

Child Protection and Safeguarding Policy

School Name	Shortstown Primary School
Designated Safeguarding Lead	Denise Cottam – Head Teacher
Designated Safeguarding Lead	Gina Bobbett – Inclusion manager
Designated Governor for Safeguarding	Lesley Adam
Date Last Reviewed	Jan 2017

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- **MASH and LADO referrals** – 01234 718700 (MASH)
- General guidance can be found at- Advice on whistleblowing: <https://www.gov.uk/whistleblowing>
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Purpose

At Shortstown Primary School and Preschool we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004 to work together with other organisations and partners in order to achieve this, and
- Our Common Law duty to protect and keep children safe whilst in our care.
- Referencing Keeping children safe in Education, statutory guidance for schools and colleges (May2016 DFE)
- DFE: What to do if you're worried a child is being abused advice for practitioners.

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

We will make all parents/carers aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child Protection and Safeguarding Policy by posting it on the school website and Virtual Learning platform, highlighting the school's responsibility in the Guidance for parents leaflet for all new starters to the school. A copy of this policy will be made available to parents/carers upon request and is displayed on the website.

Ofsted's definition of safeguarding

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children' March 2015:

- 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 learners from:

- Neglect,
- physical abuse,
- sexual abuse,
- 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,
- radicalisation and/or extremist behaviour,
- child sexual exploitation and trafficking,
- the impact of new technologies on sexual behaviour e.g. sexting,
- teenage relationship abuse,
- substance misuse,
- issues specific to a local population e.g. gang violence,
- female genital mutilation,
- forced marriage,
- fabricated or induced illness,
- poor parenting,
- other issues that pose a risk to children.

(see Annex A – Keeping children safe in education, for further information)

“Safeguarding is not just about protecting children....from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's and learners' health and safety and well being, including mental health
- The use of reasonable force
- Meeting the needs of children and learners with medical conditions
- Providing first aid
- Intimate care and emotional well being
- Online safety and associated issues
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context.”
- *Inspecting safeguarding in early years, education and skills settings August 2016*

This policy should therefore be understood alongside school policies on related safeguarding issues.

School ethos

The Governors and staff aim to provide a safe, secure, inclusive and consistent environment for all our pupils/students regardless of age, race, religion/belief, disability, gender, transgender or sexual orientation; one in which they feel safe, supported, valued, respected and listened to. We will do this by:

We understand that emotional and social aspects of learning create a foundation for all academic learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, 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.

All staff will work to ensure that:

- Children and young people feel listened to, valued and respected and have a voice.
- All paid and unpaid staff are subject to rigorous recruitment procedures. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
- Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.

- Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
- Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance e-Safeguarding: Creating Working Procedures in Schools (2009))
- The child protection policy is reviewed on an annual basis by the DSL and the board of Governors.
- Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
- Staff are aware of indicators of abuse and know how to share their concerns appropriately
- Working with parents to develop their understanding of and commitment to the welfare of all children.
- All paid and unpaid staff are given appropriate support and training.

All staff who work with children 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.

All staff at **Shortstown Primary** should be aware of the early help 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.

Shortstown Primary school is committed to referring those concerns via the Designated Safeguarding Lead to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

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

- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL who attend multi-agency training at least once every two years
- All staff are trained in basic Child Protection awareness every three years, with regular input linked to safeguarding, at least annually.
- All staff have read at least Part 1 of 'Keeping Children Safe in Education', current guidance.
- All staff 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
- All children, young people and their families are familiar with the Child Protection Policy

Recognising Abuse

The Children Acts of 1989 and 2004 state that a child is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2015) as:

- 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;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

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 gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

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.

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 via electronic media), 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.

For more information, see our Anti-Bullying Policy.

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 (including via the internet).

