Child Protection and Safeguarding Policy

September 2015

Head Teacher: Mrs Olivia Bates
POLICY STATEMENT

This policy applies to the whole school. As of 1st January 2015 Totternhoe Lower School opened an on-site Pre School. This policy will be implemented accordingly in both settings as we are one school. Throughout this policy the “school” will include the pre-school.

Totternhoe Lower School wants to work with children, parents/carers and the community to ensure the safety and protection of children and to give them the very best start in life. The school takes seriously its ‘duty to safeguard and promote the welfare of pupils at the school’ (Education Act 2002 sec 175). We are committed to having in place procedures that will support informed and sensitive management of child protection issues. The School recognises that there are three main interlinking components, which form an integrated framework to provide a protective/preventative service. These are; ensuring structures are in place to support child protection functions; there are operational policies and procedures for dealing with Child Protection; pupils are empowered and aware of issues related to their own welfare.

We will act in accordance with the following legislation and statutory guidance:

- Procedures set out by the Central Bedfordshire Safeguarding Children Board (CBSCB) http://bedfordscb.proceduresonline.com/index.htm
- Promoting the Education of Looked-after Children (2014)
- Supervision of Activity with Children (2012)
- The Prevent duty - Departmental advice for schools and childcare providers, June 2015
- The need to have due regard to Part 3 of Keeping Children Safe in education.
- Our Common Law duty to protect and keep children safe whilst in our care.
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014) The Governing Body takes seriously its commitment to having in place procedures that will support informed and sensitive management of child protection issues. The Organisation recognises that there are three main interlinking components, which form an integrated framework to provide a protective/preventative service. These are; ensuring structures are in place to support child protection functions; there are operational policies and procedures for dealing with Child Protection; children are empowered and aware of issues related to their own welfare.

We fully acknowledge our responsibilities for child protection and recognise that through our day-to-day contact with children, school staff are well placed to identify signs of risk and harm which might arise outside of time spent in school. We recognise that for children: high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only
stable, secure and consistent environment in their lives.

Aims

We aim to provide a safe, secure and consistent environment for all our pupils regardless of age, ethnicity/religion, disability, gender/sexuality; one in which they feel supported, valued, respected and listened to. We will do this by:

• Establishing a safe environment in which children can learn, develop and have a voice, which is listened to.
• Adapting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone appropriate checking process.
• Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
• Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
• Supporting pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan.
• Having measures in place to facilitate and promote the safe use of technology.
• Raising awareness amongst staff of intimate care issues and alerting staff to the signs and indicators that all might not be well.
• Monitoring and evaluating our safeguarding practices and procedures.
• Create an environment in our School and pre-school which is safe and secure for all children.
• Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
• Encourage children to develop a sense of autonomy and independence.
• Work with parents to build their understanding of and commitment to the welfare of all our children.
• To enable all staff to be aware, sensitively, of the need for child protection in appropriate circumstances.
• To enable all staff to understand the ‘duty of care’ placed upon them and their role in safeguarding and promoting the welfare of all pupils.
• To ensure that all staff understand the procedures in place when dealing with potential Child Protection issues.
• Clarifying standards of behaviour for staff and pupils/students.

Child Protection: Internal School Procedures

There are three main elements to our Child Protection Policy. Prevention, Protection and Support.

• Prevention: The School encourages a positive atmosphere of openness and support where pupils are encouraged to have the confidence to talk to familiar adults with the understanding that they will be listened to. All staff play an active part in this, but we also refer to pupil support services if this is needed. The School operates a ‘zero-tolerance’ approach to bullying. Teachers also use the pastoral and academic curriculum to support confident speaking and listening, and respect for others.
• Protection: All staff has training in safeguarding children (child protection) procedures at induction. These procedures follow the guidelines set out by OFSTED, circular 10/95 and Safeguarding Children
in Education 2004. Staff will be updated of any changes to DFE Guidance during the school term as a part of weekly staff meetings, at INSET days, and external training at a minimum of a two yearly interval to ensure everyone is trained in the way to respond appropriately and sensitively to child protection and safeguarding.

• **Support:** Non-prejudicial support is offered to all pupils and staff including pupils who may have been abused.

All staff and visitors will:

Be familiar with this safeguarding policy.

Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc.

Be involved in the implementation of individual education programmes, integrated support plans, child in need plans and inter agency child protection plans where deemed appropriate;

Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators - page 17);

Record concerns and give the record to the Designated Safeguarding Lead; and

Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 and/or the Child Protection procedures - you must inform the Designated Safeguarding Lead immediately, and provide a written account as soon as possible; All staff will receive basic training at least once every two years. Key staff will undertake further training as agreed by the Governing Body.

**Roles and Responsibilities**

**Prevention**

Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions under the 1989 and 2004 Children Acts, which make this clear, and this guidance sets these out in detail. This includes specific duties in relation to children in need and children suffering, or likely to suffer, significant harm, regardless of where they are found, under sections 17 and 47 of the Children Act 1989. The Director of Children’s Services and Lead Member for Children’s Services in local authorities are the key points of professional and political accountability, with responsibility for the effective delivery of these functions.

At Totternhoe Lower School we recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole school community; all teaching and non-teaching staff, governors, students/pupils and volunteers and visitors working in the school. Although referring concerns to Children’s Social Care via Designated staff remains the usual process; in line with the statutory guidance, ‘Keeping Children Safe in Education (2015)’, staff will be made aware that anybody can make a referral. This might for example arise, where a Designated staff member is not immediately available, or where a member of staff feels that the actions of a Designated person have been insufficient. On occasions when staff do refer to Children’s Social Care directly, they should refer to the Local Authority in which the child is resident (Normally Central Bedfordshire, but not always). Information will be displayed in staff areas to enable staff to do this. Forms are stored on the Teacher-shared area of the server. We recognise that, for children, high
self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult promotes prevention.

In addition, the Designated Person for Child Protection (Mrs O Bates and in her absence Mrs Mitchelmore) and the Designated Governor (Mr. D Bates) have extra roles and responsibilities.

We will:

Establish a safe environment in which children can learn, develop and have a voice by:

- Ensuring that our buildings and site are secured and that, visitors to the school are properly checked and supervised.
- Having a Health & Safety & Security Policy; Fire Risk Assessment; First Aid policy; Critical Incident Policy; Medicine and medical needs policy; EVJ policy; Social Networking and Media, Anti-bullying policy; Behaviour for Learning policy incorporating physical intervention policy and ensuring that they are reviewed regularly and understood by all staff in line with Safer Working Practice for the protection of children and staff in Education Settings (archived but still useful).
- Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.
- Having a Behaviour for learning Policy; an anti-bullying and harassment Policy; a Racial Equality Policy; a policy for dealing with Racist incidents; Disability Equality Policy and ensuring that staff adhere to the policies and promote their principles of value, respect and acceptable behaviour amongst our pupils/students.
- Ensuring that all staff and governors have been made aware of Central Bedfordshire’s Safer Working Practice for the protection of children and staff in Education Settings and Keeping Children Safe in Education document (March 2015) and work to the guidance contained therein. That students and regular volunteers are aware of procedures outlined in the student and adult volunteer policies.
- Following Bedfordshire’s LSCB procedures where an allegation is made against a member of staff or volunteer. Where such an allegation is made, the Head Teacher should be notified. She will follow the school policy and the DFE’s statutory guidance in Part 4 of Keeping Children Safe in Education. If necessary they will notify the authority’s Allegations Manager (currently Owen Philips and Jenny Lloyd/Rosemary Webster, 03003004832 or 0300300483 or Conference and Review Service on 0300 300 8142). Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors (currently Gifford Kelly) who will likewise follow the same procedure.
- Ensuring that the Behaviour for learning policy, which incorporates the Physical Intervention and the Positive handling Policy, is understood by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children and that the Whistle-blowing (Confidential) and Parental Complaints Procedure policy are understood by pupils, parents and staff (as appropriate). The Head Teacher will have responsibility for this and also for ensuring that any deficiencies are brought to the attention of the Governing Body.
- Establishing and maintaining an environment where children feel safe, valued, are encouraged to talk and are listened to. School council plays an important role at Totternhoe Lower school and to this end the school council, Playground Friends, feelings charts and the ‘friendship bench’ all assist to make children feel safe and secure. Within class individual classes have their own ways of dealing with this in the form of ‘worry boxes’, circle of friends; and within PSHCE and ‘circle time’. From time to time posters for anti bullying campaigns or organisations such as the NSPCC and childline are displayed.
- Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will also ensure that procedures are in place to prevent the unsupervised
access to children of adults who have not undergone appropriate checking processes.

