Identity check.
- Enhanced Disclosure and Barring Service (DBS) checks.
- Staff barred list checks.
- Two references with at least one being from the previous employer.
- A record of the interview is kept.
- Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.
- Volunteers are appropriately supervised.
- Check of professional qualifications.
- Check to establish the person's right to work in the UK.
- Further checks on people who have lived or worked outside the UK.
- For agency and third party supply staff written confirmation that the business supplying the staff has carried out relevant checks and obtained appropriate certificates.
- Our school follows advice in the Disqualification by Association under the Childcare Act 2006 (as amended)

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment.
- Reject inappropriate candidates at the application and interview stages.
- Prevent abuse to children by developing robust policies and agreeing on safe practice.

The school has procedures in place to make a prompt DBS referral if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.

Volunteers who have not had checks undertaken are not left unsupervised or allowed to work in regulated activity.

## **5) Allegations Against Staff**

An allegation or concern that any person who works with children or young people, in conjunction with his/her employment in either a paid or unpaid capacity, or voluntary activity has;

- behaved in a way that has harmed a child or young person, or may have harmed a child or young person;
- possibly committed a criminal offence against or related to a child or young person; or
- behaved towards a child or young person or children in a way that indicates they may pose a risk of harm to children.

### **Organisation Responsibilities**

- Allegations of abuse can be made by children and young people and they can be made by other concerned adults.
- All allegations against staff, including supply staff or volunteers should be immediately brought to the attention of the Head teacher.
- If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.
- In all cases, **the Local Authority Designated Officer (LADO)** should be notified.

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by the senior leadership team. Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

### **The Head teacher will take the following actions:**

- Ensure that the child or young person reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made.
- Contact the LADO in Bedford Borough immediately.
- Contact the parents/carers of the child/young person following advice from the LADO.
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation.
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings.

### **Suspension should be considered when:**

- There is a cause to suspect a child or young person is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

Any disciplinary investigation should be carried out once the child protection investigation has been completed.



### **Visitors/contractors/suppliers**

- All visitors should be required to sign in at the front desk and wear a visitor badge.
- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children and young people should not be collected by people other than their parents unless written notification has been received in advance.
- Regular contractors who are carrying out work around the school building, unsupervised, should be subject to the same enhanced DBS checks as staff, volunteers and governors and the employing authority of the contractor should be prepared to make available employment checks on request (eg references).

### **Supporting School Provision**

We ensure safeguarding, including internet safety, is taught as part of a broad and balanced curriculum.

Many other aspects of school provision support the aims of this policy. Our school plays an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable our school to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

From April 2021 our curriculum will include Relationship and Sex education (RSE) and health education.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL).
- Citizenship Curriculum.
- Sexual Health Initiatives.
- School Nurse Checks.

### **Use of Force, Restraint and Positive Handling**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain exceptional circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff, including supply staff, volunteer or governor may have acted inappropriately should be brought to the Head teacher immediately, in confidence. The Head teacher, in turn, will contact the Local Authority Designated Officer (LADO).

The current guidance is: *Use of reasonable force: Advice for Head teachers, staff and governing bodies*, July 2013. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff, volunteers and governors to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with the child / young person.
- Physical contact / restraint.
- Social contact outside setting / appropriate boundaries.
- Gifts and favouritism.
- Behaviour management.
- Intimate care
- Administration of medicine
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc).
- Appropriate use of social networking sites.

Appropriate and safe staff conduct is supported in the following policies:

- Staff Code of Conduct
- Central record of recruitment and vetting checks Policy.
- Disability and Equality Policy.
- Staff Discipline and Grievance Policy.

## **6) Child Protection Training**

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is our practice to include a safeguarding and child protection agenda item in all staff meetings.

All members of staff, volunteers and school governors, undertake single-agency, basic awareness child protection training at least once every three years.

In addition, the designated members of staff will undertake multi-agency training every two years.

Staff, volunteers and governors receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Staff receive training about the safeguarding issues surrounding the internet and other online technologies.

Our school provides briefings for parents/carers about good practice around using the internet and other IT technology to help them safeguard their children at home. This advice has been updated regarding issues associated with the COVID-19 pandemic and communicated to all parents/carers.

### **Prevent and Extremist Ideology**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. These fundamental values are woven into our curriculum.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection.