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

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

Special Circumstances

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

- Bullying
- Domestic violence
- Fabricated or induced illness
- Female genital mutilation (FGM)
- Gangs, serious youth violence and violent extremism
- 'Honour'-based violence
- Information and communication technology (ICT)-based forms of abuse
- Missing from care and home
- Not attending school

- Parental lack of control
- Parental mental illness
- Parents with learning disabilities
- Parents who misuse substances
- Pregnancy
- Private fostering
- Self-harming and suicidal behaviour
- Sexually active children
- Sexually exploited children
- Spirit possession or witchcraft
- Trafficked and exploited children
- Young carers

Roles and Responsibilities

We recognise that all Governors and staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community: all teaching and non-teaching staff, governors, students/pupils and volunteers and visitors working in the school. The Board of Governors and Designated Person for Child protection will have particular responsibility for safeguarding and child protection within the school.

Child Protection Officer – Mrs Denise Cottam & Mrs Gina Bobbett

Designated lead for looked after children –Julieanne Leighton & Mrs Mia Howlett – (deputise as CP officer in absence)

Safeguarding lead – Mrs Gina Bobbett, & Mrs Denise Cottam

Preschool manager oversees welfare of children in this setting – Helen Joseph

Child Protection Governor – Mrs Lesley Adam

The family support worker is also fully trained in safeguarding procedures

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Shortstown Primary has two DSL, both of which are a senior member of staff with the authority and seniority to carry out the functions of the role.

DSL Responsibilities

- Refer suspected abuse and neglect to the Multi Agency Safeguarding Hub (MASH)
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO
- 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 within the setting regarding child protection concerns
- Keep each other informed about any issues that arise
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child's child protection file is copied for the new educational establishment when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training, 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.

Responsibilities of other staff members

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

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 or family that the DSL may have.

All staff members should be aware of the signs of abuse and neglect and should always act in the best interests of the child.

All staff members should also receive appropriate child protection training which is regularly updated.

All staff should be aware of systems within the school/setting which support safeguarding and these should be explained to them as part of staff induction.

We will:

1. **Ensure children and young people feel listened to, valued and respected and have a voice.**
 - 1.1 Ensuring that our buildings and site are secure and that visitors to the school are properly checked and supervised.

- 1.2 During swimming sessions, supervision of children changing is from outside of the changing rooms, unless an intimate care order has been completed and agreed with child and parent/guardian.
 - 1.3 Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff (see Health, safety and Wellbeing policy, Administration of Medicine policy, Fire safety policy)
 - 1.4 Having an Intimate/Personal Care Policy which is understood by all relevant staff.
 - 1.5 Ensuring that the Safe Handling Policy is understood by all staff.
 - 1.6 Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken. Authority Evolve system used for trip, supported by EVC coordinator – Miss Simi Rai. All trips include risk assessments for visit and travel. Planning highlights possible risk assessments for lessons and how these are to be delivered to the children. The Site manager has responsibility in conjunction with the Head Teacher to manage risk assessments for the premises and weather conditions.
 - 1.7 Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils/students. **Protecting cultural, faiths and beliefs.** (See Equality and discrimination policy)
 - 1.8 Ensuring that all staff, governors and regular visitors and volunteers have been made aware of *DFE Guidance Keeping children safe in education (2016)* and DFE: What to do if you're worried a child is being abused advice for practitioners documents and work to the guidance contained therein. Consideration will also be given to the relevance of communicating guidance around safe working practices to occasional visitors and volunteers as part of the risk assessment process. The staff code of conduct is provided to all members of staff and volunteers as part of the induction process (see Induction policy)
 - 1.9 Following the LSCBs procedures (*Managing Allegations and Concerns Regarding Staff, Carers and Volunteers Working with Children and Young People: 2011*) for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Head Teacher should be notified. He/she will notify the authority's Allegations Manager (also known as the Local Authority Designated Officer or 'LADO'). Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors who will likewise notify the Authority's Allegations Manager.(in line with Bedford Borough Allegation of abuse procedures, school Allegations policy)
 - 1.10 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children Deficiencies or weaknesses will be brought to the notice of the Governing Body and steps taken to remedy these without delay. The Head Teacher will have responsibility for this.
 - 1.11 Having a whistle-blowing and schools complaints policy, which is followed and which is communicated to pupils, parents and staff (as appropriate). These policies are available in the PPA room and on the website.
 - 1.12 Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to.
 - 1.13 School policy and overview showing PSHCE progression from preschool through to Y6. Encouraging children to manage risks and make safe choices.
 - 1.14 To support children to build resilience to radicalisation through the promotion of British values.
- **2. Ensure all paid and unpaid staff are subject to rigorous recruitment procedures. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will do this by: (see also Safer recruitment policy)**
 - 2.1 Following Department for Children, Schools and Families (DCSF) guidance as set out in Chapter 4 of Safeguarding Children and Safer Recruitment in Education Guidance (November 2006) to ensure that safe recruitment and selection practices are carried out. Disclosure and Barring service (DBS) checks will be completed and references and identification verified. All staff and volunteers, engaged in regulated activity (as outlined in DFE Regulated activity in relation to children: scope. Factual note by HM Government, visitors and contractors will be vetted in accordance with these guidelines.)
 - 2.2 Verify the candidate's mental and physical fitness to carry out their work responsibilities, through occupational health application.
 - 2.3 Verify the person's right to work in the UK. Including, oversees police checks, where necessary.
 - 2.4 Ensuring that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children and as appropriate formal risk assessment processes will be undertaken.
 - 2.5 Members of the Governing body will be subject to enhanced DBS checks.

