

# SAFEGUARDING AND CHILD PROTECTION

## POLICY FOR

### THE BEDONWELL FEDERATION

BEDONWELL INFANT AND NURSERY SCHOOL

and BEDONWELL JUNIOR SCHOOL



	Designated Teacher for Child Protection	Deputy Designated Teacher
<b>EYFS/KS1 (Infant and Nursery School)</b>	<b>MISS C CLARKE</b>	<b>MISS C GEEVES/ MRS S BROOKS</b>
<b>KS2 (Junior School)</b>	<b>MRS N CATLOW</b>	<b>MRS J WRIGHT/ MRS S BROOKS</b>
Contact via	<i>Main school office Tel:0208 310 4161 (EYFS/KS1) 020 8310 4174 (KS2)</i>	<i>Main school office Tel: 0208 310 4161 (EYFS/KS1) 020 8310 4174 (KS2)</i>

**Our 'named Governor' with special responsibility for child protection is Mrs Dee Higham**

**Due regard is given to the following policies:**

Safer Recruitment	Health and Safety	Relationship & Sex Education
Whistle Blowing	Code of Conduct	Special Educational Needs
Safer Recruitment	Anti-Bullying	E-safety
Equal Opportunities	Attendance & Punctuality	Racial Equality
Positive Handling	Peer on Peer abuse	Allegations Against Staff
Social Media	Behaviour/Rewards & Sanctions	

PLEASE NOTE THAT A COPY OF THIS SAFEGUARDING AND CHILD PROTECTION POLICY IS AVAILABLE ON OUR SCHOOLS WEBSITE ([www.bedonwell-inf.bexley.sch.uk](http://www.bedonwell-inf.bexley.sch.uk) or [www.bedonwell-jun.bexley.sch.uk](http://www.bedonwell-jun.bexley.sch.uk))

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**Please note: The Designated Safeguarding Lead (DSL) may also be referred to as the Designated Teacher (DT) for Safeguarding**  
**Introduction**

## INTRODUCTION

The purpose of this document is to assist all staff to protect and safeguard children/pupils who are at risk of abuse or neglect. This policy and procedures should be read in conjunction with the relevant sections of the London Safeguarding Children Procedures.

This policy also reflects the requirements of 'Working Together to Safeguard Children' (March 2015) and 'Keeping Children Safe in Education' (September 2016).

Safeguarding and promoting the welfare of children is **everyone's** responsibility under Section 175 of the Education Act 2002 and everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfill this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider at all times what is in the **best interests** of the child. This includes

- Preventing the impairment of children/pupils' health or development.
- Protecting children/pupils from maltreatment.
- Ensuring children/pupils grow up in circumstances consistent with the provision of safe and effective care.

The Children Act 1989 defines a child as being up to the age of 18 years; it also defines significant harm and the roles and responsibilities of Children's Social Care and the Police.

The following procedures outline the action to be taken if it is suspected that a child/pupil may be abused, harmed or neglected. There are four categories of abuse:

- physical abuse,
- emotional abuse,
- sexual abuse, and
- neglect.

It is acknowledged that a child/pupil can be abused, harmed or neglected in a family, institution or community setting by someone known to them, or less commonly, by a stranger. This includes someone in a position of trust such as a teacher or other professional.

Safeguarding and the promotion of a child's/pupil's welfare covers all aspects of the child's/pupil's life and the school is committed to ensuring that all its actions in respect of a child/pupil are compatible with this aim. If there are concerns about a child's/pupil's welfare that do not meet the thresholds of child abuse, the school will consider whether Early Help is required.

## Policy Statement

At The Bedonwell Federation, we are committed to practice which protects children/pupils from harm. Staff and volunteers in this organisation accept and recognise our responsibilities to develop awareness of the issues which cause children/pupils harm.

### Aims:

We will aim to safeguard children/pupils by:

1. Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers.
2. Sharing information about child protection and good practice with children/pupils, parents and carers, staff and volunteers.
3. Sharing information about concerns with agencies who need to know and involving parents and children/pupils appropriately.
4. Carefully following the procedures for recruitment and selection of staff and volunteers.
5. Providing effective management for staff and volunteers through support, supervision and training.
6. We are committed to reviewing our policy and good practice annually.

We recognise that because of the day-to-day contact with children/pupils, school staff are well placed to observe the outward signs of abuse. The school will therefore:

1. Establish and maintain an environment where children/pupils feel secure, are confident to talk, and are listened to.
2. Ensure children/pupils know they can approach adults employed in the school if they are worried.
3. Include opportunities in the SMSC (Spiritual, Moral, Social and Cultural Education) /PSHEE (Personal, Social, Health and Economic Education) curriculum for children/pupils to develop the skills they need to recognise and stay safe from harm or abuse.

### Procedures

We will follow the procedures set out by London Child Protection Procedures and Local Safeguarding Children Board and take account of guidance issued by the Department for Education to:

1. Ensure we have a designated teacher (DT) for child protection who is a member of the School Leadership Team and who has received appropriate training and support for this role. The designated teacher at the time of writing this policy is Miss C Clarke (EYFS/KS1) and Mrs N Catlow (KS2). Whilst the activities of the Designated Safeguarding Lead can be delegated to trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the safeguarding lead.
2. Ensure we have a nominated governor responsible for child protection. The nominated governor at the time of writing this policy is Mrs D Higham.
3. During term time, a Designated Safeguarding Lead or deputy will always be available during school hours for staff in the school to discuss any safeguarding concerns.
4. Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the Designated Teacher responsible for child protection and their role.
5. Ensure all staff and volunteers understand their responsibilities in being alert to the

signs of abuse and of possible concerns being raised in this school as safeguarding incidents could happen anywhere. All staff and volunteers have a responsibility for referring any concerns to the Designated Teacher responsible for child protection.

6. Ensure that the school has a written Code of Staff Conduct, which is shared with all current staff and forms part of the induction training for new staff.
7. Ensure that parents have an awareness of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
8. Notify Children's Social Care immediately if there is an unexplained absence of a pupil who is subject to a Child Protection Plan.
9. Work effectively with relevant agencies e.g. social care, the police, health service etc. and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, providing additional support to children subject to Child Protection Plans etc. (If it proves impossible to send a representative a written report should be submitted to the child protection conference chairman.)
10. Keep written chronological records of concerns about children/pupils, even if it is assessed that a referral is not necessary; and if that is the case, consider whether a Team Around the Child should be undertaken.
11. Ensure all records are kept securely; separate from the main pupil file.
12. Follow procedures laid down by the London Borough of Bexley LSCB where an allegation is made against a member of staff or volunteer. (see Appendix A)
13. Ensure safer recruitment practices are always followed.
14. Ensure evacuation procedures are always followed. Children/pupils take part in evacuation procedures throughout the year; all school staff/personnel are aware of these procedures.
15. When a child/pupil transfers to another school the Designated Teacher will contact the designated member of staff of the receiving school to inform them that there are concerns.
16. Allow access for children's social care from Bexley LA (or other local authorities) to conduct or consider a section 17 or 47 assessment.
17. If a child is absent from school and no parental contact can be made to find the reason for absence, after three days school will make contact with the Educational Welfare Officer who will then make a home visit. If a child is missing from education for more than 20 days, the Local Authority will be notified.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes in contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Further information can be found in Chapter One of Working Together to Safeguard Children and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

### **Early Help**

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, in the foundation years through to teenage years. In the first instance, staff should discuss early help requirements with the Designated Teacher. Staff may require support from other agencies and professionals in an early help assessment. This includes identifying emerging problems, liaising with the Designated Teacher, 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 is appropriate, the Designated Safeguarding Lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. 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.

### **Definitions and possible Signs & Symptoms of abuse**

These definitions are based on those from '*Working together to Safeguard Children (2016)*' & '*London Child Protection Procedures*'.

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list and many of the signs and symptoms could fall into more than one category. Also children/pupils with learning difficulties often exhibit some of these signs (e.g. reluctance to get undressed for P.E., constant tiredness), which are not necessarily signs of abuse but symptoms of their condition. However it must also be remembered that disabled children/pupils are 3 times more likely to experience abuse or neglect than non-disabled peers. 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. More guidance on recognising signs and symptoms of abuse can be found in the London Child Protection Procedures and Keeping Children Safe in Education September 2016.

### **Abuse**

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or more rarely by others (via the internet). They may be abused by an adult or adults or another child or children.

### **Physical abuse**

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child/pupil. This unusual and potentially dangerous form of abuse is now described as fabricated or induced illness in a child/pupil.