- Applicants for posts within the main and pre-school are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out DBS checks and take-up references before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.

- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the school or pre-school or has access to the children.

- We have procedures for recording the details of visitors to the school and pre-school.

- We take security steps to ensure that we have control over who comes into the school and pre-school so that no unauthorised person has unsupervised access to the children.

We will do this by:

- Following the guidance set out in part 3 of Keeping children safe in education publication (March 2015). References and identity will be verified and all documentation kept in a single central record. All staff and regular volunteers and visitors will be vetted in accordance with these guidelines.

- Ensuring that at least one member of the Board of Governors and the Head Teacher have received training on Safer Recruitment Practices (at this time Mr O Bates, Mrs D Mitchelmore and Mr. G. Kelly) have all undertaken safer recruitment training).

- Ensuring that all staff interviews have at least one person on the panel who has completed safer recruitment training.

- Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority (ISA) in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.

- Ensuring that adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.

- Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection.

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

  - Including opportunities through the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

  - Include in the curriculum, activities and opportunities for personal and social development, which will equip children with the skills they need to be safe from abuse.

  - Ensuring that children know that there are adults in the school whom they can approach if they are worried and maintain an ethos where children feel secure, are encouraged to talk and are listened to.

  - Displaying/distributing appropriate safeguarding materials and information such as NSPCC assemblies.

  - Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this in adherence with the guidance set down in Working Together to Safeguard Children (2015; Part 4 of keeping Children Safe in Education; LSCB Safeguarding Inter-Agency Procedures.

  - Allocating a member of the school’s leadership team to the role of lead ‘Designated Person’ for
child protection. Mrs O Bates currently carries out this role.

- Having at least one named member of staff to deputise in the absence the main designated person. Mrs D Mitchelmore currently carries out this role.
- Providing time and support for these roles.
- Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a minimum. All staff and volunteers must be aware that the main categories of abuse are: Physical abuse, Emotional abuse, Sexual abuse including child sexual exploitation, Neglect (These categories are described in more detail in Appendix 2 including specific safeguarding issues such as child sexual exploitation and Female Genital mutilation. The signs indicating the possibility of abuse are described in Appendix 1. One or more adults, and/or other children and young people may instigate the abuse.)
- Ensure that, wherever possible, every effort will be made to establish effective working relationships with parents and carers.
- Recognises its obligation to work with and co-operate with colleagues from other agencies (Education Act 2004).

**Safer Recruitment and Selection**

The school pays full regard to ‘Keeping Children Safe in Education’ (DfES 2014). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). All recruitment materials will include reference to the school’s commitment to safeguarding and promoting the wellbeing of pupils. Olivia Bates (Head Teacher), Deborah Mitchelmore (Assistant Head Teacher) and Gifford Kelly (Chair of Governors) have undertaken Safer Recruitment training. One of the above will be involved in all staff / volunteer recruitment processes and sit on the recruitment panel.

**Protection**

If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead (DSL) Mrs O Bates, or in her absence, the Deputy Designated Safeguarding Lead (DDSL) Mrs D Mitchelmore, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead (DSL) immediately so that the Access and Referral Hub can be contacted, see appendix 3, useful numbers and the necessary protective measures implemented. If this is not possible then anyone can undertake a referral.

**DSL & DDSL (Mrs O Bates & Mrs D Mitchelmore)**

- The DSL has lead responsibility and management oversight and accountability for child protection and is responsible for coordinating all child protection activity.
- The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files.
- When any part of the school has concerns about a child, the Designated Safeguarding Lead will decide what steps should be taken and should advise the Head Teacher.
- Child protection information will be dealt with in a confidential manner.
- Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family.
• A written record will be made of what information has been shared with whom, and when.
• Child protection records will be stored securely in the HT office, separate from academic records. Individual files will be kept for each child; the Organisation will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
• Access to these records by staff other than by the Designated Safeguarding Lead will be restricted. Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff.
• Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
• If a pupil/child moves from our school, child protection records will be forwarded on to the Designated Safeguarding Lead at the new school or Pre-School, with due regard to their confidential nature and in line with current government guidance on the transfer of such records.
• Direct contact between the two organisations may be necessary, especially on transfer from Lower to Middle schools. We will record where and to whom the records have been passed and the date.
• If sending by post pupil records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
• If a pupil/child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
• When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face-to-face handover/exchange of information with the new post holder.

The Governing Body

The Governing Body is the accountable body for ensuring the safety of the school. The governing body will ensure that:

• The school has a safeguarding policy in accordance with the procedures of Central Bedfordshire Safeguarding Children Board;
• The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
• At least one senior member of the school’s leadership team acts as a Designated Safeguarding Lead;
• The Designated Safeguarding Lead attends appropriate refresher training every two years;
• The Head Teacher and all other staff who work with children undertake training every two years;
• Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities;
• The school remedies any deficiencies or weaknesses brought to its attention without delay;
• The school has procedures for dealing with allegations of abuse against staff/volunteers.
• The governing body reviews its policies/procedures annually

Pupils

A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that all the staff are aware of the signs and behaviour, which may indicate abuse. (See Appendix 4).
All staff must:

• Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
• Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

• Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
• Listen to what is being said without displaying shock or disbelief.
• Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child’s age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe.
• Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify.
• Not criticise the alleged perpetrator.
• Reassure the child that what has happened is not his or her fault.
• Stress that it was the right thing to tell.
• Explain what has to be done next and who has to be told.
• Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children’s evidence can all too easily be compromised by leading questions or repeated recital.
• Make records that are factual, accurate and relevant and avoid subjective judgments. It is not the school’s responsibility to ‘check out’ what any child tells nor should any abuser be questioned.
• Sign and date the record of the disclosure.
• Having a nominated governor responsible for child protection and safeguarding, who will review our safeguarding policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the school governing body. David Bates currently carries out this role. Minutes from the meetings are kept in the child protection file, the key to which is kept by the head teacher.
• Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy and their own role in safeguarding and promoting welfare and the identity and role of the designated person/s. All staff and governors will be given a copy of this policy and volunteers will be made aware of the procedure in the ‘Adult Volunteer helper and Work Experience Students in school policy’.
• Having processes in place to ensure that all new staff receive safeguarding training/briefing appropriate to their role, as part of their induction and thereafter have access to refresher training as required or in any case, every 2 years as a minimum (last refresher course INSET January 2015).
• Requiring all staff and volunteers, to report any safeguarding concerns to the Designated Person for Child Protection, (Mrs Bates and in her absence Mrs Mitchelmore), regardless of whether or not they feel that the concern is either serious or substantiated. Any concerns should be raised immediately or as soon as is reasonably practicable and accompanied by a signed, dated, written record. This expectation will be communicated through regular training. The concern will then be placed in the
school’s safeguarding file for that child (or create one if necessary).