- 2.6 Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors which will be scrutinised as part of an OfSTED Inspection. DBS and disqualification by association document completed, in compliance with current expectations.
- 2.7 Check of any prohibition is carried out using the Employer Access online service 'Teacher misconduct: the prohibition of teachers.
- 2.8 Ensuring that at least one member of the Board of Governors and the Head Teacher have received training on safer recruitment practices.
- 2.9 Ensuring that all interviews for staff have at least one person on the panel who has completed safer recruitment training.
- 2.10 Ensuring that during the process of advertising and recruiting for staff vacancies, the school's commitment to safeguarding and safer recruitment practices will be made explicit.
- 2.11 Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.
- 2.12 Ensuring that Adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.
- 2.13 Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection (In accordance with Paragraph 2.25 of *Safeguarding Children and Safer Recruitment in Education* (2006)).
- 2.14 All staff, students and volunteers in school are inducted in safeguarding procedures.
- 2.15 Lead Safeguarding personnel complete training at least every 2 years. All other staff participate in training every 3 years through LSCB online course. INSET and training sessions include aspects of safeguarding and updated requirements as they arise and at least annually
- 2.16 There is a staff code of conduct updated and reviewed annually.
- 2.17 List of trained safeguarding staff is available in the classrooms and from the office.
- 2.18 The school may signpost activities, in the local area and the community. School will not be responsible for the safeguarding procedures in these organisations. Staff will recommend parents carry out safeguarding checks before enrolling their children.
- 2.19 If parents organise taxi collections for their children, staff will recommend parents carry out safeguarding checks before allowing their children to travel with the chosen firm. School will not be responsible for the safeguarding procedures in these organisations
- 2.20 Ensuring External Counsellors or Play Therapists working with children in the school will have provided the school with the required information regarding their Clinical Supervision. Safeguarding Lead to meet with their Placement Officer. Counsellors or Play Therapists should discuss difficult decisions about disclosures with their clinical supervisor or the designated safeguarding lead within the school. Where they think anyone is at risk of significant harm they should report this to the designated safeguarding lead as part of the school's safeguarding policy. (See *Counselling in Schools: a blueprint for the future*).

Safer Recruitment

Safeguarding Children in Education (2015) outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in **Safer Recruitment**. Staff and governors have undertaken safeguarding checks including Disclosure and Barring Service (DBS) checks, and for staff barred list checks together with two references with at least one being from the previous employer and interview information. In addition to obtaining the DBS certificate, 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. It is good practice to ask new governors for references.

Safer Recruitment processes aim to:

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

Staff Code of Conduct

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. (see staff 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. This conduct is discussed and agreed in all inductions, including for students and volunteers.

3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

- 3.1 Including opportunities through the PSHE and EYFS education curriculum for children to develop the skills they need to recognise and stay safe from abuse, radicalisation and extremism. (see PSHCE leader – Gina Bobbett)
- 3.2 **Having a designated practitioner to take the lead responsibility for safeguarding children within the early years setting. Helen Joseph – Preschool manager. These individuals will liaise with the DSL and have completed child protection training.**
- 3.3 Ensuring that children know that there are adults in the school whom they can approach if they are worried. Focus on named people for the children to meet and discuss concerns through circle time, sessions from the learning mentor, worry box, children's notice board with contacts in and out of school, whole school work on safety eg: anti-bullying week, e-safety weeks. General issues arising through the worry box are disseminated to staff to discuss in circle time.
- 3.4 Displaying/distributing appropriate safeguarding materials and information.

4. Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in *LSCB Inter-Agency Child Protection Procedures, What to do if You're Worried a Child is Being Abused, Working together to Safeguard Children statutory guidance for schools and colleges (May 2016 DFE) Bedford Borough guidance linked to the above (April 2016) and Information Sharing document (March 2016) and the Whistle blowing policy.*

by:

- 4.1 Allocating a member of the school's leadership team to the role of lead 'Designated Person' for child protection. This role is currently carried out by Mrs Denise Cottam and Gina Bobbett. Helen Joseph (Preschool manager) to oversee children in this setting. Mia Howlett to deputise in absence.
- 4.2 Providing time and support for these roles.
- 4.3 Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a **minimum** – see training and Safeguarding file. (Responsibility of Governing Body).
- 4.4 Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding and child protection policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the Governing Body. (Mrs Lesley Adam)
- 4.5 Having processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training as required, at least annually, or in any case, every 3 years as a minimum. The Designated Person for Child Protection will have responsibility. (see induction policy)
- 4.6 Ensuring relevant regular training is provided to all staff to revisit safeguarding awareness, including Female Genital mutilation (FGM), Staff to use the Pan Bedfordshire FGM Pathways document referring to the 0-18 flow chart. Staff to recognise possible triggers e.g. change in attendance & outward signs of FGM having already taken place. Child sexual Exploitation (CSE) radicalisation and the Prevent agenda. All staff complete online LSCB awareness and Channel prevent training. Any concerns, the local safeguarding procedures should be activated.
- 4.7 Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy together with other relevant safeguarding policies or guidance and that they are also aware of their own role in safeguarding/ promoting welfare and of the identity and role of the designated person/s. Through records of training, signed induction forms and checklists.
- 4.8 Requiring **all** staff and volunteers, to report **any** safeguarding concerns, **in writing**, to the Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This is passed to one of the CP officers and followed up, with notes added showing processes and next steps. This expectation will be communicated through regular training, staff briefings and induction training. **Feedback to the referrer will be noted on the document.**
- 4.9 Enabling the Designated person for Child Protection to make decisions regarding the action to be taken following a concern being brought to his/her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Social Care or the Authority's safeguarding advisors, representation to MASH, including "what ifs?").

- 4.10 Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care or the Police Service in accordance with *LSCBs Inter-Agency Child Protection Procedures*. This will normally be done via the Designated Person for Child Protection or their deputy; unless they are not available and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case.
- 4.11 Sharing information (in line with the *LSCBs Information Sharing Protocol*) with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.
- 4.12 Ensuring that where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol. (Appendix 1)
- 4.13 Making the Designated Person/s for Child Protection responsible for creating and maintaining written records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events. The pupil's main file will indicate the existence of a separate safeguarding/child protection file.
- 4.14 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils/students including those with disabilities, minority status and those with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the Designated Person will seek the consent of parents/carers/child/young person (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the school community or by making a single agency referral or through multi-agency collaboration via the 'Early Help Assessment (EHA) and Team around the Family (TAF) process as appropriate.
- 4.15 Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations. This will be communicated through training.
- 4.16 Communication with school family support worker –Mia Howlett, for additional monitoring / support for families and children.
- 4.17 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- 4.18 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.
- 4.19 Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures. (see attendance & missing children policy)
- 4.20 Carrying out appraisals and reviews 3 times a year requesting staff to disclose changes to circumstances, health and criminal convictions, including anything which may affect the Disqualification by Association legislation. Where a disclosure to an offence is declared, but does not fall within the legislation (following advice from HR department), a risk assessment will be completed to demonstrate that consideration has been given to the declaration made.
- 4.21 Staff leaving the employment will be asked to complete an exit questionnaire to ensure any safeguarding issues can be disclosed. Any references made to future employers will be made in confidence to allow any safeguarding issues to be raised in an open and honest way.
- 4.22 The school is part of the Relay scheme and is notified of any incidents of Domestic abuse. These are dealt with according to the Early Help advice.