Staff receive Prevent training and use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

## **7) Implementation, Dissemination and Review Strategies**

This policy is reviewed annually by the DSL and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and young people and taking into account their wishes and feelings in any measures our school may put in place to protect them.

All members of staff, volunteers and governors read and agree the child protection policy before the start of their employment/volunteering/governor role.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials, such as the Bedford Borough Child Protection Procedures and Safeguarding Children in Education (2015) are easily accessible in the following areas:

- School website – [www.edithcavellprimary.co.uk](http://www.edithcavellprimary.co.uk)
- Staff room
- Shared staff drive
- Head teachers office

**Please note that the procedures are updated regularly therefore the accurate version is always the on-line version on the Safeguarding Board website.**

### **Useful Contacts:**

**Integrated Front Door – Tel: 01234 718700 (office hours) or 0300 300 8123 (out of hours).  
[multiagency@bedford.gov.uk](mailto:multiagency@bedford.gov.uk)**

**Local Authority Designated Officer – Tel: 01234 276693  
[lado@bedford.gov.uk](mailto:lado@bedford.gov.uk) Sandeep.Mohan@bedford.gov.uk**

**Bedford Borough Safeguarding Children Board – Tel: 01234 276512 or email:  
[lscb@bedford.gov.uk](mailto:lscb@bedford.gov.uk)**

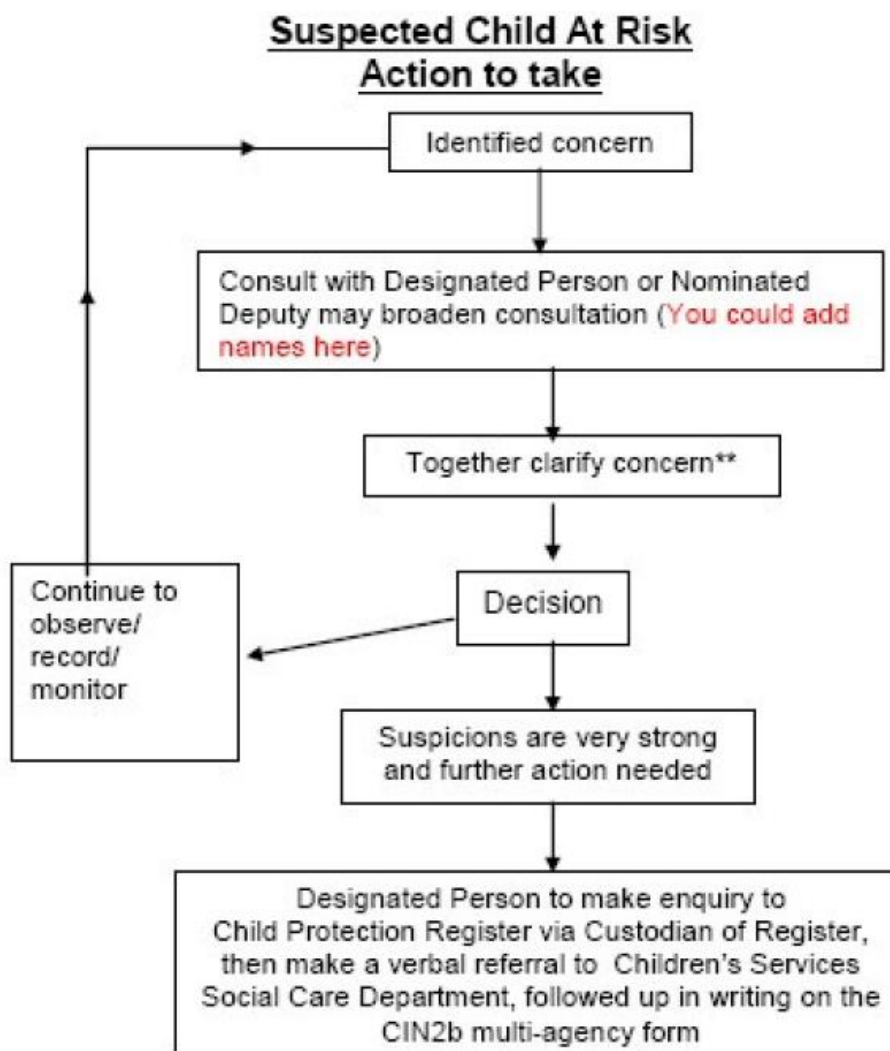
**Website: [www.bedford.gov.uk/lscb](http://www.bedford.gov.uk/lscb)**