Signs of physical abuse may include:

- unexplained and so called "accidental" injuries, burns or bruising,
- improbable excuses or refusal to explain injuries,
- refusal to undress for PE,
- self-destructive tendencies,
- aggression towards others,
- fear of physical contact - shrinking back if touched,
- admitting that they are punished, but the punishment is excessive, and/or
- fear of suspected abuser being contacted.

### **Emotional abuse**

Emotional abuse is the persistent emotional ill treatment of a child/pupil such as to cause severe and persistent effects on the child's/pupil's emotional development, and may involve:

- Conveying to children/pupils that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Imposing developmentally inappropriate expectations.
- Causing children/pupils to feel frightened or in danger - e.g. witnessing domestic

violence.

- Exploitation or corruption of children/pupils.

Some level of emotional abuse is involved in most types of ill treatment of children/pupils, though emotional abuse may occur alone.

***Signs of emotional abuse may include:***

- physical, mental and emotional development delays,
- sudden speech disorders,
- continual self-depreciation ('I'm stupid, ugly, worthless' etc),
- overreaction to mistakes,
- extreme fear of any new situation,
- inappropriate response to pain ('I deserve this'), and/or
- unusual attention seeking behavior.

**Sexual abuse**

Sexual abuse involves forcing or enticing a child/pupil to take part in sexual activities, whether or not the child/pupil is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts.

It may also include non-contact activities, such as involving children/pupils in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children/pupils to behave in sexually inappropriate ways.

***Signs of sexual abuse may include:***

- being overly affectionate or knowledgeable in a sexual way inappropriate to the child's/pupil's age;
- itching or pain in the genital area;
- other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia;
- personality changes such as becoming insecure or clingy;
- being isolated or withdrawn;
- inability to concentrate;
- becoming worried about clothing being removed;
- suddenly drawing sexually explicit pictures; and/or
- trying to be 'ultra-good' or perfect; overreacting to criticism.

**Neglect**

Neglect involves the persistent failure to meet a child's/pupil's basic physical and/or psychological needs, likely to result in the serious impairment of the child's/pupil's health and development.

This may involve failure to provide adequate food, shelter or clothing, failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of a child's/pupil's basic emotional needs.

***Signs of neglect may include:***

- constant hunger,
- poor personal hygiene,
- constant tiredness,
- poor state of clothing,

- emaciation,
- untreated medical problems,
- no social relationships,
- compulsive scavenging,
- destructive tendencies,
- stealing food/money,
- poor school attendance, and
- compulsive attention seeking.

### **Other Safeguarding Issues:**

#### **Child Sexual Exploitation**

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

What marks out exploitation is an imbalance of power in the relationship with the perpetrator always holding some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

At The Bedonwell Federation, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of CSE,
- vigilant to the risk of it being practiced, and
- alert to the signs of potential or actual abuse.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child/pupil suspected to be at risk or actually being sexually exploited.

Although inter-agency working is vital in tackling all forms of abuse, it is especially important to identify and prevent Child Sexual Exploitation.

#### **Female Genital Mutilation**

Female genital mutilation (FGM) is a collective term for all procedures involving the partial or total removal of external female genitalia for cultural or other non-therapeutic reasons. The procedure is typically performed on girls aged between 4 and 13 years, but in some cases FGM is performed on new born infants or on young women before marriage or pregnancy. The age at which girls undergo FGM varies according to the community. FGM is illegal in the United Kingdom (UK) and carries a 14 years jail sentence. It is also illegal to take a child abroad to undergo FGM. FGM is considered child abuse in the UK and causes physical, psychological and sexual harm.

At The Bedonwell Federation, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of FGM and honour based violence,
- vigilant to the risk of it being practiced, and

- alert to the signs of potential or actual abuse.

We take this abuse very seriously and will take timely and appropriate action in respect of concerns about any child/pupil suspected to be at risk or to have undergone Female Genital Mutilation. If a member of staff discovers that an act of female genital mutilation appears to have been carried out on a girl under the age of 18, the staff member must inform the DSL who will report this to the police.

### **‘Checklist’ for the signs & symptoms of Female Genital Mutilation (FGM)**

#### **Signs and symptoms**

Below are some indications that FGM may be planned. These statements in isolation do not prove FGM will happen but they are indicators for further investigation to exclude the risks of FGM:

- Parents from practising communities state that they or a relative will take the child out of the country for a prolonged period.
- A child/pupil may talk about a long holiday to her country of origin or another country where the practice of FGM is prevalent, including African countries and the Middle East.
- A child/pupil may confide to a professional that she is to have a ‘special procedure’ or to attend a special occasion.
- A professional hears reference to FGM in conversation, for example a child/pupil may tell other children/pupils about it.
- A child/pupil may request help from a teacher or another adult.
- Any female child born to a woman who has been subjected to FGM must be considered to be at risk, as most other female children/pupils in the extended family.
- Any female child/pupil who has a sister who has already undergone FGM must be considered to be at risk, as most other female children/pupils in the extended family.

#### **Indications that FGM may have already taken place include:**

- A child/pupil may spend long periods of time away from the classroom during the day with bladder or menstrual problems.
- A child/pupil may have difficulty walking, sitting or standing.
- There may be prolonged absences from school.
- A prolonged absence from school with noticeable behaviour changes on the girl’s return could be an indication that a girl has recently undergone FGM.
- Professionals also need to be vigilant to the emotional and psychological needs of children/pupils who may / are suffering the adverse consequence of the practice, e.g. withdrawal, depression etc.
- A child/pupil may ask for help or confide in a professional.
- A child/pupil requiring to be excused from physical exercise lessons without the support of her GP.
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

#### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Current arrangements for the regulation of private fostering originate from concern following the death of Victoria Climbié in 2000. Victoria was privately fostered by her great aunt.

Arrangements were codified in the Children Act 2004. Following this, the Children (Private Arrangement for Fostering) Regulations 2005 set out the duties of local authorities in their arrangements for private fostering, and national minimum standards for local authorities were published in 2005.

At The Bedonwell Federation, all staff and volunteers working in our school are:

- aware of what private fostering is,
- understand that it is a safeguarding concern and are vigilante, and
- understand their responsibility to report to the Designated Person if they become aware of any child/pupil in the school being the subject of a private fostering agreement or if they suspect that a child/pupil is or is likely to become the subject of such an agreement.

### **Radicalisation and Extremism**

Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. This policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

As part of our safeguarding ethos we encourage children/pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the children/pupils, reasonable practicable steps have been taken to offer a balanced presentation of opposing views to children/pupils.

At The Bedonwell Federation, we apply the 'Prevent' strategy to protect the children/pupils in our school from being drawn into 'Extremism and Radicalisation'. As such, all staff and volunteers working in our school are:

- aware of the guidance that is available in respect of Extremism and Radicalisation,
- vigilant to the risk of it being practiced, and
- alert to the signs.

### **DEFINITIONS AND INDICATORS**

1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
2. Extremism is defined as the holding of extreme political or religious views.
3. There are a number of behaviours, which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:
  - spending increasing time in the company of other suspected extremists;
  - changing their style of dress or personal appearance to accord with the group;
  - day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause;
  - loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
  - possession of materials or symbols associated with an extremist cause.

- attempts to recruit others to the group/cause;
- communications with others that suggests identification with a group, cause or ideology;
- using insulting to derogatory names for another group; and/or
- increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault,
  - provocative behaviour,
  - damage to property,
  - derogatory name calling,
  - possession of prejudice-related materials,
  - prejudice related ridicule or name calling,
  - inappropriate forms of address, and/or
  - refusal to co-operate attempts to recruit to prejudice-related organisations or condoning or supporting violence towards others.

### **Online Safety**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the governing bodies should ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support governing bodies is provided in Annex C of Keeping Children Safe in Education (2016).

Teachers should ensure that online safety is included in relevant lessons. Governing bodies should ensure that children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may include covering relevant issues through PSHEE.

### **Peer on Peer Abuse**

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to, bullying, cyber-bullying, gender based violence (girls being sexually touched, assaulted or boys being subjected to initiation/hazing violence), sexual assaults and sexting. Behaviours such as drug taking, alcohol abuse and truanting also put children in danger.

All allegations of peer on peer abuse will be investigated by the Designated Safeguarding Lead and procedures outlined in this policy will be applied.

Refer to the Peer on Peer Abuse policy for more information.

### **Children with Special Educational Needs and Disabilities**

Children with SEN and Disabilities can face additional safeguarding challenges and barriers. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

See Annex A from Keeping Children Safe in Education (May 2016) for additional information about specific forms of abuse.