• Enabling the Designated person for Child Protection to make decisions regarding the action to be taken following a concern being brought to his/her attention. Working Together to Safeguard Children 2013 introduced a single assessment framework for Children’s Social Care, which replaced initial and core assessments, this was then updated in 2015.

http://centralbedfordshirechildcare.proceduresonline.com/chapters/p_ch_fam.html (Where appropriate, this may follow consultation; for example with Children’s Social Care or the Authority’s safeguarding advisors). Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children’s Social Care in accordance with LSCB Safeguarding Inter-Agency Procedures online. http://bedfordscb.proceduresonline.com/index.htm This will normally be done via the Designated Person/s for Child Protection unless they are not available and to wait for them to become available would pose an unacceptable delay. However, anybody can make a referral. If the child’s situation does not appear to be improving the staff member with concerns should press for reconsideration. Concerns should always lead to help for the child at some point. The social care team will then escalate according to flow chart 4 P.38 of Working together to Safeguard children 2015 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Ensuring that where concerns remain about the welfare or safety of a child following referral to/intervention by Children’s Social Care, these concerns are shared with Children’s Social Care & recorded in writing by the Designated Person. Where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol.

Making the Designated Person/s for Child Protection responsible for creating and maintaining written records in respect of all children for whom safeguarding concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events. The pupil’s main file will indicate the existence of a separate safeguarding/child protection file.

Ensuring that in line with early intervention principles, where the threshold of significant harm is not met but a child is believed to be a ‘child in need’ of additional support/services (under section 18 of the Children Act 1989), we either provide that support or refer the child to other agencies or Access and Referral Hub as appropriate. The designated person will use the threshold criteria published by LSCB. http://centralbedfordshirechildcare.proceduresonline.com/pdfs/threshold_criteria.pdf. If the thresholds are met then an Early Help Assessment will be made.

The Designated Person will engage with families and ensure that parents/carers and young people are fully involved in completing in an EHA. The Early Help Assessment (EHA) is a standardised approach to assessing children and young people’s needs and deciding how they should be met. The EHA is a key element to delivering more effective early intervention and prevention and is a tool for the identification and initial assessment of children and young people considered to be in need of additional support. If the Early Help Assessment has resulted in a plan that is enabling the child to achieve their full potential then a referral to Social care may not be necessary, if however, a referral does need to be made then a BIC 100 form will be completed for referral to Social care. All these forms are stored in the safeguarding area of the T-shared driver of the school server and on the LSCB website http://www.bedfordshirelscb.org.uk/lscb-website/professionals/professionals and central Bedfordshire website www.centralbedfordshire.gov.uk/eha. The lead professional will also decide if a referral to (MARAC) - Multi-Agency Risk Assessment Conference for those
at risk of harm from domestic abuse is necessary (see appendix 5).

The Designated Person will ensuring that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out our obligations in the school prospectus and making our policy available on request. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Children’s Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

- Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils/students including those with disabilities, minority status and those with a history of abuse.
- Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations; that safeguarding information should be treated as confidential and only shared as part of the agreed school and Central Bedfordshire Safeguarding Children Board protocols; All staff/volunteers in school have a responsibility to share relevant information about the protection of children with other professionals; Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.
- Developing effective links with agencies, which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.
- Supporting the Authority’s policies on school attendance and children missing education, also adhering to the missing children procedures

http://www.bedfordshirescb.org.uk/assets/1/final_safeguarding_c_and_y_p_who_go_missing_from_home_and_care_8_8_14__bbc_agreed_21.pdf

Completed safeguarding forms/records will be kept for the duration of the child’s school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school. The school will retain a receipt for the records signed by the receiving school. The information contained will be regarded as confidential. However, Sharing of information between practitioners and organisations is essential for effective identification, assessment, risk management and service provision. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children and young people at risk of abuse or neglect. The school follows the advice on Information sharing March 2015 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf Any request for access to the information by non-Central Bedfordshire Safeguarding Board agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

Support

We will support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection plan by:

- Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
• The Head Teacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding processes, core groups and meetings (especially child protection case conferences).

• Ensuring (through the Designated Teacher for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored and completing any necessary activities.

• Belonging to ‘Relay’ a Central Bedfordshire initiative, which focuses on early reporting to schools when a child or young person has been involved in a domestic abuse incident. Upon receipt of a police referral, the Relay Support Officer is able to liaise with the nominated Key Adults within each respective school and share information about the child/young person who has witnessed or been subject to domestic abuse. The Key Adult then shares the information with relevant staff and they jointly assess what type of support (silent or overt) needs to be offered to the affected child or young person.

• Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the office manager, under the direction of the Designated Person, will bring the absence to the attention of the Education Welfare Service. In these circumstances, the Education Welfare Officer will prioritise a visit to the child’s home.

• Notifying the Fostering Duty Desk when children come to our attention as being cared for in ‘private fostering arrangements’ in accordance with advice from LSCB - Fostering Duty Officer on 0300 300 8181 or by email fostering@centralbedfordshire.gov.uk. (See appendix 6 for definition of ‘private fostering’)

• Making the Designated Person/s for Child Protection responsible for making arrangements to ensure that a copy of a pupil/student’s safeguarding/child protection file (where one exists) is securely transferred in a timely fashion to the designated person at the receiving school/college when a pupil/student transfers. This file will be transferred separately from the main pupil record.

• Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child’s circumstances, including any changes to schooling arrangements.

• Having measures in place to facilitate and promote the safe use of technology by:

  • e-Security: keeping the electronic data we hold about pupils and families secure by password protection for access to systems, secure data transfer by County supported systems (such as AnyComms) and following guidelines as laid down by Central Bedfordshire Council.

  • e-Safety: Promoting e-safety awareness amongst children and their parents/carers by specific teaching of safety in ICT lessons, awareness evenings for parents, combating cyber-bullying as outlined in the appendices to the Anti-bullying and Harassment Policy, Internet Policy, parental signature agreeing to internet use on first starting at the school and ensuring all members of the school community know their access rights and responsibilities in using ICT.

• Having an Acceptable Use Policy in relation to the use of technology in the school and which contains the detail of how we will achieve e-security and promote e-safety. The school follows the ICO’s (Information Commissioner’s Office) advice on data protection and photographs – ‘Photographs taken for purely personal use are exempt from the data protection act’. Therefore parents at this school are allowed to take pictures of sports days and plays etc for personal use. Parents sign an agreement to allow children to be photographed in school for a variety of purposes such as tracking progress and the school prospectus. If a child’s parents do not sign this agreement the child must be removed by staff from situations where their photograph may be taken.

• Mobile phones/ cameras – Whilst we understand that most staff will have a mobile phone our policy needs to reflect the best interests of our children at all times. Therefore, unless there are mitigating circumstances agreed with the leadership team in advance, mobile phones should not be used during teaching time. If phones are kept in the classroom they should be on silent or switched off to
respect children’s learning. Additionally if staff are involved in intimate care duties, supervising changing for PE, swimming etc special care should be taken to ensure that no mobile photographic equipment should be present when carrying out these duties. Parent helpers should be informed of this policy by the teacher in charge should they assist during physical activities. Peripatetic coaching staff/parent volunteers should be informed of this policy. This policy not only ensures child safety but protects staff against false allegations.

- Conducting, through the Governing Body, an annual review of the school’s Acceptable Use Policy.
- Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
- Making staff and pupils/students aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the school network.
- Conducting an annual assessment of information risks, which will be reported to the Governing Body.
- Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
- Establishing that all staff and pupils know that incidents are reported to Mrs Bates who will investigate them and if necessary refer on. Incident records will be reviewed regularly and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update the risk assessment in light of new incidents as appropriate.
- Reviewing this log with the Safeguarding Governors at their regular visits and informing them of any actions/ action plans.

Staff support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Intimate care

We believe that all children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example, assistance with toileting or removing wet/soiled clothing). We will ensure this by:

- Having a care plan or EHCP, which is agreed with parents for all children who require intimate care on a regular basis. Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practicable. Parents are asked to sign the ‘procedure for toileting accidents’ form in their joining pack. Where possible the child will be changed by a member of staff of the same gender, although in a predominantly female staff, this is not always practical. Regard will be given to any cultural preference stated. When assistance is required staff should ensure that another appropriate adult is aware of the tasks to be undertaken.
- Ensuring that children with additional vulnerabilities (which may arise from the physical disability or learning difficulty) are additionally protected by recording these vulnerabilities in their care plan which is negotiated, agreed and recorded by the school in partnership with parents and seeking, where appropriate the views of the pupil. This plan will be reviewed regularly.
- Ensuring that all adults carrying out these tasks have undertaken safeguarding training and understand the need to report concerns about physical changes such as marks, bruises, soreness etc. This would also include awareness of school policy such as not carrying mobile phones with
cameras etc.

- Staff will make other staff aware of the tasks being undertaken and record the date, time and member of staff informed on a simple chart.
- Staff will explain to the child what they are going to do.
- Staff will consult with colleagues and parents/carers where any variation from agreed procedure/care plans is necessary and record it.
- Equipment will be kept securely in a labelled box in the disabled toilet. In case of assistance being required this area has an emergency bell cord. Staff will wear gloves at all times and an apron if necessary. All equipment will be wiped down after use with disinfectant wipes. Soiled nappies will be secured in nappy bags along with other soiled equipment and disposed of in a separate, lidded and labelled, container. Soiled clothes will be securely wrapped in a plastic bag and returned to parents. All procedures undertaken will be done in the spirit of ‘in loco parentis’ with particular care given to preventing infections, for example, girls being cleaned from front to back. Both child and adult will always wash hands afterwards. The record chart will be filled in as soon as possible afterwards and any necessary deviations from the care plan communicated to parents and other relevant staff.

We will monitor and evaluate our safeguarding practices and procedures in line with this policy by:

- Ensuring accountability by placing ultimate responsibility for safeguarding and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.
- Ensuring that the Designated Governor for Safeguarding has termly meetings with the Designated Member of Staff for Child Protection, in order to monitor and assess the effectiveness of the school’s response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development.
- Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.
- Reviewing this policy on an annual basis.

Other areas of work

All our policies, which address issues of power and potential harm, for example bullying, equal opportunities, handling, behaviour for learning, will be linked to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

Safeguarding Pupils/Children Who Are Vulnerable to Extremism

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Totternhoe Lower School values freedom of speech and the expression of beliefs / ideology as fundamental
Rights underpinning our society’s values. Both pupils/children and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The organisation is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 7. The school seeks to protect children and young people against the messages of all violent extremism.

Response

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in Appendix 8.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC (DSL).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Safeguarding Pupils/Children Who Are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation, or Trafficking

- Through the school’s values, ethos and behaviour policies the school provides the basic platform to ensure our pupils are given the support to respect themselves and others, stand up for themselves and protect each other.
- Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, include such issues in an age appropriate way in their curriculum.
- Our school works with and engages our families and communities to talk about such issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
THE KEY PROCEDURES

RESPONDING TO CONCERNS ABOUT A CHILD

Discovery or suspicion of child abuse

Where risk factors are present but there is no evidence of a particular risk then our DSL can advise staff on preventative work that can be done within the Organisation to engage the pupil/child into mainstream activities and social groups. Conversations with the pupil/child’s family, sharing the school’s concern about the young person’s vulnerability and how the family and organisation can work together to reduce the risk may well be held with the DSL or a Key Worker assigned to work with the child.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –

- The DSL or Key Worker can decide to notify the Multi-Agency Safeguarding Hub of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and

- The Organisation will review the situation after taking appropriate action to address the concerns.

The DSL or Key Worker will also offer and seek advice about undertaking assessment criteria such as the Early Help Assessment (EHA) and/or making a referral to children’s social care. If the concerns about the pupil/child are significant and meet the additional needs/complex need criteria, they will be referred to the social services. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

CAUSE FOR CONCERN

Involving Parents/Carers

In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency before informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child. Parents / carers will be informed about our safeguarding policy through the website and parent forum.

Multi-Agency Work

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children’s social care. Referrals should be made by the DSL to the Multi-Agency Safeguarding Team. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

We will co-operate with any child protection enquiries conducted by children’s social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial
and review child protection conferences, and core group meetings.

We will provide reports required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.

Where a pupil/child is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the school will contribute to the preparation, implementation and review of the plan as appropriate.

Our Role in Supporting Children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

A support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child’s wishes and feelings. A written outline of the individual support plan will be kept in the child’s child protection record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents/carers and other agencies as appropriate.

Responding to an Allegation about a Member of Staff

See also Central Bedfordshire Safeguarding Children Board Procedures on Allegations against Staff and Volunteers (Appendix 6).

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in schools or Pre-Schools to abuse children.

All staff working within our school must report any potential safeguarding concerns about an individual’s behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Head Teacher, it must be reported immediately to the Assistant Director Safeguarding in children’s social care, who will liaise with the Chair of Governors and they will decide on any action required.

Children with Additional Needs and Disabilities

Totternhoe Lower School recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic
violence or drug / alcohol abusing parents, etc.

PROFESSIONAL CONDUCT AND SAFEGUARDING

THE FOLLOWING MEASURES ARE IN PLACE TO ENSURE THAT THE CHILDREN AND STAFF ARE SAFEGUARDED WITHIN OUR WHOLE SCHOOL.

Working Together – A guide to inter-agency working to safeguard and promote the welfare of children March 2015

Making a Professional Judgement

This guidance cannot provide a complete checklist of what is, or not appropriate behaviour for adults in all circumstances. Professional judgement should always be recorded and shared with a member of the senior leadership team and with the parent/carer. In undertaking these actions individuals will be seen to be acting reasonably.

Adults working with young people should always:

- Consider whether their actions are warranted, proportionate and safe and applied equitably.
- Discuss the circumstances that informed their action, or their proposed action with the Head Teacher/ or senior member of staff and the parent/carer.
- Report any actions, which could be mis-interpreted to the Head Teacher/ or senior member of staff.
- Discuss any misunderstandings, accidents or threats with the Head Teacher/ or senior member of staff.
- Record any areas of disagreement about a course of action taken and if necessary referred to a higher authority.
- Ensure they have copies of records, which confirm decisions, discussions and reasons why actions were taken.

Power and Positions of Trust

Adults should always maintain appropriate professional boundaries and avoid behaviour, which might be misinterpreted by others. They should always report and record any incident with this potential. A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

This means that adults should never

- Use their status and standing to form or promote relationships which are of a sexual nature, or which may become so.
- Use their position to gain access to information for their own or others’ advantage
- Use their position to intimidate, bully, humiliate, threaten, coerce or undermine children.
Propriety and Behaviour

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, children, parents/carers and all with whom they work.

Adults should never:

- Behave in a manner, which would lead any reasonable person to question their suitability to work with children or act as a suitable role model.

- Make or encourage others to make, unprofessional personal comments, which scapegoat, demean or humiliate, or which might be interpreted as such.

Adults should be aware:

- That behaviour in their personal lives may impact upon their work with children.
- Of any codes of conduct deemed appropriate by the school.
- That the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with young people.