**Children Missing Education Officer (Debi Momi) – Tel: 01234 2281178**

**Bedfordshire Police 01234 841212/101 In emergency dial 999**

## Referrals

Channels of communication should be quick and clear:



**\*\*** Any member of staff who is unhappy with the joint decision made with the Designated Person can contact the Education Safeguarding Team

**Safe Schools /Safe staff**

## **Appendix B**

# **Safeguarding Guidelines**

***Advice and guidance from the LA to the school is set out in italics.***

## **1. Process**

It is advisable that a working party is identified for writing/reviewing the policy which might include the chair of governor/designated governor, head teacher, designated teacher and the schools EWO.

## **2. Rationale**

School governors and senior management are responsible for ensuring that the school has a child protection policy and procedures are in place to deal with incidents, consistent with ACPC guidance, DfES circulars (10/95) and legislation.

## **3. School Arrangements for Child Protection**

- A senior member of staff is designated specifically to follow the Area Child Protection Committee (ACPC) Manual of Procedures.
- All adults in school are made aware that they must voice concerns to the designated member of staff if he/she suspects a case of child abuse.
- Staff are knowledgeable and take part in in-service training courses which lead to a greater understanding of the signs and symptoms of child abuse.
- The prevention of child abuse is encouraged through teaching which builds awareness of the dangers of abuse.
- Parents are informed of our policy.
- Volunteers and students/trainees are informed of CP/Safeguarding procedures as part of their induction.
- Liaison with other agencies involved in the protection of children is actively sought.

## **4. Procedures**

The Head teacher has responsibility for co-ordinating action regarding child protection within the school and liaising with other agencies. This has been delegated to the Assistant Head teacher and Safeguarding TA to manage.

All staff are familiar with child protection procedures and all cases of child abuse or suspected child abuse are reported immediately to the designated teacher who responsibility for keeping records of concerns and referring suspected child abuse cases to Social Services. The manual 'Keeping children safe in Education (Sept 2020) and the LA Child in Need Manual of Procedures is available in the Rainbow Room and is accessible to all staff. A fully updated version of the LSCB manual of Child Protection procedures (Inter Agency Child Protection Procedures) is accessible online at: <http://www.bedfordshirelscb.org.uk/publications.php>

A governor is nominated to have responsibility for child protection. Child protection is a standing item on the agenda for Governors' meetings. This includes monitoring the effectiveness and implementation of the child protection policy, as well as information about any policy changes. Governors also receive information about training undertaken by the designated teacher and other staff and the number of incidents in school (without names or details) and the place of child protection in the curriculum.

## **5. Whole school approach:-**

- We promote an ethos in which children feel secure, their viewpoints valued, where they are encouraged to talk and they are listened to and self-esteem is built.
- We provide suitable support and guidance so that the children have appropriate adults whom they feel confident to approach if they are in difficulties.
- We work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and recognising that this may occasionally require cases to be referred to other investigative agencies as a constructive, helpful measure.
- We exercise vigilance in cases of suspected child abuse, recognising the signs and symptoms, having clear procedures whereby teachers and other school staff report such cases to the school's designated teacher and being aware of local procedures so that information is effectively passed on to relevant professionals such as social workers.
- We monitor children who have been identified as at risk, keeping in a secure location clear records of children's progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences, as appropriate.
- We provide child protection training regularly to school staff and in particular to designated teachers to ensure that their skills and expertise are up to date.
- We contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies.
- We use the curriculum to raise children's awareness and to build confidence so that children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- The school is part of the Bedford Borough 'DANS' Scheme. DANS is a partnership scheme between Bedfordshire Police, Bedford Borough Council and schools designed to enable schools to have effective and timely information regarding those children in their schools who are impacted by Domestic Abuse.

### **The Children Act (1989)**

To comply with the Children Act (1989):-

- The head teacher establishes who has parental responsibility for each child, and is aware of all those with parental responsibility.
- School records accurately reflect the home situation including those with parental responsibility, any court orders currently in force, children on the child protection register, child's date of birth, any name change, child's legal status e.g., looked after.
- Consent is obtained for school trips, medical attention etc. from those with parental responsibility.
- Those with parental responsibility are given their right to see their child's school report.
- If a child is hurt in an accident, contact is made with those with parental responsibility.
- School staff have the right to 'do what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child's welfare' (section 3(5) of the Children Act).