### **What to do if you suspect that abuse may have occurred**

You must report the concerns immediately to the Designated Teacher by completing a 'Safeguarding Incident/Concern form' (pink slip) and handing it directly to DSL/DT, and also explaining your concern. In the absence of the Designated Teacher, speak to the Deputy Designated Teacher. In her absence, speak to the most senior member of staff on the premises. The Executive Head Teacher, Heads Teachers and the Deputy Head Teachers are contactable on their school mobile phones when not on the school premises.

In the event that an allegation has been made against the Designated Teacher the report should be made to the Executive Head Teacher or Head Teachers. In the event that an allegation is made against the Executive Head Teacher the report should be made to the Chair of Governors. The contact details of the Chair of Governors are held in the school office.

### **Key Roles and Responsibilities:**

#### ***School personnel and volunteers must:***

- recognise that child protection is everyone's responsibility;
- treat children/pupils' welfare with utmost importance;
- be aware of the background of the children/pupils in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction, the school personnel handbook and training;
- be aware of the names of the designated teachers;
- be trained in identifying signs of harm and abuse;
- be aware of the effects of abuse and neglect on children/pupils;
- undertake appropriate safeguarding and child protection training which is regularly updated;
- receive safeguarding and child protection updates e.g. emails, e-bulletins and staff meetings as required;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect;
- know how to report any suspected case of harm or abuse;
- respond immediately to any child/pupil;
- establish a school and classroom environment where children/pupils feel safe to talk and where school personnel listen to children/pupils;
- encourage children/pupils to assess risks to themselves;
- write down, date and sign concerns on a "pink form". Concerns should not be discussed with anyone other than the designated person or deputy;
- report any concerns to the designated person or the deputy designated person(s);
- be aware that when the designated safeguarding lead and deputy designated safeguarding lead are not available, anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made;
- know what to do if a child/pupil makes a disclosure;
- not promise confidentiality to any child/pupil but always act in the interests of a child/pupil;
- receive support and counselling if they feel distressed from being involved with a case or incident;
- be kept up to date with changes in procedures;
- be prepared to attend a professional meeting
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- implement the school's equalities policy and schemes;

- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community; and
- be prepared to contribute and shape safeguarding arrangements and policy;

***In addition, office staff should:***

- ensure that relevant checks are carried out during the process of recruitment and selection;
- update and maintain the Single Central Register; and
- monitor attendance daily and inform the designated teacher of any concerns.

***The Site Manager should:***

- ensure that the premises are maintained well and kept secure in order to safeguard and protect children/pupils.

***Staff running Breakfast and After School Clubs should:***

- maintain registers of children/pupils attending activities and liaise with office staff to locate children/pupils who are expected to be present but missing.

***The Executive Head Teacher and Head Teachers will:***

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone connected with the school is aware of this policy;
- work closely with the designated person (if not the Executive Head Teacher/Head of School) and nominated governor for child protection;
- nominate a deputy designated person or persons;
- provide adequate resources for the designated teacher to undertake his/her role;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children/pupils in the school;
- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures;
- create and provide a learning environment that is safe, secure, warm and welcoming for children/pupils combined with sound security systems and procedures;
- establish an environment where children/pupils feel safe to talk and a culture where school personnel listen to children/pupils;
- not promise confidentiality to any child/pupil but always act in the interests of a child/pupil;
- have in place effective anti-bullying strategies;
- encourage children/pupils to assess risks to themselves;
- ensure school personnel are constantly encouraging children/pupils to assess risks to themselves;
- regularly report to the governing body and keep them updated;
- undertake training in safeguarding and child protection;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- report annually to the governing body on the effectiveness of the policy; and
- follow safer recruitment procedures when appointing new staff.

***Designated Teacher for Child Protection will:***

- ensure the implementation of this policy;

- ensure everyone connected with the school is aware of this policy;
- work closely with the Executive Head Teacher, Head Teachers and the nominated Governor;
- be trained in child protection policy procedures;
- renew training every two years in order to;
  - understand the assessment process,
  - understand the procedures of a child protection case conference and child protection review conference,
  - understand the specific needs of children/pupils in need,
  - understand the specific needs of children/pupils with special educational needs and those of young carers, and
  - have in place a secure and accurate record system of all concerns and referrals;
- take the lead in dealing with child protection issues;
  - keep a confidential Child Protection Plan of all those children/pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
- be trained in working with all agencies;
- familiarise school personnel with the policy and procedures;
  - obtain information from staff, volunteers, children/pupils or parents/carers who have child protection concerns and to record this information.
- investigate and deal with all cases of suspected or actual problems associated with child protection;
- where appropriate ensure parents/carers are aware that referrals about suspected abuse or neglect may be made;
- make child protection referrals to Children's Social Care or the police without delay if it is agreed during the consultation or there is an immediate risk to the child/pupil.
- keep a written record of all child protection referrals noting the following:
  - Discussions with child/pupil,
  - Discussions with parents/carers (where appropriate),
  - Discussions with staff,
  - Information provided to Children's Social Care, and
  - Advice given and decisions taken (clearly timed, dated and signed).
- co-ordinate action within the school;
- liaise and seek advice from the Local Authority Designated Officer when the need arises; (*see Appendix B*)
- liaise with London Borough of Bexley Children's Social Care or Safeguarding Children Service to clarify any doubts or worries; (*see Appendix C*)
- consult other agencies when and if appropriate;
- transfer the child protection file of any child/pupil leaving to join another school;
- provide support for any child/pupil at risk;
- not promise confidentiality to any child/pupil but always act in the interests of a child/pupil;
- act as a source of advice within the school;
- help create a culture within the school of listening to children/pupils;
- keep up to date when all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures;
- organise appropriate training for school personnel and governors;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- annually review the policy with the Executive Head Teacher and Head Teachers;

- ensure parents are aware of this policy;
- respect parents and children/pupils' need for privacy;
- respect families from different backgrounds and cultures as long as it does not put the child/pupil at risk; and
- when making a referral, share all information with parents unless it places the child/pupil at risk.

***The Nominated Governor will:***

- work closely with the Executive Head Teacher, Head Teachers and Designated Teacher for Child Protection;
- ensure policies and systems fulfil all safeguarding and child protection responsibilities and are consistent with Local Authority guidelines and Local Safeguarding Children Board procedures;
- ensure that everyone connected with the school is aware of this policy;
- take responsibility for the oversight of procedures relating to handling allegations against school personnel and volunteers
- take responsibility for taking action according to Local Authority procedures where there are allegations against the Executive Head Teacher;
- ensure recruitment of school personnel and volunteers is in line with the Safe Recruitment policy; and
- undertake safeguarding training at relevant intervals.

***Children/Pupils should be made aware of:***

- basic safeguarding procedures in school such as visitors signing in and wearing visitors lanyards;
- how to assess risk for themselves;
- how to keep themselves safe;
- the opportunities they have to express their feelings and opinions about safeguarding issues; and
- their role in helping to make and implement policy.

***Parent/Carers:***

- are asked to work hard with the school to establish excellent home-school relationships;
- are aware that we have a responsibility for the welfare of our children/pupils;
- are aware that we have a responsibility to involve social services if we have any concerns about a child/pupil;
- are aware they will be informed of our actions;
- are asked about safety of children/pupils when they are in school;
- know who to talk to if they have any concerns; and
- feel their views are listened to and acted upon.

**The Designated Teachers are Miss C Clarke (EYFS/KS1) and Mrs N Catlow (KS2) and they have been nominated by the Governing Body of The Bedonwell Federation to refer allegations or suspicions of neglect or abuse to the statutory authorities.**

In the absence of the Designated Teachers, the matter should be brought to the attention of **Miss C Geeves (EYFS/KS1), Mrs J Wright (KS2) or Mrs S Brooks.** In the absence all of them, speak to the most senior member of staff on the premises. Both the Designated Teacher and the Deputy Designated Teacher are contactable on their mobile phone when not on the school premises.

**Suspicious will not be discussed with anyone other than those nominated above.**

**It is the right of any individual to make direct referrals or raise concerns directly with Children's Social Care services.** If for any reason you believe that the nominated persons have not responded appropriately to your concerns, it is then your responsibility to consider contacting the Children's Social Care services directly.

**Responding to a child/pupil making an allegation of abuse:**

- stay calm, listen carefully to what is being said;
- find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others (DO NOT promise to keep secrets);
- allow the child/pupil to continue at his/her own pace;
- ask questions for clarification only and at all time, avoid asking leading questions;
- reassure the child/pupil that they have done the right thing in telling you;
- tell them what you will do next and with whom the information will be shared;
- record in writing what was said using the child's/pupil's own words as soon as possible, note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated; and
- pass this information on immediately to your Designated Teacher or Deputy Designated Teacher in her absence.

After a child/pupil has disclosed abuse, the designated teacher should carefully consider whether or not it is safe for a child/pupil to return home to a potentially abusive situation. On these rare occasions it may be necessary to take immediate action to contact Children's Social Care to discuss putting safety measures into effect.

**Responding to Allegations of abuse against another pupil**

After a child/pupil has disclosed abuse by another child/pupil (with particular reference to sexually harmful behaviour), the designated teacher should make a referral to Children's Social Care in line with the 'London Child Protection Procedure'. This is also the case when there is a suspicion or an allegation of a child/pupil:

- having been seriously physically abused or being likely to seriously physically abuse another child/pupil,
- having been seriously emotionally abused or being likely to seriously emotionally abuse another child/pupil, or
- having harmed another child/pupil.

**Responding to Allegations of abuse against a member of staff, other worker or volunteer.**

The Bexley LSCB procedures on allegations against school staff, other workers or volunteers will be followed in all such cases. It is available on the school portal and the Bexley LSCB website. See also the Federation's policy on Allegations Against Staff.

If an allegation is made against the Designated Teacher it must be reported to the Executive Head Teacher or Head Teacher. If an allegation is made against the Executive Head Teacher, it must be reported to the Chair of Governors. The contact details of the Chair of Governors are held in the school office.

**Concerns relating to a member of the school staff or other person in a position of trust:**

- If the suspicions in any way involve a member of staff, the matter needs to be brought to the attention of the Designated Teacher for Child Protection immediately who will act in accordance with procedures issued to all schools by the Local Authority Designated Officer (LADO). If the suspicion involves the Executive Head Teacher, advice needs to be sought from the LADO and the Chair of the Governing Body is to be informed immediately.
- The Executive Head Teacher, Head Teacher or designated Deputy Head Teacher will attend any Position of Trust/Strategy Meetings relating to allegations against staff.
- The Sexual Offences Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.
- The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age. ‘Grooming’ a child or young person under 18 with a view to a future sexual relationship may also be an offence in this context.
- The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to and taken seriously.

### **Recruitment and appointment of workers and volunteers**

Refer to standard Recruitment policy for staff recruitment. In recruiting and appointing workers, we, The Bedonwell Federation, will be responsible for following Bexley HR Service, Recruitment and selection guide for schools. A summary of pertinent points follows:

- Identifying the tasks and responsibilities involved and the type of person most suitable for the job.
- Draw up the selection criteria and put together a list of essential and desirable qualifications, skills and experience.
- All applicants should apply in writing and their application will cover their personal details, previous and current work/volunteering experience.
- We will make sure that we measure the application against the selection criteria.
- All applicants need to sign a declaration stating that there is no reason why they should be considered unsuitable to work with children/pupils. The Rehabilitation of Offenders Act (1974) requires that people applying for positions which give them “substantial, unsupervised access on a sustained or regular basis” to children/pupils under the age of 18 must declare all previous convictions which are then subject to police checks. They can then only be offered a job subject to a successful police check. This includes potential employees, volunteers and self-employed people such as sports coaches. They are also required to declare any pending case against them. It is important that the applicant in this particular category understands that all information will be dealt with confidentially and will not be used against them unfairly.
- We will ask for photographic evidence to confirm the identity of the applicant e.g. their passport and proof of address.
- We will request to see documentation of any qualifications detailed by the applicant.
- We will always interview our candidates for a job.
- We will request two written references from previous employers. We will ask the referee to also comment on their suitability for working with children/pupils. If necessary we will also try and follow up written references with a telephone call.
- The same principles apply to ex-pupils who have been involved with the organisation

and have become volunteers.

- We will ensure that we are compliant with all the requirements of the new Disclosure and Barring Service and that successful applicants are recorded on the Single Central Register. We will also carry out Disqualification by Association and List 99 checks.
- When using supply teachers, the school will ensure that the agency has undertaken appropriate checks. The supply teacher will be asked to provide evidence before they start work in the form of two types of identification such as their photographic ID as well as a letter (from the agency). All supply teachers employed through the LA (Bexley) will be recorded on the Single Central Register.

**In recruiting and appointing volunteers we at The Bedonwell Federation will be responsible for the following:**

- All volunteers will be asked to provide a brief written application confirming their details, experience, etc.
- Currently there is discretion in respect of detailing enhanced DBS checks on all volunteers. This decision must be made by the Executive Head Teacher or Head Teacher and will be based on the duties that the volunteer will be involved in. The school will comply with the new definition of regulated activity, supervised and “unsupervised” as of September 2012. As such, at the discretion of the Executive Head Teacher or Head Teacher and the activities engaged in, volunteers may have to undergo enhanced DBS checks if they will be involved in regulated activity and may be unsupervised at any time; The school will continue to carry out an enhanced DBS check, Disqualification by Association and List 99 checks whenever necessary and possible.
- Whenever possible a volunteer should be asked for references. It is acknowledged that this may not be from an employer but can be a personal reference.
- All volunteers should receive an induction and be given clear guidance on responsibilities, acceptable behaviour and limits to their role.

**Supervisory arrangements for the management of The Bedonwell Federation out of school hours activities.**

We will aim to protect children/pupils from abuse and our team members from false allegations by adopting the following guidelines in line with the school’s Safer Working Practices Policy and Code of Conduct:

- We will keep a register of all children/pupils attending our activities.
- We will keep a register of all staff / outside providers (both paid staff members and volunteers).
- Where applicable, all clubs independent of the school must have their own child protection policy & procedure in line with the school's.
- The club will keep a register of all children/pupils attending the activities and give a copy to the school.
- The club will keep a register of all team members (both paid staff members and volunteers) and ensure they are DBS checked and comply with new regulations as of September 2012.
- Registers will include arrival and departure times.
- Our team members will record any unusual events on the accident/incident form.
- Written consent from a parent or carer will be obtained for every child/pupil attending our activities.
- Where possible staff /outside providers should not be alone with a child/pupil, although we recognise that there may be times when this may be necessary.

- Staff / outside providers may escort children/pupils to the toilet but they should not go into the toilets. They are not expected to be involved with toileting, unless the child has a special need that has been brought to our attention by the parent/guardian, and a procedure for this has been agreed. Staff / outside providers should not be alone in a closed room with a child/pupil.
- Physical contact should be avoided unless required for the child's/pupil's safety and wellbeing or the safety and wellbeing of others. However our team members will be discouraged from this in circumstances where an adult or child/pupil are left alone.
- All team members should treat all children/pupils with dignity and respect in attitude, language and actions.

#### **Child/Pupil missing on / off school site:**

While children/pupils are in school, we have a responsibility for duty of care to the children/pupils and act in loco-parentis by taking steps that are reasonable to ensure their safety and well-being. While on a school visit, it is good practice for children/pupils to wear easily identifiable clothing, badges, hats or wristbands. However, children/pupils should not wear any badge identifying them by name. Procedures are in place if a child/pupil should go missing in / out of school (see appendix C).

#### **Education of students through Spiritual, Moral, Social, and Cultural development (SMSC) and Assemblies:**

Children/pupils are encouraged to safeguard themselves by being educated on drugs, alcohols, sex and relationships through SMSC and Assemblies.

#### **Additional Support Plans (Behaviour support):**

This includes strategies that help to prevent safeguarding issues in school such as:

- positive physical intervention when necessary (Team Teach),
- behaviour interventions,
- specific strategies for children/pupils who are allocated to a member of staff they can talk to about issues of concern or another professional preferably a counsellor that they can talk to, and/ or
- pastoral mentor/ Parent Support Advisor involvement to support behavior.

#### **Exclusions:**

- A child/pupil who physically or sexually harasses others may be excluded.

#### **Management of Children/pupils with a Child Protection Plan:**

- If a child/pupil is subject to a Child Protection Conference, the Designated Teacher will attend the conference to share any relevant information.
- If the child/pupil has a Child Protection Plan, the Designated Teacher is responsible for ensuring that the school participates appropriately in the Child Protection Plan and attends all Core Group Meetings and Child Protection Conferences.
- Information will be shared with staff on a need to know basis but key personnel working with the child/pupil should have sufficient information to support them in their work with that child/pupil.
- If a child/pupil with a Child Protection Plan has an unexplained absence from school for two or more consecutive days, the Designated Teacher will inform the Social Worker.

#### **Supporting the Child/Pupil with a Child Protection Plan:**

- The school will support children/pupils in accordance with his/her agreed child

protection plan as required.

- The school will notify any concerns about a child/pupil who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team.
- We recognise that children/pupils who are abused or who witness violence may experience difficulties, which impact on their sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children/pupils at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the child/pupil through the content of the curriculum and the school ethos of valuing the child/pupil.