Infatuations

Occasionally, a child or young person may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain dignity and safety of all concerned. They should remain aware, however, that such infatuations carry a high risk of words or actions being misinterpreted and should therefore make every effort to ensure that their own behaviour is beyond reproach. An adult, who becomes aware that child or young person is developing an infatuation, should discuss this at the earliest opportunity with the Head Teacher/ or senior member of staff and parent/carer so appropriate action can be taken to avoid any hurt, distress or embarrassment.

This means that adults should:

- Report and record any incidents or indications (verbal, written or physical) that suggest a child or young person may have developed an infatuation with a member of staff.

- Always acknowledge and maintain professional boundaries.

Gifts, rewards and favouritism

All adults should be aware of the school’s guidance on rewards and the arrangements for the declaration of gifts received and given. The giving of gifts or rewards to children should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. In some situations the giving of a reward or gift to an individual child will be part of an agreed action plan, and must be recorded and discussed with the Head Teacher/ or a senior member of staff and the parent/carer.
This means that all staff should:

- Be aware of the Organisation’s policies on behaviour management and rewards system.
- Ensure that gifts received or given in situations, which may be misconstrued, are declared to senior management.
- Only give gifts to an individual child as part of an agreed reward system sanctioned by senior management and parent/carers and which are of an insignificant value.
- Be aware that others can misinterpret the giving of gifts as a gesture to either ‘bribe’ or ‘groom’ a young person.
- Ensure that all selection processes, which concern children, are fair and that wherever possible these are undertaken and agreed by more than one member of staff.
- Be aware that others may construe the receiving of gifts from young people as a bribe or lead the giver to expect preferential treatment.
- Ensure any gifts received by a young person are declared to their line manager and that this is documented, these gifts should also be kept within the school building wherever possible. There are occasions when children, young people or parents wish to pass small tokens of appreciation to adults e.g. on a special occasion or as a thank you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value.

**Communication with Children**

Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.

Adults should not share any personal information with a pupil. They should not request, or respond to, any personal information from the child or young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny, or this could be construed as ‘grooming’.

This means that adults should:

- Ensure that personal social networking sites are set at private and children are never listed as approved contacts.
- Never use or access social networking sites of children.
- Never give their personal contact details to children, including their personal mobile telephone numbers, home phone numbers or home address.
- Only use equipment provided by the school to communicate with families within the school working day, equipment provided by the school should not be used outside of working hours to communicate with families unless agreed by the Head Teacher/ or a senior member of staff, for example: a group text message to parents of children attending the Y4 residential trip.
• Only make contact with children and their families for professional reasons and in accordance of national guidelines.
• Never use Internet or web-based communication channels to send personal messages to a child/young person.
• Prearranged meetings with children on a one-to-one basis away from the school premises should never be set-up.

Social Contact

Adults should not establish or seek to establish social contact with children for the purpose of securing a friendship or to pursue or strengthen a relationship. If a child or parent/carer seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise his/her professional judgement in making a response. This should then be documented with your line manager/senior management. There will be occasions when there are social contacts between children and staff, where for example the parent and staff are part of the same social circle. These contacts however, will be easily recognised and openly acknowledged.

This means that adults should:

• Have no secret social contact with children or their parents.
• Consider the appropriateness of their social contact according to their role and nature of their role, and discussed with senior management.
• Always approve any planned social contact with children or parents with senior management.
• Advise senior management of any social contact they have with a child or parent with whom they work.
• Report and record any situation, which may place a child at risk or which may compromise the school or his or her own professional standing.
• Be aware that the sending of personal communications such as birthday cards or faith cards should always be recorded and discussed with their line manager.
• Understand that some communications may be called into question and need to be justified.
• No child or young person should be in or invited into, the home of a member of staff, unless the reason for this has been firmly established and agreed with by the parents/carers and a senior manager and the Head Teacher.
• No child or young person should be asked to undertake personal jobs for a member of staff i.e. babysitting at their home.

Children and Young People in Distress

There may be occasions when a distressed child or young person needs comfort and reassurance and this may involve physical contact. Adults should use their professional judgement to comfort or reassure a child or young person in an age-appropriate way whilst maintaining clear professional boundaries. Where an adult has a particular concern about the need to provide this type of care and reassurance, or is concerned that an action maybe misinterpreted, this should be reported and discussed with a senior manager and parents/carers.

This means that adults should:

• Consider the way in which they offer comfort and reassurance to a distressed child and does it in an age appropriate way.
• Be circumspect in offering reassurance in one-to-one situations, but always record such actions in these circumstances.
• Never touch a child or young person in a way that could be considered indecent.
• Report and record situations, which may give rise to concern from either party.
• Never assume that all children and young people seek comfort if they are distressed.
• Never initiate the giving of comfort and should never be face to face hugging with bodily contact.
• Be aware of comforting children of the opposite sex.

Transporting Children

Staff should never arrange to transport pupils or parents in their own vehicles. If an emergency should arise where a staff member has no other alternative but to use their car there MUST be at least one additional adult to act as escort. It is inappropriate for adults to offer lifts to a child or young person. Staff must provide a written account to the HT as to why this emergency arose.

This means that adults should:

• Ensure they are fit to drive and free from any drugs, alcohol or medicine, which is likely to impair judgement and/or ability to drive.
• Be aware that the safety and welfare of the child or young person is their responsibility until they are safely passed over to a parent/carer.
• Record details of the journey.
• Ensure that their behaviour is appropriate at all times.
• Ensure there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven.
• Ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned.

FAILURE TO ADHERE TO ANY OF THE ABOVE MAY LEAD TO THE APPROPRIATE SECTION OF THE SCHOOL’S DISCIPLINARY POLICY BEING INVOKED.
Appendix 1

Types of abuse and neglect (taken from keeping Children Safe in Education) and Indicators.

20. Abuse: 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. They may be abused by an adult or adults or another child or children.

21. Physical abuse: a form of abuse which 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.

22. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child 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 a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, although it may occur alone.

23. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

24. Neglect: the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

Specific safeguarding issues

25. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website http://www.tes.co.uk/ and also on its own website www.nspcc.org.uk Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website: child sexual exploitation (CSE) – see also below; bullying including cyber bullying; domestic violence; drugs; fabricated or induced illness; faith abuse; female genital mutilation (FGM) – see also below; forced marriage; gangs and youth violence; gender-based violence/violence against women and girls (VAWG); mental health; private
fostering; radicalisation; sexing ;teenage relationship abuse; trafficking.

Further information on Child Sexual Exploitation and Female Genital Mutilation

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. The perpetrator always holds 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.

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children’s Social Care.

This document is available to download at: www.gov.uk/government/publications Forced marriage and FGM can occur in Lower school aged children (or before). Urgent referrals under section 47 should be made to the Police, Child Abuse Investigation Unit (CAIU)/Social Care.