5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:

- 5.1 Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- 5.2 The Head Teacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).
- 5.3 Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- 5.4 Completing activities as required in accordance with a child protection/care plan.
- 5.5 Ensuring (through the Designated Person for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.

- 5.6 Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the Office Manager will bring the absence to the immediate attention of the attendance officer –Mia Howlett and referral may be made to the Education welfare officer who may prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.
- 5.7 Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCBs *Inter agency Safeguarding Policy on Private Fostering* (2011). (See appendix for definition of 'private fostering')
- 5.8 Making the Designated Person/s for Child Protection responsible for arrangements to ensure that a **copy** of a pupil/student's child protection file (where one exists) is securely transferred in a timely fashion to the Designated Person at the receiving school/college when a pupil/student transfers. This file will be transferred separately from the main pupil record and a written acknowledgement of receipt will be obtained. The original file will be retained by this school.
- 5.9 Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.
- 5.10 Ensuring the designated Lead for looked after children has up to date training (see policy for looked after children) and liaises with the safeguarding lead.

6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance *e-Safeguarding: Creating Working Procedures in Schools (2009)* by:

- 6.1 E-Security: keeping the electronic data we hold about pupils and families secure by security access to Management systems. (see Data protection policy)
- 6.2 E-Safety: Promoting e-safety awareness amongst children and their parents/carers (see AUP policy and Internet agreements) and ensuring all members of the school community know their access rights and responsibilities in using ICT.(see Acceptable User Policy)
- 6.3 Having an Acceptable Use Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school and which contains the detail of how we will achieve e-security and promote e-safety, including cyber bullying and the prevent agenda.
- 6.4 Conducting, through the Governing Body, an annual review of the school's Acceptable Use Policy.
- 6.5 Ensuring that the school's internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds).
- 6.6 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- 6.7 Making staff and pupils/students aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network.
- 6.8 Conducting an annual assessment of information risks, which will be reported to the Governing Body.
- 6.9 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- 6.10 Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance *e-Safeguarding: Creating Working procedures in Schools (2009)*). The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
- 6.11 Carrying out, through The Governing Body, an annual review of this Incident Log and accompanying action plans.

7. The child protection policy is reviewed on an annual basis by the DSL and the board of Governors.

- 7.1 Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.
- 7.2 The policy will be used with concerns with adults, children and incidents of abuse relating to peer on peer. **Curriculum teaching will include relationships, dating, violence and the child's right to say 'no'. Children abusing peers will be monitored and reported: not accepted as 'child's play' or 'exploration', rather a**

potential risk of harm either by them, or through introductions to another child or adult who may cause them harm.

- 7.3 Ensuring that the Designated Governor for Safeguarding and child protection has regular meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school's response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.
- 7.4 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
- 7.5 An annual review and audit will be carried out with the safeguarding lead, head teacher and link Governor. A report will be given to Governors.
- 7.6 Single Central record is monitored by the safeguarding lead and link Governor on an annual basis, or through external auditing processes. Commissioned services and external agencies are checked before work commences in school.
- 7.7 Reviewing this policy on an annual basis.

The Governor with Responsibility for Safeguarding

The governing board must have regard to the DfE guidance 'Keeping Children Safe in Education', September 2016 to ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

The role of the Safeguarding lead will include ensuring:

- A DSL has been appointed and trained.
- Training for the DSL 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.
- 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.
- Support DSL and Headteacher in preparing for Ofsted and other inspections.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Robust safer recruitment practice is in place.
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks.

(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 and by reading 'Keeping Children Safe in Education, 2016).

8. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.

8.1 You have a concern about a child / young person's wellbeing, based on:

- a) Something the child / young person / parent has told you (disclosure),
- b) Something you have noticed about the child's behaviour, health, or appearance, deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect
- c) Something another professional said or did

- listens to the child, offers reassurance and gives assurance that she or he will take action;
- does not question the child
- **Make a written record as soon as possible after the event, noting:**
 - Name of child
 - 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 or parent spoke, record their words rather than your interpretation
Analysis of what you observed and why it is a cause for concern.

- Child's wishes and feelings are taken into account. However, staff members do not promise confidentiality and always acts in the best interest of the child.
- These records are signed and dated and kept in the child's personal file, which is kept securely and confidentially.
- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity.
- Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

Even if you think your concern is minor, the Designated Safeguarding Lead may have more information that, together with what you know, represents a more serious worry about a child.

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

8.2 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'?

8.3 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'.

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

8.6 The DSL may take advice from the **Multi Agency Safeguarding Hub (MASH)**.

8.7 The DSL makes the referral to MASH.

- When a referral is being made to the duty desk of MASH, information will be recorded on the Chronological Events form with reference to the Orange Cause for concern format. These will be evidenced in the individual's Child Protection File by the designated teacher using. A verbatim report on the child's response or an account will be written by the reporting teacher or adult.
- Information will be recorded in the Child Abuse File by the teacher or Head Teacher in a factual, non-emotive; non-judgmental terms, with notes of the time, date and context of the events in question.
- The Child Protection File will be kept in the Inclusion Lead's filing Cabinet. 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 forwarded to the receiving school.
- The designated teacher in consultation with the Head Teacher will decide when to start and finish monitoring and decide on further action e.g. contact with parents/social worker etc.

The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family. There is a multi-agency enquiry form on the Bedford Safeguarding Children Board website. The child may be the responsibility of another local authority depending on their home address or legal status, but the MASH are still the first point of contact.

8.8 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.

8.9 The DSL informs parent that they have made a CP referral, if the parent does not already know, and if there is no reason not to let them know.

MASH may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child 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.

8.10 The DSL remains in close communication with other professionals around the child / young person and with the family, 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
- Attend any subsequent child protection review conferences.
- Attend core group meetings and take an active role in the implementation of the protection plan.

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

9. Staff are aware of indicators of abuse and know how to share their concerns appropriately

We can play a vital role in helping abused children and those who are suspected of being abused, by monitoring and recording certain aspects of the child's progress and behaviour in school.

The school will also maintain the chronology form, to record all relevant occurrences. These summaries will be shared as part of the normal interchange of information at all formal and less formal interagency meetings, including child protection conferences. (Appendix 3)

The school will record occurrences in the following circumstances:

When there is concern in school over:

- marks on a child's body
- unusual/ different behaviour
- mood changes
- puzzling statements or stories from the child
- information from others
- If requested by another agency, for example following a case conference.

The following members of staff will record:

- Teachers who are responsible for the children in their care.
- Non-teaching staff involved with the child.

The following will be recorded.

- 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.

Responding to suspicions of abuse

Shortstown Primary School and Preschool are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the setting.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We are aware of other factors that affect children's vulnerability such as, abuse of disabled children; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, such as through internet abuse; and Female Genital Mutilation, forced marriage; that may affect, or may have affected, children and young people using our provision.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

- Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the staff member with the concern makes a dated record of the details of the concern on an orange form and discusses what to do with the member of staff who is acting as the 'designated person'. The information is stored on the child's personal file. The child is monitored and the orange form is handed to the designated Officer when next steps are required. The member of staff will receive a receipt with actions for their reference which will be filed in the child's records.
- We refer concerns to the local authority MASH and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board.
- We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- If anyone other than the designated lead makes the referral they should inform the designated lead, as soon as possible. (see Appendix 3 – Flow chart)

Procedures for protecting children at risk of radicalisation.

1. Safeguarding lead to complete Prevent awareness training to provide support and advice to other staff members.
2. Whole school understanding and training around the risks of radicalisation. Including online general awareness training module on Channel.
3. PSHCE curriculum to include specific progressive learning around aspects of radicalisation, from cultural similarities and differences, to radicalisation and extremism.
4. The school promotion of British Values linked to Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014
5. Acceptable user and internet policy to identify ways of keeping children safe online from terrorist and extremist material. Suitable filtering in place.
6. Staff to be alert to changes in children's behaviour which may indicate a risk.
7. Effective engagement with parents/family to spot signs of radicalisation.
8. Monitoring of child's behaviours to be noted and reported to inclusion manager.
9. Referral may be made to the Channel Programme (www.counterextremism.org) and Early Help Advisor.
10. Teacher's standards part 2 to be reiterated during appraisal process.(DFE 2012)

Allegations Against Staff – (See policy and Appendix)

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against 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. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. In all cases, the LADO (Local Authority Designated Officer) should be notified.

The Head teacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Contact the LADO in Bedford Borough immediately
- Contact the parents/carers of the child, following advice from the LADO
- Following advice from the LADO, review the member of staff's working arrangements, and if no safe alternative identified suspend the member of staff pending the investigation
- Attend strategy meetings 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 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.

What school staff should do if they have concerns about safeguarding practices within the school.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies and displayed in the PPA room

Visitors

- 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 should not be collected by people other than their parents unless written notification has been received in advance.(see collection of children from school policy)
- All Volunteers and Students must enter by the main entrance and sign in and out of the premises.
- Identification or visitor badges and assigned coloured lanyards must be worn at all times.
- Non DBS checked must wear Red, Students and volunteers with safeguarding checks can wear green. However these students and volunteers must have had DBS by association checks either by their provider or the school.

10. Working with parents to develop their understanding of and commitment to the welfare of all children.

- We believe in building trusting and supportive relationships with families, staff and volunteers in the group and in most cases where we have a concern about a pupil, the parents will be informed, except where the guidance of the Local Safeguarding Children Board does not allow this, for example, where it is believed that the child may be placed in greater danger. In our school prospectus we have set out our obligations regarding potential harm to pupils so parents can have an understanding of the responsibility placed on our school. The Procedures for reporting child protection concerns (appendix 6) is displayed in the staff room and delivered during new staff induction.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.
- Parents will receive a Guidance brochure outlining the school's responsibility to the Safeguarding of all children.(appendix 5)

Informing parents

- We inform parents when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made,
- This will usually be the case where the parent is the likely abuser. In these cases the social workers will inform parents.
- Where there is a concern that a pupil in school may have behaved inappropriately, this should be passed immediately to the head teacher (the designated safeguarding lead) who will discuss the matter with parents/carers and safeguarding officers in social care as appropriate.
- Allegations of abuse made by a child, against another child will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children.
- When child, aged related, appropriate behaviour is recognised by the school, through discussions with the LSCB, both parents will be informed and the NSPCC Underwear Rule for parent's brochure will be discussed and given to the parent to work with the children at home. Parents are encouraged to continue to report concerns until the matter is resolved.

11. All paid and unpaid staff are given appropriate support and 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 good practice to include a safeguarding and child protection agenda item in all staff meetings. All paid and unpaid members of staff, including school governors, undertake single-agency, basic awareness child protection training once every three years. In addition, the Designated members of staff will undertake multi-agency training every two years.

Liaison with other agencies

- We work within the Local Safeguarding Children Board guidelines.
- We have the current version of 'What to do if you're worried a child is being abused' available for parents and staff and ensure that all staff are familiar with what they need to do if they have concerns.

- We have procedures for contacting the local authority regarding child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and children's social care to work well together. We work with Social services through MASH and use their what if.... facility to gain advice.
- Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- **Information sharing Protocol in respect of sharing personal information between partners which are part of multi-agency groups will be followed. (see full documentation and school Data protection policy)**

GENERAL PRINCIPLES OF CONFIDENTIALITY

- All staff are 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 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.*
- If staff hear worrying information about children from other parents, neighbours or even other children, this will be passed on to the designated teacher.
- If there is a threat to a child's safety and welfare, all staff may have to be alerted to watch for signs of abuse. In such circumstances the family will be informed of this monitoring arrangement.

Children with Statements of Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. All staff that support these pupils will be extra aware of the need for vigilance for signs of abuse.

There are a number of children in school who present challenging behaviours, which could cause impact on the safety of themselves and others in school. There may be a need for physical intervention (see Behaviour and Discipline policy, safe handling policy) this may be carried out in line with current legislation, following discussions with parents and only by trained staff in the principles and practise of physical intervention. Recommended training for all such staff is that of Team Teach.

Adults in our school do not use or threaten physical punishment such as hitting, pushing or slapping children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Use of Force, Restraint and Positive Handling –(see safe Handling policy)

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 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 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. Reviewed July 2015.*

The following whole school approach will be encouraged:-

1. Promoting 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.
2. Providing suitable support and guidance so that children have appropriate adults whom they feel confident to approach if they are in difficulties. Referrals can be made to the Learning Mentor for additional support.
3. Working 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.
4. Exercising vigilance in cases of suspected child abuse, recognising the signs and symptoms, having clear procedures whereby teachers report such cases to the school's designated teacher (Head Teacher) and being aware of local procedures so that information is effectively passed on to relevant professionals such as social workers.
5. Monitoring 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 and attending case conferences and core group meetings, as appropriate.

6. Providing child protection training regularly to school staff and in particular to designated teachers to ensure that their skills and expertise are up to date.
7. Contributing to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies.
8. Using 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.

Implementation, Dissemination & Review Strategies

This policy is reviewed at least annually by the DSL and is approved by the Board of Governors.
All members of staff read and agree to the child protection policy before the start of their employment.

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. (see parent Safeguarding brochure) 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.

Useful Contacts:

- **Multi Agency Safeguarding Hub (MASH) – Tel: 01234 718700**
- **multiagency@bedford.gov.uk**
- **Local Authority Designated Officer – Tel: 01234 276693**
- **lado@bedford.gov.uk**
- **Bedford Borough Safeguarding Children Board – Tel: 01234 276512 or email: lscb@bedford.gov.uk**
- **website: www.bedford.gov.uk/lscb**
- **Children Missing Education Officer (Debbi Momi)– Tel: 01234 2281178**

Appendix 1

A formal Local Authority Escalation Procedure *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010)* is available on the LSCB website and should be consulted in the event of professional disagreements. However, some general principles are shown below.

If you feel that a decision made by another professional leaves a child at risk of harm:

- Articulate your views.
- Ensure that the fact that you do disagree with the decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved.
- Ask for the other professional to provide written confirmation of their decision and their reasons for it.
- Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.
- Don't be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence. (Record details in writing.)
- Where the threshold for significant harm has either not been met or is no longer being met, continue to refer new information around risks or concerns which come to light. New information may alter the level of identifiable risk and tip the balance in favour of intervention.
- If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm **NEVER DO NOTHING!** That you should challenge is not just 'ok'; it's expected.

In line with *Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010)*, the usual protocol is that where matters are escalated, discussions take place between individuals of similar levels of seniority. Therefore it might be that representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Head Teacher.

Appendix 2

Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- with the intention that it should last for 28 days or more.
- private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA
- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

Further guidance

- Keeping children safe in Education – Guidance for schools and colleges – May 2016
- Bedford Borough Safeguarding Children Board interagency child protection procedures
<http://bedfordscb.proceduresonline.com/chapters/contets.html>
- Working Together to Safeguard Children (March 2015)
- What to do if you're Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- Education act 2002
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008) (HMG 2006)
- Independent Safeguarding Authority: www.isa.homeoffice.gov.uk
- Disqualification under Childcare Act 2006

Legal framework

Primary legislation

- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Data Protection Act (1998) Non Statutory Guidance

Actions where there are concerns about a child