## **6. Monitoring and Record Keeping**

The school records all occurrences when there is a concern. An entry on CPOMS is completed by staff where they have mild concerns about the wellbeing of a child. These entries are seen by the safeguarding and deputy safeguarding officers and reviewed. When a pattern or significant number of CPOMS entries have been received for one particular child or family concerns raised with the parents or the IFD team as appropriate.

A CPOMs entry with body map is used by staff to make a written record of more serious child protection issues and concerns. These entries are reviewed by the safeguarding or deputy safeguarding officers who will make a referral to the IFD team as appropriate.

The school maintains cumulative summary/ chronology front sheets on all CP files to record dealings with parents and social services. These summaries are shared as part of the normal interchange of information at all interagency meetings, including child protection conferences.

The following information is recorded on the chronology form, as appropriate:-

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers and adults)
- Behaviour
- Statements made by the child, comments, stories, “news” drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/Sport
- Injuries/marks, past and present

The designated teacher in consultation with the head teacher decides when to start and finish monitoring and decide on further action. When the school has logged a maximum of three significant concerns it will seek advice as to appropriate action from Social Services.

## **7. Referral to Social Care**

When the school is considering making a referral thought must be given to the type of referral – child in need or child in need of protection.

- When a referral is being made to the duty desk of Social Services (IFD) the appropriate local authority IFD form will be used. A copy of this form will be kept in the child protection file. When referring, anything said by the child should be written down as a verbatim report. Emergency referrals need minimal information and parental consent may not be appropriate.
- Information will be recorded in factual, non-emotive, non-judgmental terms, with notes of the time, date and context of the events in question. A reference will be made on the child’s file.
- The file will be kept centrally and confidentiality will be respected. Child protection records will be kept securely locked. A reference should be made on a child’s school file that a child protection file exists. When the child transfers to a new school, the child protection file will be personally handed over to the receiving school.
- When children move to another school a copy of the CP records is made and stored electronically.



## **8. General Principles of Confidentiality**

- All staff are made aware that personal information about a child and his/her family is confidential and should only be given to an appropriate person.
- If abuse is suspected, accurate information will be given only to the designated teacher immediately. The school accepts that other staff need to know only enough to prepare them to act with sensitivity to a distressed child.

*(If a child makes a disclosure, the child should be kept informed of who knows and why. Children will often seek a promise that a disclosure is made in confidence. Such a promise cannot be given. There is an overriding duty to protect a child from abuse, and all abuse must be reported.*

*Teachers should not, in any circumstances, remove a child's clothing. They should only note those marks which they have noticed or which have been brought to their attention by the child. No further examination should be carried out. Teachers should not photograph any injury).*

- If staff hear worrying information about children from other parents, neighbours or even other children, they should pass this on to the designated teacher via the 'Nagging doubt' forms.

## **9. Implementation and Review**

- This policy and guidelines will be known to all staff, including part time staff, newly appointed staff, agency and supply staff, peripatetic staff, school nurses, students on teaching placement, mentors, coaches, advisers, volunteers, parents and governors.
- This policy and guidelines will be reviewed annually.
- The policy and guidelines will be taken into consideration when updating school development plans by consultation with appropriate staff.
- Reference to the policy and guidelines will assist in the identification of in-service requirements.

## **Appendix C**

### **Safeguarding Children: Whistle Blowing**

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the Head Teacher. Although this can be difficult this is particularly important where the welfare of children may be at risk. You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted.

These children need someone like you to safeguard their welfare.

This responsibility has been highlighted and reinforced in 'Keeping Children Safe in Education 2020'

***Don't think what if I'm wrong - think what if I'm right***

### **Reasons for whistleblowing**

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

### **What stops people from whistleblowing**

- Starting a chain of events which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

### **How to raise a concern**

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can.

The earlier a concern is expressed the easier and sooner action can be taken.

- Try to pinpoint exactly what practice is concerning you and why
- Approach the Head teacher
- If your concern is about your immediate manager/Head teacher, or you feel you need to take it to someone outside the school, contact the Chair of Governors or local authority

- Make sure you get a satisfactory response - don't let matters rest
- Put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but you will need to demonstrate sufficient grounds for the concern.

### **What happens next**

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence

### **Self-reporting**

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

### **Further advice and support**

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

*"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong"*

(reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)