The 2003 Act regards FGM as mutilation with a max penalty of 14 years imprisonment. During 2015 the law will be changed so that parents can be prosecuted in connection with FGM. There will be FGM court orders to prevent occurrence in the same way as there are for forced marriage. Contact Bedfordshire police if required on 01582-394355/07507648060 and ask for Esther Morris or Josie Haines. Forced Marriage Civil Protection order: www.hm-courts-service.gov.uk/14490.htm. Forced Marriage Unit http://www.fco.gov.uk/forcedmarriage

Indicators of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child becoming subject of a Child Protection Plan. They are:

• Physical Abuse
• Emotional Abuse
• Sexual Abuse including Child Sexual Exploitation
• Neglect

Possible indicators of Abuse

• Unexplained injuries including burns, particularly if they are recurrent
  • Improbably excuses given to explain injuries  * Refusal to discuss injuries
  • Untreated injuries  * Admission of punishment which seems excessive
  • Bald patches  * Withdrawal from physical contact
  • Arms and legs covered, even in hot weather  * Fear of returning home
  • Fear of medical help  * Self-destructive tendencies
  • Aggression towards others  * Running away  Possible indicators of Emotional Abuse

• Physical and/or mental and/or emotional development lags
  • Admission of punishment that appears excessive  * Over-reaction to mistakes
  • Continual self-deprecation  * Sudden speech disorders
  • Fear of new situations  * Inappropriate emotional responses to painful situations
  • Neurotic behaviour e.g. thumb sucking, hair twisting, rocking  * Self mutilation

• Fear of parents being contacted
  • Extremes of passivity or aggression  * Drug/solvent abuse
  • Running away  * Sudden changes in behaviour or in school performance

• Displays of affection in a sexual way, inappropriate to age  * Tendency to cling or need reassurance
  • Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys

• Complaints of genital itching or pain, or anal pain
  • Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
  • Unexplained gifts or money  * Depression and withdrawal

• Apparent secrecy
  • Bedwetting, daytime wetting and/or soiling  * Sleep disturbances, nightmares

• Chronic illness, e.g. throat infection, venereal disease or other STD  * Anorexia, bulimia
• Unexplained pregnancy
• Phobias or panic attacks Possible indicators of Neglect
• Poor personal hygiene
• Poor state of clothing
• Frequent lateness or non-attendance at school
• Destructive tendencies
• Neurotic behaviour
• Running away

* Fear of undressing, e.g. for sport
* Constant hunger
* Constant tiredness
* Emaciation
* Untreated medical problems
* Low self esteem
* No social relationships
* Compulsive stealing or scavenging.

Appendix 2 Disclosures

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

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

• Articulate your views.

• Ensure that the fact that you do disagree with the decision is recorded in writing; both by you and where possible on relevant case papers held by other professionals involved.

• Ask for the other professional to provide written confirmation of their decision and their reasons for it.

• Discuss the case with a fellow safeguarding professional, (whilst taking care to observe the bounds of confidentiality) this may help to clarify matters and identify the best way forward.

• Don’t be afraid to challenge the decision but be ready to justify your reasons and where possible support with evidence. (Record details in writing.)

Staff should acknowledge their individual responsibilities to bring matters or concern to the attention of senior management and/or external agencies. This is particularly important where the welfare of children may be at risk.

• Where the threshold for significant harm has either not been met or is no longer being met, continue to refer new information around risks or concerns which come to light. New information may alter the level of identifiable risk and tip the balance in favour of intervention.
• If you believe that a decision made by another professional exposes a child to risk/continuing risk of significant harm NEVER DO NOTHING! That you should challenge is not just ‘ok’; it’s expected. In line with Resolution of professional disagreements relating to the safeguarding of children & the escalation of professional concerns (2010), the usual protocol is that where matters are escalated, discussions take place between individuals of similar levels of seniority. Therefore it might be that a more senior member of staff on behalf of the Designated Person, for example, makes representations the Head Teacher.

Appendix 3 Useful numbers:

The LADO (also known in Central Bedfordshire as the Allegations Manager) oversees investigations into allegations and concerns against adults who work with children and young people in both a paid and voluntary capacity.

The criteria for LADO intervention is where the behaviour of an adult has resulted in a child being harmed or at risk of harm; a criminal offence may have been committed or the behaviour of the adult may indicate unsuitability to work with children.

If you have concerns about the conduct and behaviour of someone working with children and young people you can contact Central Bedfordshire’s LADO as follows:

LADO - tel no 0300 300 4832 or 0300 300 4833 LADO Administrator – tel no 0300 300 4832 or by contacting the Conference and Review Service on 0300 300 8142


APPENDIX 4 - DEALING WITH A DISCLOSURE

When a child tells me about abuse s/he has suffered, what must I remember?

• Stay calm.

• Do not communicate shock, anger or embarrassment.

• Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

• Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.

• Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
• Tell the child that it is not her/his fault.

• Encourage the child to talk but do not ask "leading questions" or press for information.

• Listen and remember.

• Check that you have understood correctly what the child is trying to tell you.

• Praise the child for telling you. Communicate that s/he has a right to be safe and protected.

• Do not tell the child that what s/he experienced is dirty, naughty or bad. It is inappropriate to make any comments about the alleged offender.

• Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.

• At the end of the conversation, tell the child again whom you are going to tell and why that person or those people need to know.

• As soon as you can afterwards, make a detailed record of the conversation using the child’s own language onto the schools Cause for concern form.

• Include any questions you may have asked. Do not add any opinions or interpretations. **NB it is not education staff’s role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.**

• **You must not deal with this yourself.** The Head Teacher/ Designated Safeguarding Lead must report clear indications or disclosure of abuse to children’s social care without delay. Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead/ Head Teacher.

1. Dealing with disclosure of abuse:

• Always listen carefully and quietly – do not press for any evidence at all;

• Remain calm and reassuring – do not dismiss the disclosure – do not show distress or concern;

• Believe the child – do not refute the allegation;

• Do not at any stage ask the child to write anything down in a statement format (this can be used as evidence in any future court cases; it is the role of the police to take any statement from a child when allegations/disclosures are made).

2. At this point, take the following steps:

3. Explain to the child that the disclosure must be reported – emphasise belief;
• Do not promise to keep the allegation secret;

• Inform the Named Person, in her absence a member of staff whose designated to deputise for the head teacher, see above.

• Under no circumstances discuss the matter with any other person – if the allegations prove to be untrue, any such discussion would be deemed defamatory. Information to staff is on a ‘need to know’ basis at the discretion of the Named Person;

• With the Named Person, prepare a detailed report itemising:

The information revealed by the child with absolutely no opinion added and;

Actions taken by you, including when the suspicions were reported, to whom the suspicions were reported and follow – up action taken within the school.

Date and sign any written record of events and actions taken and keep confidential and secure. This can include any ‘scribbled’ notes you may have taken either during or after the disclosure, these MUST be given to the Named Person.

General Child Protection Concerns:

• If you have concerns regarding a child’s health and welfare you have a ‘duty of care’ to pass this information on to the Named Person or the senior member of staff.

• Any concerns should be logged on the appropriate form stating:

   • The child’s name, The date, Your name, Your position in the school, Your concern, in as much detail as possible with any supporting evidence, What you have done with the concern, Marking any injuries on the body map.

   • You should then pass this form either electronically or a hard copy to the Designated Person or in her absence the deputising member of staff at the earliest opportunity (within 24 hours).

   • It is always advisable for you to contact the Named Person whenever you have a concern or for advice to ensure that the best course of action can then be decided.

**DO NOT DISCLOSE TO A PARENT ANY INFORMATION HELD ON A CHILD IF THIS WOULD PUT THE CHILD AT RISK OF SIGNIFICANT HARM.**

**Appendix 5 Domestic Violence**

Please visit the [Bedfordshire Domestic Violence and Sexual Abuse Partnership](#) for information on partnership working in Bedfordshire.
The Bedfordshire Domestic and Sexual Abuse Partnership brings together the main statutory and voluntary agencies who are working together to provide and improve services in relation to domestic abuse & sexual abuse across Bedfordshire. The Partnership is actively implementing Strategies and Action Plans which are available on request. The partnership also offers a two tier-training programme.

What is a domestic abuse MARAC?
MARAC stands for Multi-Agency Risk Assessment Conference. It is a meeting where agencies talk about the risk of serious harm to people experiencing domestic abuse in their area, and make safety plans to support those at most risk. The aim is to increase the safety and well-being of the adults and children involved, and reduce the risk of them becoming repeat victims.