### **Additional vulnerabilities for 'Looked After Children'**

At The Bedonwell Federation, we have 'Designated Teachers' for Looked After Children who has appropriate training to promote the educational achievement of children/pupils who are looked after. The most common reason for children/pupils becoming looked after is as a result of abuse and/or neglect. Our staff and volunteers have the skills, knowledge and understanding necessary to keep looked after children safe. In particular, we ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.

We also have information about the child's/pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The 'Designated Teacher for Child Protection', through the 'Designated Teacher for Looked After Children', has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The named Designated Teachers for Looked After Children at the time of writing this policy are **Miss C Clarke (EYFS/KS1) and Mrs N Catlow (KS2)**.

### **Support and Training of staff and volunteers**

We at The Bedonwell Federation are committed to the provision of safeguarding training for all our team members.

In addition to the basic safeguarding training, the Designated Teacher for Child Protection undertakes training in inter-agency working that is provided by the LSCB, and refresher training at 2 yearly intervals to keep their knowledge and skills up to date. All other staff undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is kept up to date by refresher training at least at yearly intervals.

### **Record Keeping**

- The Department of Education guidance says that the Designated Teacher should keep detailed, accurate, secure written records of referrals and concerns. These should be kept separately from academic records, in a confidential file stored in a secure cabinet, accessible only by appropriate senior staff members. They are exempt from records available for examination by parents or children/pupils unless subject to a court order.
- Bexley LSCB promotes the use of a chronological record for concerns (see appendix D).

- If a child/pupil transfers to another school or other educational establishment, the Designated Teacher should forward the child protection file to a named person at the receiving school/establishment under separate cover from the academic records. The file should be marked **‘confidential, to be opened by addressee only.’**
- The Designated Teacher should retain a copy of the child protection file, which should be stored in a secure cabinet accessible only by appropriate senior staff members. Child Protection records about a child/pupil who has ceased to become of compulsory school age should be archived and catalogued.
- The referrer should confirm verbal and telephone referrals in writing within 48 hours, using the inter-agency referral form.

### **Confidentiality**

We recognise that all matters relating to child protection are confidential:

- The Executive Head Teacher, Head Teacher or Designated Teacher will disclose personal information about a child/pupil to other members of staff on a ‘need-to-know’ basis only.
- However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/pupils.
- All staff must be aware that they cannot promise a child/pupil to keep secrets which might compromise the child’s/pupil’s safety or well-being or that of another.

### **Information Sharing**

**When considering sharing information the staff will consider the seven golden rules:**

1. Remember that the Data Protection Act is not a barrier to sharing information, it provides the framework and the safety of the child should be of utmost importance.
2. Be open & honest with the person from the outset about how information may be shared.
3. Seek advice, do not fail to share information because you are unsure of what to do.
4. Share with consent where appropriate and respect the wishes of those who refuse consent unless you believe that there is a risk of harm to child if the information is not shared.
5. Consider safety and well-being of the child/pupil and base information sharing decisions on this.
6. Ensure all information shared is **necessary, proportionate, relevant, accurate, timely and secure.** Ensure any third party or hearsay information is identified and that you have consent to share it.
7. Keep a record of your decision and reasons for it. Record what you have shared, with whom and the purpose.
8. Fears about sharing information must not stand in the way of the need to promote welfare and protect the safety of children.

We will always aim undertake to share our intention to refer a child/pupil to Children’s Social Care with their parents /carers unless to do so could put the child/pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with Bexley Safeguarding Children Service on this point.

### **Working together with parents / carers to better safeguard children/pupils**

To better safeguard children/pupils, parents/carers will be asked to agree to an Information Sharing Protocol so that the school can liaise with other agencies involved. The school will

also inform parents/carers (unless to do so could put the child at greater risk of harm), if their child is referred to another agency.

## **Safer working practice for staff**

### **1. Interviewing Pupils**

All staff, male or female, should be aware of the potential risks (i.e. false allegations against staff) of interviewing a child/pupil alone, particularly if the child/pupil has an experience of sexual/emotional abuse. Interviewing individual children/pupils is an integral part of our work and therefore staff should exercise their own professional judgement and a degree of caution in these situations. All staff should try to ensure that they are not in a compromising position where allegations can be made against them.

Suggested protective measures to consider:

- Ask another person (teacher or child's/pupil's friend – as appropriate to the content) to sit in on the interview:
- Sit in a room where it is possible to be observed through a window or glass-panelled door:
- Do not close the door of the room, if you are not clearly visible from outside the room.
- Ask children if they would prefer a certain gender for an interview.

### **2. Transporting Children/Pupils**

Situations occasionally arise, which require a member of staff to transport a child/pupil away from school. Staff should be aware of the risks involved in this. When a child/pupil has to be taken offsite by staff the member of staff should not normally transport the child/pupil unless accompanied by another colleague. No staff should be alone with a child/pupil in this situation. Under no circumstances should staff transport any child/pupil without appropriate business insurance.

### **3. Use of Technology**

All staff in our school will use technology to support and promote the learning and welfare of the children/pupils. However certain safeguards should be remembered:

- Mobile phones - Staff will NOT give any child/pupil their personal mobile phone number and will not contact the child/pupil on the child's/pupil's mobile phone either by voicemail or by texting without the consent of the parent and in line with the school's policy in respect of use of mobiles. Staff should not use a mobile phone in the presence of school children/pupils and child/pupil areas of the school site unless it is an emergency. In relation to photographs, staff must not use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children/pupils from this school. Staff will have an absolute commitment to seek advice from a senior manager about any situation that may be capable of being understood as inappropriate.
- Staff will ensure Bluetooth and AirDrop (iphones) is disabled when on school premises on all personal mobiles and laptops.
- Communication by email should only be through the school's email system and personal emails must not be shared with children/pupils. Staff should not communicate with children/pupils through private email accounts, social networking sites, even on educational matters, but must use official email and networking sites

sanctioned by the school. Staff should be extremely careful in their personal use of social networking sites and must not discuss school business or any issues relating to children/pupils.

- Use of Internet: Staff will **NOT** access or expose children/pupils or young people to unsuitable material on the internet. Staff will ensure that they follow e-safety standards about access to and use of the internet and be mindful of the Teacher Standards. The Executive Head Teacher will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner.
- Any images/ videos to be recorded on phones/ I pads must be pre-agreed by the Head Teacher and Governors beforehand (e.g. for submission to school twitter feed).
- Any posts to social media must be pre-agreed by the Head Teacher and Governors beforehand.
  
- Examples of inappropriate conduct might include:
  - participating in chat rooms with children/pupils,
  - use of a social media site such as Facebook or Twitter to communicate with children/pupils,
  - text-messaging,
  - the promotion of non-school activities such as outside clubs and organisations, and/ or
  - sending emails that are not directly related to the child/pupil-teacher relationship and specifically relating to school business.

#### **4. Use of Physical Intervention**

- It is important to allow children/pupils to do what they can for themselves, but depending on age and circumstances (i.e. a child/pupil who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child/pupil hurting themselves, running into the road etc.), it may be necessary for some physical contact to take place.
- Team Teach will be used by trained staff if a child is in significant danger to themselves or others. If this is to be used frequently for a pupil a meeting with parents will take place and an agreement to use Team Teach for that pupil will be signed and agreed by parent.
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a child/pupil from :
  - committing any offence (or, for a child/pupil under the age of criminal responsibility, what would be an offence for an older pupil );
  - causing personal injury to , or damage to the property of, any person (including the child/pupil himself ); or
  - prejudicing the maintenance of good order and discipline at the school or among any children/pupils receiving education at the school, whether during the teaching session or otherwise.

The school will make use of the powers to search children/pupils for items that the school deems as banned, inappropriate, a safeguarding risk or prevent the maintenance of good order and discipline, e.g. mobile phones.

#### **E-Safety in The Bedonwell Federation**

Most young people experience the Internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. However, issues of E-Safety do arise as some children/pupils use the technologies negatively.

