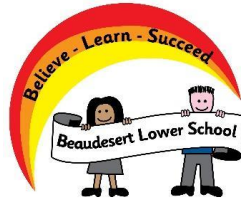




Safeguarding and Child Protection Policy 2022/2023

Date of Policy	October 2022
Reviewed and Updated	June 2023
Scheduled Review Date	September 2023



Safeguarding & Child Protection Policy

Reviewed and updated June 2023

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DSL – Designated Safeguarding Lead – Mrs V Pearce;

Deputy DSL – Ms C White,

Safeguarding Officer – Mrs A Gaulton

Safeguarding Governor – Mrs C Taqi

Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular, this policy should be read in conjunction with the Behaviour Policy, Anti-Bullying Policy, Staff Code of Conduct Policy for All Adults, Acceptable Use Policy (that includes e-safety).

The purpose of this policy:

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

The school follows the procedures established by the Central Bedfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Bedfordshire working with children and their families.

<http://www.bedfordshirescb.org.uk/>



School staff and volunteers

All school and college staff have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children. All school staff will receive appropriate safeguarding children training (which is updated annually) so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead - including Child Protection Policy and the Code of Conduct Policy for All Adults.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 - an act of Parliament to ensure children are safeguarded and their welfare is promoted
- The Children Act 2004 – the amended 1989 act
- Education Act 2002 (Section 175/157) Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- Keeping Children Safe in Education (DfE latest and updated 2022)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE latest and updated 2022)– APPENDIX 1
- Working Together to Safeguard Children (DfE 2021)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 , Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2022) requires each school to follow the procedures for protecting children from abuse which are established by the Central Bedfordshire Safeguarding Children Board.



Roles and Responsibilities

The Designated Safeguarding Lead – DSL

During term time the designated safeguarding lead (DSL) and or a deputy will always be available during school hours for staff in the school or college to discuss any safeguarding concerns and individual arrangement for out of hours/out of term activities will be:

The Designated Safeguarding Lead for Child Protection in this school is:

Mrs Vanessa Pearce

The Deputy Designated Safeguarding Lead for Child Protection in this school is:

Ms Chloe White

The Safeguarding Officer for Child Protection in this school is:

Mrs Allison Gaulton

The broad areas of responsibility for the Designated Safeguarding Lead are:

Managing referrals and cases

Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.

Liaise with the Headteacher to inform her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Support staff who make referrals

Share information with appropriate staff in relation to a looked after child's (LAC) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

Ensure they have details of the LAC's social worker and the name of the virtual school Headteacher in the authority that looks after the child.

Training

The Designated Safeguarding Lead undergoes formal training every two years. The DSL also undertakes Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed



(for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff.

Be alert to the specific needs of children in need, those with special educational needs and young carers.

Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.

Be able to keep detailed, accurate, secure written records of concerns and referrals.

Obtain access to resources and attend any relevant or refresher training courses.

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising Awareness

The DSL should ensure the school's policies are known, understood and used appropriately.

- Ensure the school's safeguarding and child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file.
- The Deputy DSL, Chloe White, should obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

The Governing Body

- Governing bodies and proprietors must ensure that they comply with their duties under



legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

- The nominated governor for child protection is: **Mrs Cherihane Taqi**
- The responsibilities placed on governing bodies and proprietors include:
 - their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
 - ensuring that an effective child protection policy is in place, together with a staff behaviour policy
 - ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2022) – Appendix 1 and are aware of specific safeguarding issues
 - ensuring that staff induction is in place with regards to child protection and safeguarding
 - appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
 - ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
 - prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
 - ensuring that children are taught about safeguarding in an age appropriate way
 - ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Annex C of Keeping Children Safe in Education (DFE 2022)
 - having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements.