When and how do I refer to a MARAC?
If domestic abuse is disclosed to you, the Risk Indicator checklist (part of the referral forms) should be completed with the client. If this meets with the referral criteria it should be referred to the MARAC. There may be cases where the threshold for referral are not met. Professional judgement should be exercised at all times and in cases where there is an absence of full information or based on your experience you believe it should be referred anyway, please contact the MARAC coordinator to discuss this.

Appendix 6 - Definition of Private Fostering

A private fostering arrangement is essentially one that is made without the involvement of the Local Authority, for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or close relative, for 28 days or more.

Examples of private fostering might include a child or young person living with great grandparents, godparent, great aunt or uncle, a family friend, a step-parent where the couple are not legally married or a cousin. It will also include a host family who are caring for a child from overseas whilst they are attending education.

Private Fostering would not include a child or young person living with a brother, sister, grandparent, aunt, uncle, and a step-parent where the couple are legally married or with a mother or father.

It is a legal duty for parents or the private foster carer to notify Central Bedfordshire’s Fostering Service but we also urge anyone who works with children or young people to help identify those potentially vulnerable children.
Help us to keep children safe and support families in your local community by informing us of these arrangements and contacting our Fostering Duty Officer on 0300 300 8181 or by email fostering@centralbedfordshire.gov.uk.

APPENDIX 7 - INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. The Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs, defines extremism. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:
   - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
   - Seek to provoke others to terrorist acts;
   - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
   - Foster hatred, which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:
   - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
   - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
   - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by
personal experience of racism or discrimination or aspects of Government policy;

- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;

- Possessing or accessing violent extremist literature;

- Using extremist narratives and a global ideology to explain personal disadvantage;

- Justifying the use of violence to solve societal issues;

- Joining or seeking to join extremist organisations; and

- Significant changes to appearance and / or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX 8 - PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC Totternhoe Lower School is Olivia Bates, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;

- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
• Raising awareness about the role and responsibilities of Totternhoe Lower School in relation to protecting children/pupils from radicalisation and involvement in terrorism;

• Monitoring the effect in practice of the school’s RE curriculum and collective worship to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;

• Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;

• Acting as the first point of contact within the school for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;

• Collating relevant information from referrals of vulnerable children/pupils;

• Attending meetings as necessary and carrying out any actions as agreed;

• Reporting progress on actions; and

• Sharing any relevant additional information in a timely manner.

Appendix 9 - Whistle-blowing

• Employees are often the first to realise that there may be something seriously wrong within the Council. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or to the Council. They may also fear harassment or victimisation. In these circumstances it may be easier to ignore the concern rather than report what may just be a suspicion of malpractice.

• The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. The Authority’s confidential reporting code also referred to as the ‘whistle blowing’ policy, makes it clear that employees can raise serious concerns without fear of victimisation, subsequent discrimination or disadvantage and is intended to encourage and enable employees to raise those concerns within the Council, rather than overlooking a problem.

• As a first step, concerns should normally be raised with an individual’s immediate manager or their superior. This depends however, on the seriousness and sensitivity of the issues involved and who is suspected of the malpractice. For example, if an individual believes that management is involved, they should approach the Chief Executive, Chief Finance Officer, Monitoring Officer or the Assistant Director Audit and Risk. Full details of this Procedure can be found within the Central Bedfordshire Council Ethical Handbook, available via Committee Services Department or online at http://www.centralbedfordshire.gov.uk/modgov/mgConvert2PDF.aspx?ID=18849

APPENDIX 10 - ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms: Physical For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling. Emotional For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children’s rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality. Sexual For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape. Neglect For example failing to act to protect a child or children, failing to seek medical
attention or failure to carry out an appropriate risk assessment.

2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.

3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows:

   • If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team (Tel: 0300 300 4833). The LADO Team will advise about action to be taken and may initiate internal referrals within children’s social care to address the needs of children likely to have been affected.

   • If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school’s own internal procedures.

   • If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

4. Where an allegation has been made against the Head Teacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the Section on Allegations against Staff and Volunteers in the procedures of Central Bedfordshire Safeguarding Children Board.

**Appendix 11 - First Aid and Administration of Medication**

It is expected that adults working with children and young people should be aware of basic first aid techniques. It is not however, a contractual requirement and whilst adults may volunteer to undertake such tasks, they should be suitably trained and qualified before administering first aid and/or any agreed medication.

Health and Safety legislation places duties on all employers to ensure appropriate health and safety policies are in place and an appropriate person is appointed to take charge of first aid arrangements. Therefore all schools must have trained first aiders/appointed persons. Appropriate regard should be paid to current guidance:

• Managing medicine in schools and Early Years (Ref 1448 – 2005)

• DfES guidance for first aid in schools 1988

• [www.teachernet.gov.uk/whole school/health and safety/first aid](http://www.teachernet.gov.uk/whole school/health and safety/first aid) Pupils may need medication during school hours. In circumstances where children need medication regularly a health care plan should have been established to ensure the safety and protection of children and the adults who are working with them. Depending upon the age and understanding of the child, they should where appropriate (and with the
permission of the parents as necessary) be encouraged to self-administer medication or treatment including, for example any ointment, use of inhalers. Where possible the view of the relevant GP should be obtained. If a member of staff is concerned or uncertain about the amount or type of medication being given to a pupil this should be discussed with the appropriate senior colleagues at the earliest opportunity. All administrations of medicine should be recorded. When administering first aid, staff should try to ensure that another adult is present or aware of the action being taken. Parents should always be informed when first aid has been administered. This means that schools should:

- Ensure there are trained and named individuals to undertake first aid responsibilities.
- Ensure training is regularly monitored and updated.
- Always ensure that arrangements are in place to obtain parental consent for the administration of first aid or medication.
- Ensure that staff understand the extent and limitations of their role in applying basic care and hygiene tasks for minor abrasions and understand where an injury requires more experienced intervention. This means that staff/adults should:
  - Adhere to the school’s safety policy (and policy for administering first aid or medication).
  - Adhere to the school’s intimate care policy.
  - Make other staff aware of the task being undertaken.
  - Comply with the necessary reporting requirements.
  - Report and record any administration of first aid or training.
  - Always act and be seen to act in the child’s best interest.
  - Ensure that an appropriate health/risk assessment is undertaken prior to undertaking certain activities.
  - Explain to the child what is happening.
  - Have regard to any health plan, which is in place.

- **Appendix 12** - Tottenhoe Lower School documents

**Chronology Template**

In the front of the child protection file should be a ‘chronology’. This is like a diary, which lists in chronological order each relevant event & includes details such as date, time, name of person involved/spoken to, rationale for decision-making and paperwork generated (see example below).
Running record

After discussing a concern with the HT or in her absence the AHT if it is felt that a pupil needs monitoring to collect evidence then a Running record can be started. This will be shared with staff in staff meetings and all evidence collected will be collated on the one running record. Unless an incident occurs or a disclosure is made that needs escalating to a cause for concern.

Cause for Concern sheet

Should be used when staff have an immediate concern. Includes a body map. See example below
Appendix 13

Equality & Diversity Issues in Safeguarding & Child Protection

This appendix highlights how equality and diversity issues and characteristics can impact on the safety and well being of pupils.

General/Factors to consider

- Communication difficulties may exist as a result of language barriers, physical & learning disability or age. Children and young people with communication difficulties may not easily be able to let someone know that they are being abused.

- Some Ethnic Minority families are less likely to understand the role of Social Services, often because of language or cultural differences.

- The personal care or behaviour management of a child with disabilities may leave some families more vulnerable to accusations of abuse. Some practices, such as personal care, medical interventions, or restraint may be seen to be abusive.