- In The Bedonwell Federation, we have a major responsibility to educate our children/pupils; teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies, particularly social networking sites. It is also important to include parents as much as possible in this process given that children/pupils often have access to computers at home.
- It is appropriate to take photographs of children/pupils to capture a curriculum activity or a celebration of school life using school equipment providing we have permission to do so from the parents/carers. Staff must not however use their personal mobile phone, camera (still or moving images) or other devices to take, edit or store images of children/pupils from this school.
- In The Bedonwell Federation, we have robust systems to filter and monitor the use of the Internet and email inside the school. Senior leaders are automatically alerted if any attempt is made to breach these systems or if the school internet and e-mail systems are used inappropriately, including the sending of abusive or prejudiced e-mails. If a child/pupil is caught viewing inappropriate material on a computer or on their mobile phone via the school system during school hours, they will receive a serious sanction. (See appendix E) for guidelines to support parents/carers in monitoring their childrens' use of the internet.
- The school is aware of and alert to the risks of cyber-bullying. It is different from more traditional forms of bullying. Some children/pupils have 24 hour access to the internet or a mobile phone and so it can be hard to escape. The audience for the bullying can be potentially huge and comments and pictures are likely to stay online forever.
- The school is committed to working within the Bexley LSCB Combating Bullying Strategy.
- As with all forms of bullying, the school will deal with this in accordance with the Behaviour Policy. If cyber-bullying is happening outside school hours then any available evidence should be printed off and reported to the school as soon as possible. Where social media sites are involved, this will be reported directly to them.

### **The Curriculum**

Through the curriculum, staff will raise children's/pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that children/pupils need opportunities to develop the skills they need to stay safe from abuse.

### **Whistleblowing**

All staff should feel free to voice concerns about the attitude and actions of their colleagues in accordance with the Local Authority's whistle blowing policy.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed other whistleblowing channels may be open to them. (Refer to the whistleblowing policy)

### **Equality Statement**

The Bedonwell Federation is committed to promoting equality and preventing discrimination on the grounds of disability, ethnicity, gender, age, religion or belief and sexual orientation.

### **Commitment of the Governing body of The Bedonwell Federation**

The Governors of The Bedonwell Federation are committed to safeguarding practices, which protect children/pupils from harm. This commitment is shared by the staff and volunteers of The Bedonwell Federation. We accept and recognise our responsibilities to develop awareness of the issues, which cause children/pupils harm. We are supported by London Borough of Bexley in all child protection matters.

We have accepted this policy and will implement it. As part of our commitment, we, the governing body of The Bedonwell Federation will ensure that this Safeguarding and Child Protection Policy is reviewed on an annual and an 'as and when necessary' basis. We will also make child protection a standing agenda at all of our meetings and monitor this policy by replying to reports, from the Executive Head Teacher and staff, tabled at Full Governing Body meetings.

*This policy should be given to all new employees and made freely available to all staff, parents and carers*

### **Confirmation of policy**

School: The Bedonwell Federation

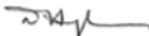
Date of review: May 2017

CEO/ Executive Head Teacher (name): .....Mrs S Brooks.....

CEO/ Executive Head Teacher (signature): 

Head Teachers (signatures):  

Chair of Governors (name): .... Mrs D Higham.....

Chair of Governors (signature) : 

Date policy ratified by Governing Body: 9<sup>th</sup> June 2017

Date to be reviewed: .....May 2018.....

## **APPENDIX A**

### **THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)**

The role of the LADO is set out in the HM Government guidance Working Together to Safeguard Children (2013). Chapter 2 (under Organisational responsibilities) paragraph 4 outlines the procedures for managing allegations against people who work with children/pupils.

The LADO works within Children's Services and should be alerted to all cases in which it is alleged that a person who works with children/pupils has:

- behaved in a way that has harmed, or may have harmed, a child/pupil
- possibly committed a criminal offence against children/pupils, or related to a child
- behaved towards a child/pupil or children/pupils in a way that indicates s/he is unsuitable to work with children/pupils.

The LADO role applies to paid, unpaid, volunteer, casual, agency and self-employed workers. They capture concerns, allegations or offences emanating from outside of work. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

The LADO helps co-ordinate information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible.

In Bexley, the LADO heads the Safeguarding Children Service which offers members of the public and other professionals specialist advice, support and guidance about:

- child protection (safeguarding) advice,
- issues regarding children/pupils looked after by the Council, and/or
- concerns regarding the behaviour of professionals or volunteers who work with children/pupils.

The Safeguarding Children Service has responsibility for convening and chairing Initial and Review Child Protection Conferences.

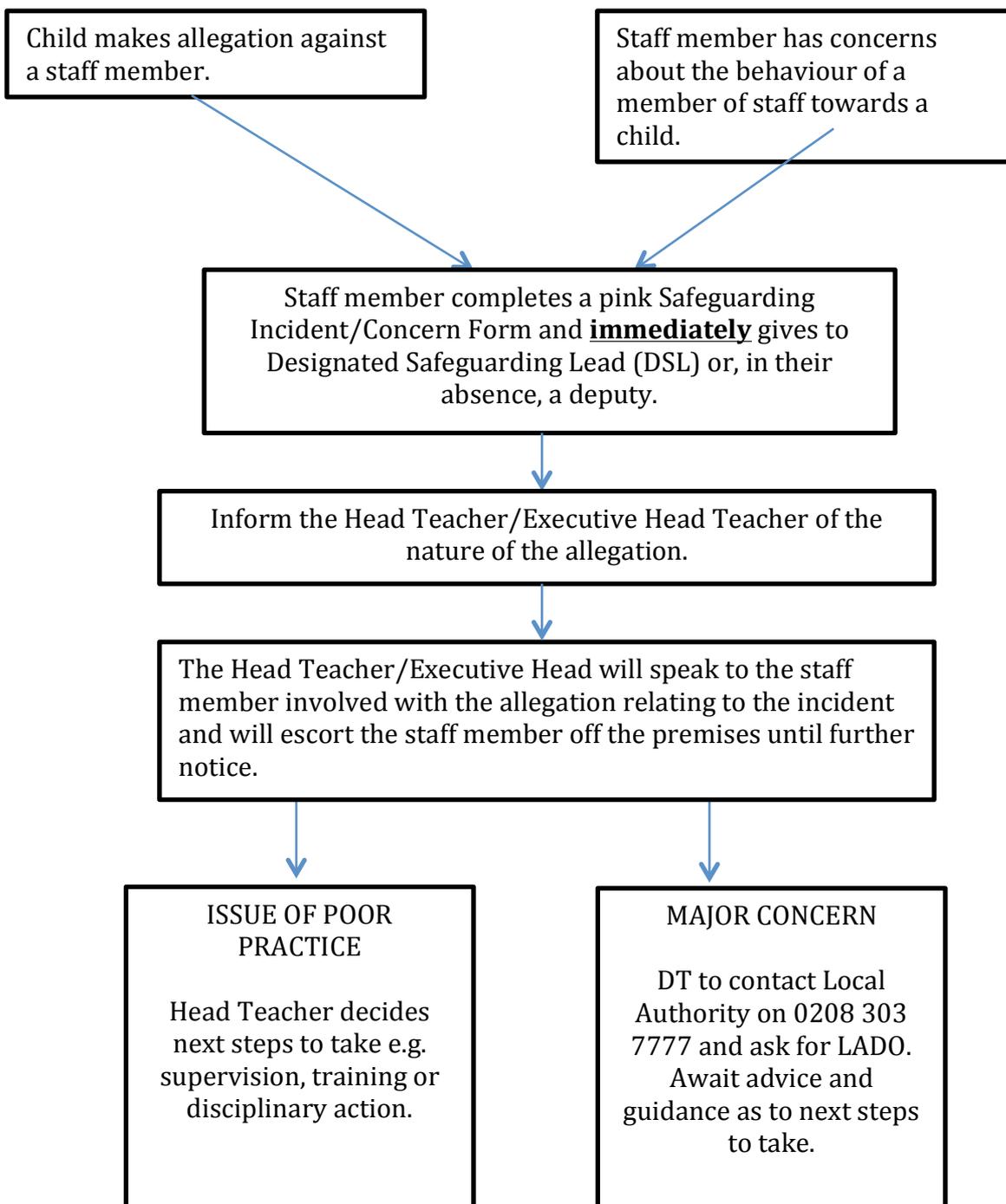
The service maintains a list of children/pupils subject to a Child Protection plan: thought to be at risk of significant harm in the borough, and works to ensure that child protection plans are made and implemented on their behalf.

In addition to chairing child protection conferences, the Safeguarding Children Officers chair complex strategy meeting such as:

- where an allegation has been made against a professional or volunteer who works with children/pupils,
- children/pupils at risk of sexual exploitation, and/or
- Looked After Children/pupils who abscond from their placement.

(culled from [http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado\\_wda68916.html](http://www.nspcc.org.uk/Inform/cpsu/helpandadvice/organisations/lscbs/lado_wda68916.html) and <http://www.bexley.gov.uk/index.aspx?articleid=4686>)

## Staff Allegations



## **APPENDIX B**

### **MAKING CONTACT WITH OTHER AGENCIES**

In the case of concern about a child's/pupil's safety, wellbeing or abuse of a child/pupil, please use contact details below. Where there are urgent child protection concerns, the Bexley Safeguarding Children's Board (BSCB) policy and procedures should be followed (London Safeguarding Children Board).

Situations where there is immediate risk of significant harm to a child or young person should be referred directly by telephone to **0208 303 7777** including out of hours, followed by the referral form which should be sent to **[childrensocialcare.admin@bexley.gov.uk](mailto:childrensocialcare.admin@bexley.gov.uk)** or **[childrensocialcare.admin@bexley.gcsx.gov.uk](mailto:childrensocialcare.admin@bexley.gcsx.gov.uk)**.

If there are no immediate child protection concerns referrals should be made to the Bexley front door service on **0203 045 5440**, **[childrensocialcare.admin@bexley.gov.uk](mailto:childrensocialcare.admin@bexley.gov.uk)** or **[childrensocialcare.admin@bexley.gcsx.gov.uk](mailto:childrensocialcare.admin@bexley.gcsx.gov.uk)**.

**FAX: 0203 0455445**

The Children and Families Front Door will assess the referral using the 'Continuum of Need' document and may:

- × Refer back for further information or suggest alternative responses including signposting to other agencies;
- × Refer to Family Wellbeing for further assessment (where children or young people's needs can be met by a multi-agency response); and/or
- × Refer to Children's Social Care for further assessment (where children or young people may be at risk of, or are, suffering significant harm).

**DISABLED CHILDREN'S SERVICE:** Telephone: 0203 045 3600 Fax: 0203 045 3891

**BEXLEY SAFEGUARDING CHILDREN'S SERVICE (MASH TEAM):**

Telephone: 020 3045 5440 Fax: 0203 045 3891

**BEXLEY LOCAL SAFEGUARDING CHILDREN BOARD:** Telephone: 020 3045 4125

**BEXLEY SAFEGUARDING AND EDUCATION ADVISOR:**

Jan Blackburn - Telephone: 020 3045 4680

**COMPLEX NEEDS MANAGER:** Janine Wooster - Telephone: 0203 045 5025

**NSPCC:** Telephone: 0808 800 5000

**POLICE CHILD ABUSE INVESTIGATION TEAM:**

Telephone: 0207 230 3700 (8am – 6pm) or calls outside these hours should be made to 999  
In the case of allegations against staff

**HEAD OF SCHOOLS HR:** Telephone: 020 8303 7777 (and ask for school's HR)

**LOCAL AUTHORITY DESIGNATED OFFICER (LADO):**

James McMillan: Telephone (direct dial for both contacts): 0203 045 5543

Email: [james.mcmillan@bexley.gov.uk](mailto:james.mcmillan@bexley.gov.uk) Email: [LADO@bexley.gov.uk](mailto:LADO@bexley.gov.uk)

## **APPENDIX C**

### **GUIDELINES IF A CHILD/PUPIL GOES MISSING**

While children/pupils are in school, we have a responsibility for duty of care to the children/pupils and act in loco-parentis by taking steps that are reasonable to ensure safety and well-being.

#### **If a child/pupil goes missing out of school, the following steps should be taken:**

- gather other children/pupils together; and
- allocate staff to search immediate area and alert local security.

#### **If a child/pupil is missing for more than 5 minutes:**

- contact school to say which measures have been taken;
- ensure that there is good two way communication established with a range of phone lines;
- notify the police / security;
- send other children/pupils accompanied by staff back to school (if possible), in bus /cabs asking school to send transport, and additional staff to help search;
- school alert parents as soon as possible and keep them posted;
- school alert London Borough of Bexley Lead Officer (Jo Lakey);
- set up link headquarters at school (i.e. Identify roles, rota for manning phones etc. preparing posters and alert transport police (bus and trains), taxi firms, local police, other police; and
- try to secure radio and TV help.

Ensure all staff are aware of these procedures.

On outings, always take a school mobile phone leaving the number of the phone you have taken with the school office.

Ensure that the school has the numbers of any other phones you have on the trip and make sure these are ON.

Do not hesitate to alert school when there is a problem.

#### **If a child/pupil goes missing in school, the following steps should be taken:**

- let the main office / Head Teacher know immediately,
- at least one member of staff must go to the roadside to search,
- at least one member of staff must circumnavigate the grounds,
- at least one member of staff must search all rooms inside,
- office to alert remaining staff through phone system,
- let all these people know when the child/pupil has been found, and
- if the child/pupil remains missing, school should alert parents/ police as soon as possible and keep them posted

**Avoid any blame culture, celebrate the success of the mission when the child/pupil is found and learn from the investigation. Head of School evaluates what happened afterwards in order to learn from the situation and to satisfy ourselves that the best possible was done.**

## APPENDIX D

### Chronological Record of Concerns in Relation a Child's Safeguarding Issues

Date	Reported By	Concern or Issue	Early help or referral?	Discussed with Parent Yes/No Outcome	Action (see attached prompt list)

#### Issues to be considered when planning action:

- Does the concern suggest harm or likelihood of harm? Seek Consultation or make referral to Children’s Social Care.
- Is the child/pupil already known to Children Social care or another agency? Should this concern be shared with that agency?
- Is this a ‘one-off’ incident or is there a history or pattern to the concerns?
- Does the child/pupil have additional or related needs - does this increase vulnerability?
- Should the issue be addressed directly with the child/pupil?
- Is additional support or monitoring by the school indicated?
- Should a TAC be opened?

## APPENDIX E

### E-SAFETY GUIDELINES FOR PARENTS / GUARDIANS

Consider some of the points below to ensure that your child is using the fantastic new technologies available to them as safely as possible.

1. Please consider employing the strict "safe search" setting on Google. For more information on this and further guides you could look at [www.candp-s.com/familysafety](http://www.candp-s.com/familysafety) - a website full of useful material and advice on Online Safety.
2. Look into setting Parental Controls on internet enabled devices to restrict specific web sites and also the time when the computer can be used.
3. Mobile phones offer children/pupils an amazing amount of opportunity in what they look at and what they can text, including picture messaging. If your child has a smart phone, then please consider setting safe searches on Google and YouTube on these as well.
4. Please take time to talk to your child about their use of the internet. It will be impossible and perhaps not even desirable to ban everything; indeed they are often much more able than us at using the computer! Education and dialogue are the only realistic ways to protect young people.
5. Please encourage a balanced use of the computer and mobile phones- for example, setting expectations that computers are off at 10pm and phones aren't used at mealtimes or 1/2 hour before bedtime (and not once in bed!).

#### **How a parent/carer can ensure that their child's online experience is safe:**

1. **Learn** - Find out more about online threats;
2. **Talk** - Discuss what your child should, and should not, do online and print off a copy of the Safe Internet Use Agreement - sign it and put it on the wall;
3. **Have fun** - Enjoy some of the recommended sites by going online together (let your child show you how);
4. **Take action** - Make searching on the internet safer by blocking pornography on Google and YouTube and get a healthy balance by setting time restrictions on your child's computer; and
5. **Care** - Make each child's computer use more comfortable – avoid posture problems by getting a laptop riser and separate keyboard and mouse and finally encourage each child to learn to type.

\*(Culled from [www.candp-s.com/familysafety](http://www.candp-s.com/familysafety))

## **APPENDIX F**

### **THE PREVENT DUTY**

#### **What it means for schools**

In order for schools to fulfil the Prevent duty, it is essential that staff are able to identify children/pupils who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children/pupils from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children/pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. Schools can also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop children/pupils debating controversial issues. On the contrary, schools should provide a safe space in which children/pupils, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

For early years, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children/pupils from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

#### **Risk assessment**

The statutory guidance makes clear that schools are expected to assess the risk of children/pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children/pupils and young people in the area and a specific understanding of how to identify individual children/pupils who may be at risk of radicalisation and what to do to support them. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children/pupils's behaviour, which could indicate that they may be in need of help or protection. Children/pupils at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children/pupils who might be at risk of radicalisation and act proportionately. Even very young children/pupils may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour.

Schools should have clear procedures in place for protecting children/pupils at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and childcare settings to have distinct policies on implementing the Prevent duty. General safeguarding principles apply to keeping children/pupils safe from the risk of radicalisation as set out in the relevant statutory guidance, *Working together to Safeguard Children and Keeping Children Safe in Education* (May 2016).

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme that focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

#### **Staff training**

The statutory guidance refers to the importance of Prevent awareness training to equip staff to identify children/pupils at risk of being drawn into terrorism and to challenge extremist ideas.

