



# **Sheerhatch Primary School**

## **Child Protection and Safeguarding Policy**

**Issued by:**

**Date:**

**Review:**

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<b>School Name and contact details</b>	Sheerhatch Primary School 01234 838827
<b>Designated Safeguarding Lead and contact details</b>	Helen Ryan <a href="mailto:head@sheerhatchprimary.org.uk">head@sheerhatchprimary.org.uk</a>
<b>Deputy Designated Safeguarding Lead and contact details</b>	Danica Kipling (Willington site) <a href="mailto:d.kipling@sheerhatchprimary.org.uk">d.kipling@sheerhatchprimary.org.uk</a> Louise Buisson (Cople site) <a href="mailto:l.buisson@sheerhatchprimary.org.uk">l.buisson@sheerhatchprimary.org.uk</a>
<b>Designated Governor for Safeguarding and school contact details</b>	Chainie Worrall <a href="mailto:c.worrall@sheerhatchprimary.org.uk">c.worrall@sheerhatchprimary.org.uk</a>
<b>Designated Lead for Mental Health and Wellbeing and contact details</b>	Danica Kipling a/a
<b>Designated Governor for Mental Health and Wellbeing and school contact details</b>	Chainie Worrall <a href="mailto:c.worrall@sheerhatchprimary.org.uk">c.worrall@sheerhatchprimary.org.uk</a>
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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 Multi Agency Safeguarding Hub (MASH) or in the case of an adult, to the Local Authority Designated Officer (LADO).

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

### **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.

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

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

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <http://bedfordscb.proceduresonline.com/chapters/contents.html> .
- Working Together to Safeguard Children (2018).
- Keeping Children Safe in Education (2018), (KCSIE 2019)
- What to do if you're worried a child is being abused Advice for practitioners (March 2015).
- Prevent Duty Guidance: for England and Wales March 2016. .
- Children Act 1989.
- Children Act 2004.
- Education Act 2002.
- Guidance for safer working practices\_for those working with children and young people in education settings May 2019
- Disqualification under the Childcare Act 2006 (amended July 2018)
- Sexual Violence and Sexual Harassment between Children (May 2018)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

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

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

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

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

- Neglect.
- Physical, sexual or emotional abuse.
- Bullying including online bullying and prejudice-based bullying.
- Racist, disability and homophobic or transphobic abuse.
- Gender based violence /violence against women and girls.
- Peer on peer abuse.
- Radicalisation and/or extremist behaviour.
- Child sexual exploitation and trafficking.
- Child criminal exploitation and county lines.
- The impact of new technology on sexual behaviour for example sexting and accessing pornography and online abuse.
- Teenage relationship abuse.
- Substance misuse.
- Issues specific to a local area or population e.g. gang activity, youth violence and criminal exploitation.
- 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 emotional and mental health.
- Meeting all the needs of children and young people who have special educational needs and/or disabilities (SEND)
- Meeting all the needs of children and young people with vulnerabilities including those who are Looked After (LAC) and those in receipt of Pupil Premium funding.
- The use of reasonable force.
- Meeting the needs of children and young people with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate arrangements to ensure children's and young people's security, taking into account the local context.

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

We take into account:

- The needs of Looked After children and previously Looked After Children in the school.

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

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

- Behaviour Policy
- Whistleblowing Policy
- Attendance and Children Missing Education Policy
- E-safeguarding Policy
- Anti-Bullying Policy
- Mental Health and Wellbeing Policy
- Information Sharing Policy
- Administration of medication/Supporting children with medical conditions
- Physical Intervention Policy
- Intimate Care Policy

### **Ethos:**

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

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

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

All staff will work to ensure that:

- All children and young people feel listened to, valued and respected.

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

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

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

The school uses a Toolkit to support schools with developing a Whole School Approach to Mental Health and Wellbeing.

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

All staff at **Sheerhatch Primary School** should be aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the Lead Professional in undertaking an Early Help Assessment (EHA).

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.

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

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

- We have a Designated Safeguarding Lead (DSL) and two Deputy DSLs who undergo training to provide them with the knowledge and skills required to carry out the role at least once every two years. In addition to their formal training, as set out above, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role. The designated safeguarding lead will undertake Prevent awareness training.
- All staff, volunteers and governors are trained in basic Child Protection awareness every two years.
- All staff, volunteers and governors have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people.
- All staff, volunteers and governors are aware of their responsibility around the Prevent agenda.

- All staff, volunteers and governors have read at least Part 1 of 'Keeping Children Safe in Education', current guidance and this includes Annex A which has important additional information about specific forms of abuse and safeguarding issues. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- We have a designated lead for mental health to oversee the provision and support of mental health and wellbeing in school and to ensure effective links exist with local mental health support agencies.
- All children, young people and their families are familiar with the Child Protection Policy and the policy is published on the school's website.
- We have a designated governor for safeguarding.
- The child protection policy is reviewed at least annually by the DSL and the board of governors and as necessary in line with updated guidance.
- We will use LSCB\* escalation procedures if needed to raise our concerns about the way that a referral has been followed up by children's social care. <http://bedfordscb.proceduresonline.com>
- All staff are clear how they can escalate issues within our school to ensure the response to a safeguarding issue is agreed by everyone.
- 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. (Reference: Informations Sharing Policy on LSCB website).

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

The Bedford Borough Safeguarding Children Board's new Multi Agency Safeguarding arrangements were published on 30<sup>th</sup> May 2019 to be implemented from September 2019.

## **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 risk may be within their environment and may relate to extra familial risks.

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

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

### **Special Educational Needs**

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

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

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

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

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

### **Types of Abuse**

The following definitions have been taken from Working Together 2018

#### **1. Physical abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### **2. Emotional abuse**

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

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

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

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

### **3. Sexual abuse**

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

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

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

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

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

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

### **Signs and Symptoms**

Acquisition of money, clothes, mobile phones etc without plausible explanation; Gang-association and/or isolation from peers/social networks; Exclusion or unexplained absences from school, college or work; Leaving home/care without explanation and persistently going missing or returning late; Excessive receipt of

texts/phone calls; Returning home under the influence of drugs/alcohol; Inappropriate sexualised behaviour for age/sexually transmitted infections; Evidence of/suspicions of physical or sexual assault; Relationships with controlling or significantly older individuals or groups; Multiple callers (unknown adults or peers); Frequenting areas known for sex work; Concerning use of internet or other social media; Increasing secretiveness around behaviours; and Self-harm or significant changes in emotional well-being.

#### **4. Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caregivers).
- Ensure access to appropriate medical care or treatment.

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

#### **Signs and Symptoms**

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

Physical Abuse: antisocial behaviour, finger marked bruising, withdrawn, low weight, anxiety.

Emotional Abuse: withdrawn, anxiety, lack of confidence.

Sexual Abuse: inappropriate use of language, anxiety, promiscuity, sexualised behaviour.

Neglect: withdrawn, low weight, bruising, unsuitable clothing, searching for food.

Other behavioural issues regarding emotional responses.

#### **Peer on Peer Abuse** (KCSIE, 2019)

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

- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence such as rape, assault by penetration and sexual assault.
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse.
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery); and

- initiation/hazing type violence and rituals.
- Exploitation of others by peers; criminal, financial, sexual.

### Serious Violence

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

Sheerhatch Primary School has procedures to follow regarding peer on peer abuse. These procedures aim to minimise the risk of peer on peer abuse and set out how allegations of peer on peer abuse will be investigated and dealt with. These are covered within our Anti-Bullying Policy and Behaviour Policy.

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

The procedures:

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

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

### **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.

Individual pupils are not allowed to have their own mobile devices in school. If phones are brought in, they are handed in to the class teacher for the course of the school day.

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.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

(There is a Pan-Beds response and pathway to FGM on the LSCB website).

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

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

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

- It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence.
- It can be perpetrated by individuals or groups, males or females, and young people or adults.
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Children being coerced to carry drugs/involvement in County Lines should be considered victims. There does need to be safeguarding referrals on those felt to be involved/at risk. These have been determined as examples under Modern Day Slavery/trafficking legislation.

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

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

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

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

Our school and the Governing Board will monitor attendance and patterns of attendance. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse

and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff must be aware of our school's Attendance Policy and children missing from education procedures. This includes children being absent within the school day. Please see the Attendance Toolkit provided to schools by the Early Help and Intervention Team.

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

### **Contextual Safeguarding**

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school. 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.

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

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

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

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

## **Roles and Responsibilities**

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

Named DSL: Mrs Helen Johnson

Deputy DSLs: Mrs Louise Buisson (Cople site) and Mrs Danica Kipling (Willington site)

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 Deputy DSLs are trained to the same level as the DSL. 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 Multi Agency Safeguarding Hub (MASH).
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted if Early Years /Play Providers /Childminders).
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff regarding child protection concerns.
- Ensure that all volunteers, governors and staff know how to raise safeguarding concerns and that those concerns are fully acted on to the satisfaction and understanding of the original referrer/person raising an issue
- Keep the Head teacher informed about any issues that arise and agree the use of LSCB escalation procedures if needed.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child/young person's child protection file is copied for the new educational establishment as soon as possible when a child or young person moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff, volunteers and governors receive appropriate 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 (and Deputy) are aware of local procedures for making a Channel referral\*

\* Channel is part of the Prevent programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being radicalised/exposed to extremist behaviour (Terrorism).

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

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

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

The Governing Board must have regard to the DfE guidance 'Keeping Children Safe in Education', 2019 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 and Section 128 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).

## **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.

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

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

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

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

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

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

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

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

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

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

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

All verbal conversations are promptly recorded.

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

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

The referral will note all previous interventions by the school with the child/young person, any relevant history relating to the child/young person, their siblings or the family. There is a multi-agency enquiry form on the Bedford Borough Safeguarding Children Board website. [http://www.bedford.gov.uk/health\\_and\\_social\\_care/children\\_young\\_people/safeguarding\\_children\\_board/are\\_you\\_worried\\_about\\_a\\_child.aspx](http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/are_you_worried_about_a_child.aspx) The child or young person may be the responsibility of another local authority depending on their home address or legal status, but the MASH is still the first point of contact.

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

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

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

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

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
- Attend any strategy meetings/discussions in relation to the child.

- 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 2019 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.

### **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.

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

Other aspects of provision that support this policy are:

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

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

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

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

Any concerns or allegations that a member of staff, 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.

Consideration needs to be given to:

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

Appropriate and safe staff conduct is supported in the following policies

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

### **Child Protection Training**

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

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

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

Staff, volunteers and governors receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes provision of links to relevant policy, research, national documents eg County Lines contextual safeguarding.

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.

### **Prevent and Extremist Ideology**

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

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

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

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

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

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

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

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

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

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

- **School website** [www.sheerhatchprimary.org.uk](http://www.sheerhatchprimary.org.uk)
- School staff rooms
- Safeguarding file

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

**Useful Contacts:**

**Multi Agency Safeguarding Hub (MASH) – Tel: 01234 718700  
[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 228178**

This policy will be reviewed on an annual basis. The policy was approved by the Governing Body at its meeting on:

Signed by Head Teacher .....

Signed by Chair of Governors .....