- Parents and carers with a disability / health issue (including learning disabilities, mental health and addiction problems) may be unfairly viewed as less able to care for their children.

- Parents in same – sex relationships may have concerns that their sexual orientation will be seen as a risk factor for their child.

- An Ofsted evaluation of serious case reviews April 2008 to March 2009 concluded that issues of disability often masked child protection concerns and that in half of cases involving children with disabilities, there was a failure to recognise the increased vulnerability of disabled children, for example to child sex abuse.

- Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are
more likely to become young parents. People with low levels of educational achievement can expect to be less employable, therefore poorer, therefore less healthy and probably less likely to participate in civic activity. The kinds of people who are less likely to be employed are also more likely to be involved in crime, to have shorter life spans and to have less fulfilling family lives. Whole families can be locked into cycles of deprivation.

- Racial harassment is often not seen as a child protection issue or as a factor in neighbours maliciously reporting concerns.
- Women are more likely to report, consult for and be diagnosed with depression and anxiety.
- Boys are four times as likely as girls to be identified as having a behavioural, emotional and social difficulty (BESD).
- It is possible that depression and anxiety are under-diagnosed in men. Suicide is more common in men.
- All forms of substance abuse are more common in men.
- Alcohol disorders are twice as common in men, although binge drinking is increasing at a faster rate among young women.
- Incidence rates of most sexually transmitted infections are rising, with the increase being greater in women than men.
- An estimated 66,000 women living in the UK have undergone female genital mutilation and 21,000 girls under 16 are currently at risk. (HO & WRC)
- In 2008 the Forced Marriage Unit received over 1600 calls to its helpline on suspected incidences of forced marriage. (HO)

**Bullying & Discrimination**

- Studies claim that at least 16 children commit suicide as a direct result of bullying in the UK every year.
- There is a need to educate children about diversity from lower school level and to teach young children not to stereotype and to respect differences.
- Eight out of ten children with learning disabilities have been bullied at school and six out of ten have been physically hurt.
- Disabled children and those with visible medical conditions can be twice as likely as their peers to become targets for bullying behaviour.
- Over 75% of 11-12 year old boys think it is acceptable that women get hit if they make men angry. More boys
than girls of all ages believe that some women deserve to be hit.

• Close to 10,000 women are sexually assaulted and 2,000 women are raped every week. (British Crime Survey 2008)

• At least 32% of children, mostly girls, experience some form of child sexual abuse. (HO)

• Gypsy and Traveller children experience racist abuse on a daily basis (e.g. "dirty pikey") at school and in other settings, from children and adults in the settled community, making them reluctant to attend.

• 98% of young gay people hear the frequent use of homophobic language (“that’s so gay”, poof”, “dyke”, “queer” “bender”)

• 50% of teachers fail to respond to the use of homophobic language.

• 30% of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools

• One third of young lesbian, gay, bisexual or Transgender young people have self harmed

• 6/10 lesbian and gay school children experience homophobic bullying and half of those contemplate killing themselves as a result

• Over three in five young lesbian and gay people feel that there is neither an adult at home nor at school who they can talk to about being gay

• In any school of 1,000 pupils there are likely to be 6 who will have transgender experience at some point in their lives. Trans people are susceptible to depression and at risk of suicide. 33% of Trans Adults in the UK attempt suicide at least once. This is considerably higher than the risk in many other groups and should serve to underline that Trans people would not subject themselves to such experiences unless, for them, there was no better option.

APPENDIX 14 - Safeguarding Guidance for Commissioned Extended School Provision and Lettings

Rationale and Requirements

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any other services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. (Chapter 2 - Working Together 2015)

In relation to extended school provision and lettings, these include:

• A clear line of accountability for the commissioning and /or provision of services designed to safeguard and promote the welfare of children

• A designated professional lead for safeguarding
• Safe recruitment practices for individuals whom the organisation will permit to work regularly with children

• Clear policies, in line with those from the LSCB for dealing with allegations against people who work with children. ‘Employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role.’ - Working Together 2015

Procedures to Support the School in Meeting the Requirements

Where extended school provision is offered directly under the supervision or management of school staff, for example an after school club led by a member of school staff, the school’s safeguarding arrangements will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate. Our school will have arrangements in place with extended school providers and contractors to make sure that anyone who will be coming onto school site and working with children has been subject to the appropriate level of DBS check and safer recruitment processes. Our organisation will only agree to lettings or commissioned provision when we are satisfied that organisations meet the safeguarding requirements and will make it clear that should they fail to maintain the safeguarding requirements, agreements will be terminated. Forms should be checked and signed off by the Headteacher or a member of staff with designated authority to represent the school in matters such as these, and who has attended LSCB multi-agency child protection training. Where children and/or young people are present during a letting or commissioned extended provision, organisations will be required to notify schools of changes in: Ofsted registration; adults regularly present, as relevant. Any changes will need to meet the same safeguarding criteria applied for the original application. Notification should be in writing and attached to the original application checklist, having been approved by the Headteacher or Designated Member of Staff.

Where there are long-term arrangements in place with organisations, reviews will be completed, or if there have been minor or no changes since the original application to amend, re-sign and re-date the original forms.

Monitoring

The school’s audit requires those completing it to evaluate extended school provision and governors are encouraged to be part of this process.

As part of the safeguarding monitoring visits, schools and colleges can request an external audit of the provision. The following information is required: -

• A complete list of all lettings for the last 12 months

• A complete list of commissioned extended school activities for the last 12 months

• Evidence to demonstrate that the school, and the relevant organisation involved for each letting or extended school activity, has appropriate safeguarding procedures in place. This evidence should include a child protection policy which is in line with LSCB guidance

o Acknowledge that the organisation should be working within the Central Bedfordshire Child Protection policy
o State how the organisation will seek to keep children and young people safe

o Identifies how to make a referral, who to contact both daytime and out of hours

o Include a statement about the importance of maintaining confidentiality

o States the process for dealing with allegations against a member of the organisation.

o Details how training will be accessed and frequency of training.

o Includes a statement that all staff and/or volunteers regularly attending have to have an enhanced DBS check, and that all references have to be sought, before the member of staff/volunteer can work with children and young people.

Where children and/or young people are involved:

o the organisation has an appropriate child protection policy

o the school has a list of the names and addresses of adults regularly attending

o Adults regularly attending have been DBS checked

o Adults regularly attending have received at least basic child protection training

o where relevant, the organisation has Ofsted registration. And:

o where there is an adults only letting during school hours, or where adults are present that have not been DBS checked, that the room/area being let is physically segregated from children.

Letting School Premises - Occupational Agreements Guidance

It is important that schools only permit the use of their premises under appropriate and legally binding agreements.

Sources of Reference

Attendance Guidance Manual (In particular, section 5, vulnerable groups)

Children Missing Education Procedures (2009)


http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications &ProductId=DCSF-00305-2010 The following have been involved in the quality assurance & validation of this policy:

Bedfordshire LSCB o E-Safety Strategy Team o Anti-bullying Co-coordinator o Health & Safety Team o PSHCE Advisor o Social Care; Head of Quality Assurance CRS o Education Welfare Service o Children Missing Education Officer o Human Resources o School Improvement Partners o Corporate Policy Advisor (Equality & Diversity)

This policy will be monitored and reviewed annually. Equality Act 2010 The Curriculum Committee of the Board of Governors assessed the impact of this policy and associated practices, taking account of information received from staff and governors and after having engaged with parent governors, governors and staff, have concluded that this policy has had and will have a positive impact on all those with protected characteristics in relation to the school’s obligations under the public sector equality duty under the Equality Act 2010.

The Curriculum Committee will review the impact of this policy and associated practices as required.

The Governing Body agreed this policy:

Review Date: September 2016