School Procedures

Please see Appendix 3: Safeguarding Procedure Flowchart

If any member of staff is concerned about a child he or she must inform the Designated Safeguarding Lead. The Designated Safeguarding Lead will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Important:

While it is the DSL's role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. The Central Beds Safeguarding Hub can be contacted on **0300 300 8585**. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

If a **teacher** (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty**. See Appendix 1- Keeping Children Safe in Education (DfE 2022): Annex A for further details.

Central Bedfordshire Children's Services (including out of hours) 0300 300 8585.

If the allegations raised are against other children, the school should follow Safeguarding Children Board Procedures Manual – Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child on child abuse.

Recording

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations using our online reporting system Impero. If a member of staff is unable to log-on to the Impero system for whatever reason, they must complete a written report and pass to the DSL or Deputy DSL.

Additional information

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.



If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.



Early Help

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to ensure the safety and well-being of children who the school consider to be at risk and/vulnerable, acting in the best interests of the child at all times.

Children who may require Early Help

All staff should be aware of the **Early Help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services (Safeguarding and Specialist Services) if the child's situation doesn't appear to be improving.

Staff and volunteers working within the school should be alert to the potential need for Early Help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 1 for specific safeguarding issues.



Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Please see Appendix 2 for a link to a directory of early help services.

Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.



- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Lead without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should see the section– *Allegations involving school staff/volunteers*.

Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded on our online system Impero. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school's online system wherever possible.
- Do not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any injuries or use the online body map.
- Record statements and observations rather than interpretations or assumptions.



All records need to be submitted or passed to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

Communication with parents

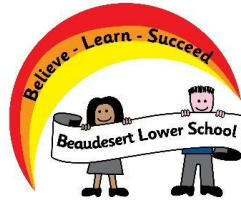
Beaudesert Lower School will ensure the Safeguarding and Child Protection Policy is available publicly via the school website and our school app, with a hardcopy being available from our office on request.

Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.



Allegations involving school staff and/or volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

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

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school senior leadership team.

If staff members have concerns about another staff member then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the Chair of Governors.

The Chair of Governors in this school is:

NAME:

Mr Stephen Tiktin

Email:

stiktin@beaudesert.school

In the absence of the Chair of Governors, the Safeguarding Governor should be contacted.

The Acting Vice Chair in this school is:

NAME:

Mrs Sandra Moore

Email:

smoore@beaudesert.school

In the event of allegations of abuse being made against the Headteacher, or where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being



addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the Designated Safeguarding Lead if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2022, for further information).

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer:

Children's Services – **0300 300 8585**

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, **following briefing** from the Local Authority Designated Officer inform the subject of the allegation.

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

- Children's Services 0300 300 8585
- CBC Whistleblowing Policy monitoringofficer@centralbedfordshire.gov.uk
- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns



regarding child protection failures internally. Staff can call: 0800 028 0285

- line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk



Appendices

Appendix 1:

On publication of this Safeguarding and Child Protection Policy (September 2022), the 2022 version of the statutory guidance '**Keeping Children Safe In Education**' available online, has been published and confirmed by DfE. The guidance commences on 1st September 2022. The DfE have confirmed that this guidance will be updated annually thereafter.

The CPSLO Service have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, due to likely frequent change in content.

It is **essential** that **all** staff have access to this online document and read Part 1 and Annex A, which provides further information on:

- children missing from education
- child sexual exploitation
- 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation

This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance.

Staff are asked to sign to say they have read these sections (please see Appendix 4) and should subsequently be re-directed to these online documents again should any changes occur.

Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

Keeping Children Safe in Education for staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf



Appendix 2

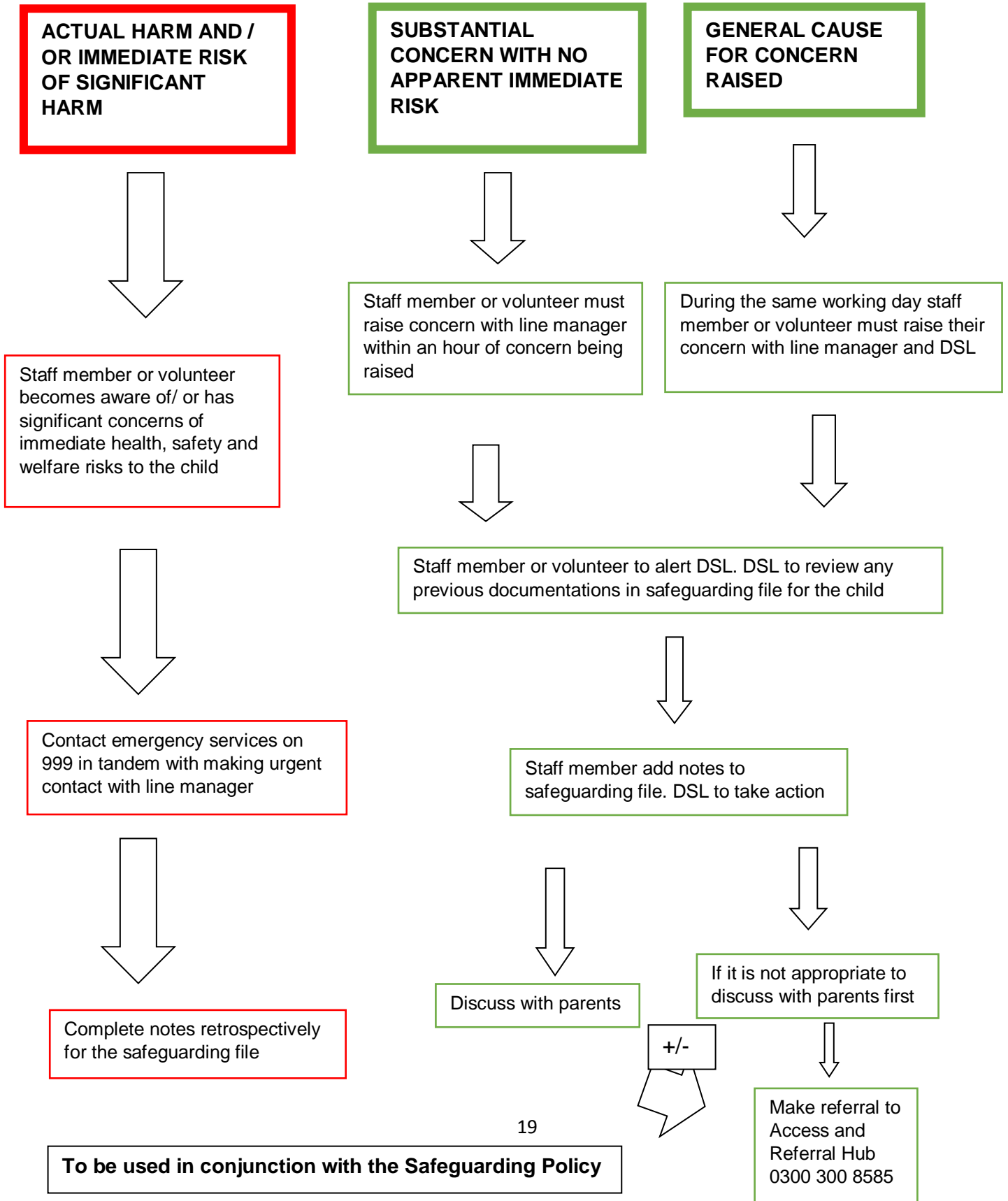
Early Help Services Central Bedfordshire link at that will help practitioners and families find information and support to prevent escalation of needs and crisis.

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>



Appendix 3

Beaudesert Safeguarding Procedure Flowchart





Safeguarding Policy

I have read and understand the above and agree to use the school digital technology systems (both in and out of school) and my own devices (in school and when carrying out communications related to the school) within these guidelines.

Staff / Governor/ Volunteer Name:

Position:

Signed:

Date:
