



# Federation of Kymbrook & Thurleigh Primary Schools

## **Safeguarding & Child Protection Policy**

**Excellence – Enjoyment – Enrichment – Equality**

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<b>Reviewed annually, date last reviewed</b>	June 2021	

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 the Integrated Front Door or in the case of an adult, to the Local Authority Designated Officer (LADO).

## **SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY**

### **Section 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.

Our systems which support safeguarding include this Child Protection and Safeguarding Policy, the Staff Code of Conduct, the role and identity of the designated safeguarding leads (DSL), Positive Behaviour Policy, e-Safety Policy, Acceptable Use Policy for both staff and pupils, Attendance Policy, Whistleblowing (Bedford Borough's Confidential Reporting Policy 2020) and the safeguarding response to children who go missing from education.

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

1. Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures
2. Working Together to Safeguard Children (2018).
3. Keeping Children Safe in Education (KCSIE September 2021)
4. What to do if you're worried a child is being abused
5. Prevent Duty Guidance: for England and Wales March 2016.
6. Children Act 1989.
7. Children Act 2004.
8. Education Act 2002.
9. Guidance for safer working practices for those working with children and young people in education settings October 2015.
10. Disqualification under the Childcare Act 2006 (amended July 2018)
11. Sexual Violence and Sexual Harassment between Children (May 2018)
12. Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
13. Inspecting safeguarding in early years, education and skills settings (Updated November 2019)

As schools, the Kymbrook & Thurleigh Federation 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.
- Any form of 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: sharing of nudes and semi-nudes 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
- 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.

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
- 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.

### **Ethos:**

Our Federation ethos is: Excellence – Enjoyment – Enrichment – Equality. With this in mind, 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
- concentrate on learning.

Therefore, their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

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.
- 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 at Thurleigh & Kymbrook Federation 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.

All staff who work for the Kymbrook & Thurleigh Federation 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.

Kymbrook & Thurleigh Federation 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 are trained in basic Child Protection awareness annually.
- 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 and young people.
- All staff will undertake Prevent training.
- All staff 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> A declaration will be signed by all staff to confirm they have read the guidance which will be completed at the beginning of every new academic year. Staff who are recruited within the academic year will also complete this declaration before starting work.
- N.B. Schools can now decide whether staff who don't work directly with children read **either** part 1 of KCSIE or annex A of KCSIE (a condensed version of part 1)
- Staff who work directly with children are also expected to read annex B of KCSIE
- 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.
- 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.

## Section 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. It 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.

### **Special Educational Needs**

Children with special educational needs, disabilities and health conditions (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.

## **Types of Abuse**

The following definitions have been taken from Working Together 2018

### **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 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.

### **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**

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/suspicious 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.

### **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 are 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, 2021)**

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, including sexual jokes, comments and online remarks.
- Sharing of nudes and semi-nudes (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 their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Children may abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

(This links to the Federation Positive Behaviour Policy and anti-bullying section)

### **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. The school ensures appropriate filtering and monitoring systems are in place. The Federation has an e-Safety Policy.

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>

### **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 FGM, they will follow the Home Office Mandatory Reporting procedures.

### **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.

- 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.

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

### **School Attendance, Children Missing Education and Children whose Parent/Carer has Expressed an Intention to Educate them at Home**

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 must be aware of our school's Attendance Policy and children missing from education procedures:

#### **Children missing from education**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

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. 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.

## **Section 3. Roles and Responsibilities**

### **The Headteacher**

The headteacher is responsible for the implementation of this policy. Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training, and updating the content of the training regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- In the Early Years Foundation Stage - Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

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

Thurleigh –

Mr George Cole

Kymbrook –

Mrs Rachel Smith

Federation Head Teacher (across both schools) Mrs Kathy Augustine

The DSL is the person who takes the lead responsibility for child protection, including support for other staff, volunteers and governors and information sharing with other agencies, developing policies and staff training. Our DSL will normally be the person who responds to allegations made against members of 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 Integrated Front Door
- 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.
- Keep the Head teacher informed about any issues that arise and agree the use of LSCB escalation procedures if needed. E.g. if police have been contacted
- 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 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.
- The school or college's Designated Safeguarding Lead 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.
- Early Years staff
- 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 Early Career Teachers (ECTs) and regular 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, regular 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 LSCB.

- 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, 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', 2021 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 Governor with responsibility for safeguarding includes ensuring:

- 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.
- 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.
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks.

\* 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).

## **Section 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.

- i) **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.

- ii) 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'?

- iii) 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'.

- iv) Inform the DSL immediately.** If the DSL is not available, contact the DSL at the other school. If neither of these staff members are available, speak to the Deputy DSL. In usual circumstances, at least one DSL will always be available in person or by telephone. In the unlikely event that all DSLs are unavailable, you must make the referral yourself.

- v) Make a written record** as soon as possible after the event, on the appropriate logging form:

- 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.

- vi) The DSL may take advice from the Integrated Front Door**

- vii) The DSL makes the referral to the Integrated Front Door.**

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.

<https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/are-you-worried-about-a-child/>

The child or young person may be the responsibility of another local authority depending on their home address or legal status, but the Integrated Front Door is still the first point of contact.

viii) 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.

ix) 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 Integrated Front Door. They 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.

x) 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 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 2021 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.

## Section 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 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.

Our curriculum for personal, social and health education (PSHE) and relationships and sex education (RSE) provides opportunities for children and young people to learn about keeping safe. PSHE/RSE 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.

#### **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, 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.

### **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, including mobile phones.

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.

## **Section 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 regularly in 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 (Level 3) 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. We offer parent/carer workshops and there is a comprehensive Safeguarding section on both school websites with an Online Safety section for Parents/Carers and a Safety Blog.

### **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 making a referral to the Channel programme.

## **Section 7. Implementation, Dissemination and Review Strategies**

This policy is reviewed annually by the DSLs and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSLs 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.

### **Useful Contacts:**

**Integrated Front Door – Tel: 01234 718700**  
**Email: [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)**

**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**