The Home Office has developed a core training product for this purpose – Workshop to Raise Awareness of Prevent (WRAP). There are a number of professionals – particularly in safeguarding roles - working within Local Authorities, the Police, Health and Higher and Further Education who are accredited WRAP trained facilitators. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children/pupils from the risk of radicalisation.

### **Computing policies**

The statutory guidance makes clear the need for schools to ensure that children/pupils are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. More generally, schools have an important role to play in equipping children/pupils and young people to stay safe online, both in school and outside.

### **Building children’s resilience to radicalisation**

Schools can build children’s/pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Schools are already expected to promote the spiritual, moral, social and cultural development of children/pupils and within this, fundamental British Values.

Personal, Social, Health and Economic Education (PSHEE), Philosophy and teaching British Values can be an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. The subject can be used to teach children/pupils to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can also develop effective ways of resisting pressures, including knowing when, where and how to get help. Schools can encourage children/pupils to develop positive character traits such as resilience, determination, self-esteem, and confidence.

British Values and Citizenship helps to provide children/pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. It should equip children/pupils to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments. Through British Values and Citizenship children/pupils learn about democracy, government and how laws are made and upheld. Children/pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

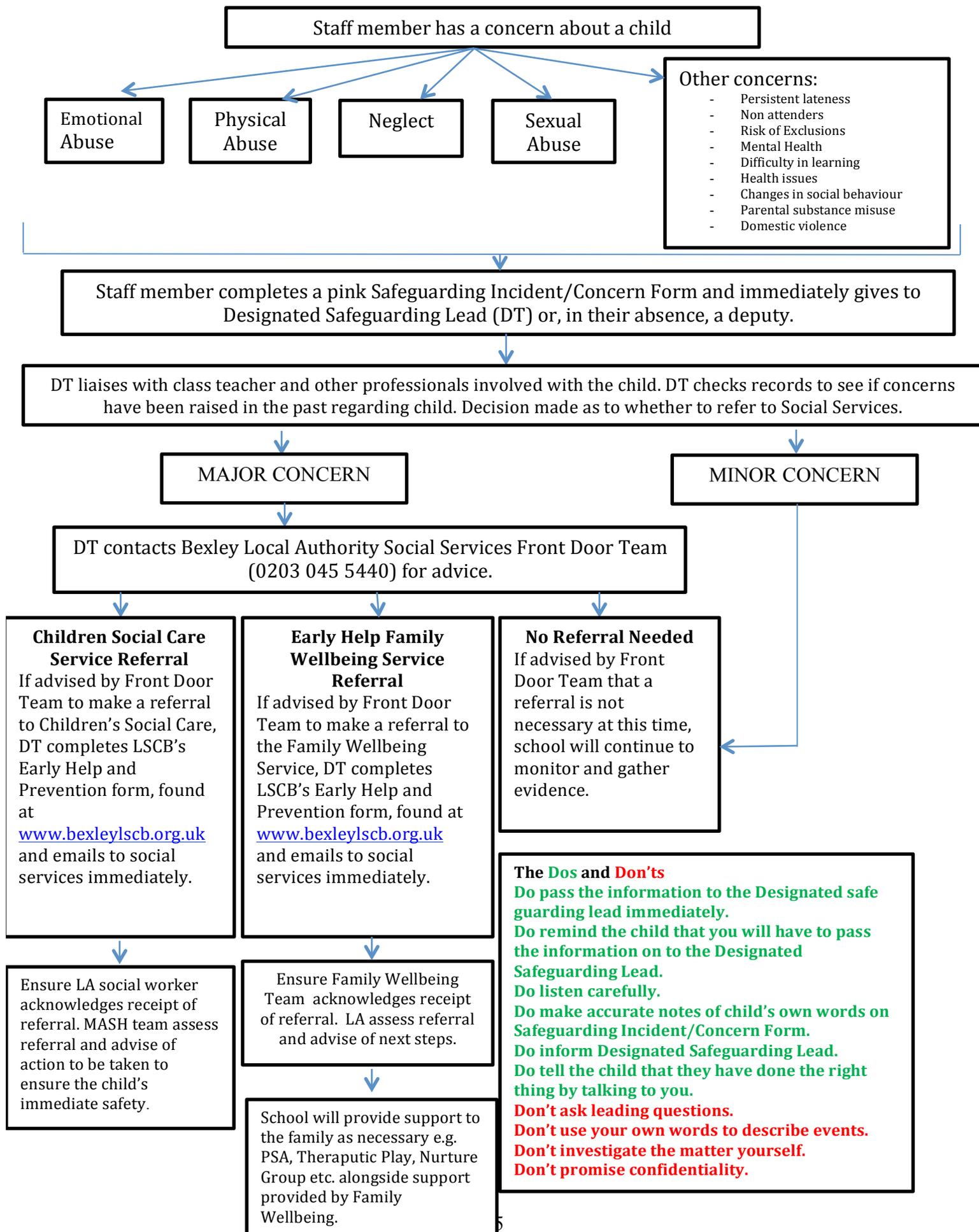
### **What to do if you have a concern**

As explained above, if a member of staff in a school has a concern about a particular child/pupil, they should follow the school’s normal safeguarding procedures, including discussing with the school’s designated safeguarding lead, and where deemed necessary, with children’s social care.

**Useful contacts in relation to Prevent (Preventing Violent Extremism)**

<b>Borough</b>	<b>Authority</b>	<b>Name</b>	<b>Phone number</b>	<b>Email</b>
Bexley	Local Authority	Clair McGarry	020 3045 3990	Clair.mcgarry@bexley.gov.uk
	Police	Claire Farrell	07775 821592	Claire.l.farrell@met.pnn.police.uk
Greenwich	Local Authority	Adam Brown	020 8921 4661	Adam.Browne@royalgreenwich.gov.uk
Bromley	Local Authority	Peter Sibley Anotoinette Thorne	020 8313 4638 020 8313 4380	Peter.sibley@bromley.gov.uk Antoinette.thorne@bromley.gov.uk
	Police	Rob Affleck	07775 036482	ROB.P.Affleck@met.pnn.police.uk
Dartford	Local Authority	Matt Roberts	01322 343000	Matt.Roberts@dartford.gov.uk
	Police	Jackie Lineham	07772 113237	jackie.lineham@kent.pnn.police.uk

**Appendix G**  
**Safeguarding Referral Procedures**



Staff member has a concern about a child

Emotional Abuse

Physical Abuse

Neglect

Sexual Abuse

Other concerns:

- Persistent lateness
- Non attenders
- Risk of Exclusions
- Mental Health
- Difficulty in learning
- Health issues
- Changes in social behaviour
- Parental substance misuse
- Domestic violence

Staff member completes a pink Safeguarding Incident/Concern Form and immediately gives to Designated Safeguarding Lead (DT) or, in their absence, a deputy.

DT liaises with class teacher and other professionals involved with the child. DT checks records to see if concerns have been raised in the past regarding child. Decision made as to whether to refer to Social Services.

MAJOR CONCERN

MINOR CONCERN

DT contacts Bexley Local Authority Social Services Front Door Team (0203 045 5440) for advice.

**Children Social Care Service Referral**

If advised by Front Door Team to make a referral to Children's Social Care, DT completes LSCB's Early Help and Prevention form, found at [www.bexleyscb.org.uk](http://www.bexleyscb.org.uk) and emails to social services immediately.

**Early Help Family Wellbeing Service Referral**

If advised by Front Door Team to make a referral to the Family Wellbeing Service, DT completes LSCB's Early Help and Prevention form, found at [www.bexleyscb.org.uk](http://www.bexleyscb.org.uk) and emails to social services immediately.

**No Referral Needed**

If advised by Front Door Team that a referral is not necessary at this time, school will continue to monitor and gather evidence.

**The Dos and Don'ts**

- Do pass the information to the Designated safe guarding lead immediately.
- Do remind the child that you will have to pass the information on to the Designated Safeguarding Lead.
- Do listen carefully.
- Do make accurate notes of child's own words on Safeguarding Incident/Concern Form.
- Do inform Designated Safeguarding Lead.
- Do tell the child that they have done the right thing by talking to you.
- Don't ask leading questions.
- Don't use your own words to describe events.
- Don't investigate the matter yourself.
- Don't promise confidentiality.

Ensure LA social worker acknowledges receipt of referral. MASH team assess referral and advise of action to be taken to ensure the child's immediate safety.

Ensure Family Wellbeing Team acknowledges receipt of referral. LA assess referral and advise of next steps.

School will provide support to the family as necessary e.g. PSA, Therapeutic Play, Nurture Group etc. alongside support provided by Family Wellbeing.