



## Child Protection & Safeguarding Policy

Author: S. Shires  
Issue Date: September 2018

To be reviewed: September 2019

### **What is Child Protection?**

Child Protection is just one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

### **What is Significant Harm?**

The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

### **Purpose**

At Silsoe Lower School we recognise:

- Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
- Our duty under the Children Act 2004 to work together with other organisations and partners in order to achieve this
- Our Common Law duty to protect and keep children safe whilst in our care.

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.

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.

We will make all parents/carers aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child Protection and Safeguarding Policy by including it on our website. A copy of this policy will be made available to parents/carers on request.

### **Aim**

We aim to provide a safe, secure, inclusive and consistent environment for all our pupils/students regardless of age, race, religion/belief, disability, gender,

pregnancy/maternity, transgender or sexual orientation; one in which they feel safe, supported, valued, respected and listened to. We will do this by:

1. Establishing an environment in which children are and feel safe and can learn, develop and have a voice.
2. Adopting safer recruitment practices to check the suitability of both staff and regular volunteers and visitors to the school. We will ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. We will complete and review risk assessments for volunteers working with children in our school.
3. **Ensuring all members of staff receive Safeguarding/Child Protection training as part of the induction process**
4. Promoting self-awareness in our children and equipping them with the skills and knowledge needed to keep safe including an understanding of any type of radicalisation.
5. 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 able to follow the procedures.
6. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan.
7. Having measures in place to facilitate and promote the safe use of technology
8. Monitoring and reviewing our safeguarding and child protection practices and procedures.
9. Providing regular (at least annual) training for all members of staff.

### **Roles and Responsibilities**

**We recognise that safeguarding and promoting the welfare of children is everyone's responsibility.** Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. 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.

All adults who work at, or volunteer at, Silsoe Lower School are expected to support the school's Child Protection and Safeguarding Policy, with overall responsibility falling upon the Head Teacher.

All staff, including volunteers, have a statutory obligation to report to the Designated Safeguarding Lead (DSL) if there is suspicion of abuse/neglect of a pupil or if a pupil discloses abuse or allegations of abuse. Staff should follow the procedures set out in Keeping Children Safe in Education 2018 if, for any reason, the DSL or deputy is not available.

We will follow the child protection procedures set out by the Central Bedfordshire Safeguarding Children Board and will have regard to statutory guidance issued by the Department for Education *Keeping Children Safe in Education September 2018*.

Governing bodies should ensure a member of the governing body is nominated to liaise with the local authority and/or partner agencies on issues of child protection.

**The Nominated Governor is: JEN SHIELDS**

Governing bodies should appoint a senior member of staff to the role of Designated Safeguarding Lead and deputy Designated Safeguarding Lead for child protection and safeguarding.

**The role of the Nominated Governor is outlined in Appendix 6.**

The **Designated Safeguarding Lead** is a senior member of staff designated to take lead responsibility for:

- referring cases of suspected abuse to the Local Authority Children's Social Care as required
- Managing all child protection issues (Head Teacher leads on allegations against staff)
- Keep secure child protection plans, records and reports
- Child protection and Safeguarding policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents and is published on the school website
- Staff training/ensure staff are aware of safeguarding policy and procedure
- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
- Understand (and participate in) early help assessments and process for early help
- Liaising with the local authority and local safeguarding children board in cases of child protection and allegations against staff
- Working in partnership with other agencies; referrals and support; information sharing
- Ensure a culture of listening to children and taking account of their wishes and feelings.
- support staff who have made referrals to local authority children's social care
- understanding the Prevent duty and refer cases to the Channel programme where there is a radicalisation concern as required
- Supporting staff on protecting children from the risk of radicalisation
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required

- referring cases where a crime may have been committed to the police as required
- attending and contributing effectively to child protection meetings/reviews and support staff to do this
- understanding the specific needs of children in need, those with special educational needs and young carers and recognise the additional risks that these children face online
- ensuring any child protection files and information is passed on to a child's new school and confirmation of receipt is obtained

**The Designated Safeguarding Lead is: SONIA SHIRES**

**The Deputy Designated Safeguarding Lead is: SUSAN PURDUE**

**The additional Deputy Designated Safeguarding Lead is: CATHY GOLDER**

We will:

**1. Establish an environment in which children are and feel safe and can learn, develop and have a voice by:**

1.1 Ensuring that our buildings and site are secure and that visitors to the school are properly checked and supervised. Visitors are asked by a member of staff to sign in and are given a visitor's badge. They are then escorted to the area of the school by a member of staff.

1.2 Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff.

1.3 Having an Intimate/Personal Care Policy which is understood by all relevant staff.

1.4 Ensuring that the Physical Intervention Policy is understood by all staff.

1.5 Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.

1.6 Having policies for dealing with behaviour, bullying, cyber-bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils/students. (See Appendix 5 for issues relating to safeguarding and discrimination)

1.7 Ensuring that all staff, governors and regular visitors and volunteers have been made aware of DCSF Guidance for Safer Working Practice for those

working with children and young people (2015) document and work to the guidance contained therein. Consideration will also be given to the relevance of communicating guidance around safe working practices to occasional visitors and volunteers as part of the risk assessment process. Our staff code of conduct is also communicated on the initial meeting by the Head Teacher and on display in the staff room.

1.8 Following the LSCBs procedures for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Head Teacher should be notified. He/she will notify the authority's Allegations Manager (also known as the Designated Officer). Contact number; 0300 300 8142 or [lado@centralbedfordshire.gov.uk](mailto:lado@centralbedfordshire.gov.uk). Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors who will likewise notify the Authority's Allegations Manager as above. Staff will have recourse to the diocese, NSPCC helpline, police and the LSCB.

1.9 Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children. Deficiencies or weaknesses will be brought to the notice of the Governing Board and steps taken to remedy these without delay. The Head Teacher will have responsibility for this.

1.10 Having a whistle-blowing and complaints procedure which is communicated to pupils, parents and staff (as appropriate). (See appendix 2). These policies are on our website.

1.11 Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to through the school council, Buddy schemes and displays of information such as Childline & NSPCC posters & contact details.

## **2. Adopt safer 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 such a checking process. We will do this by:**

2.1 Following Department for Children, Schools and Families (DCSF) guidance as set out in Part 3 of Keeping Children Safe in Education (2018) to ensure that safer recruitment and selection practices are carried out. DBS (Disclosure and Barring Service) checks will be completed and references and identification verified. All staff and regular volunteers, visitors and contractors will be vetted in accordance with these guidelines. Following

advice from the Government and the Local Authority all staff have also completed the Staff Disqualification Declaration form.

2.2 Ensuring that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children and as appropriate formal risk assessment processes will be undertaken.

2.3 Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, volunteers and contractors which will be scrutinised as part of an OfSTED Inspection. The SCR is checked regularly by the Head Teacher and Office Manager and half-termly by the Designated Lead.

2.4 Ensuring that at least one member of the Board of Governors and the Head Teacher have received training on safer recruitment practices.

2.5 Ensuring that all interviews for staff have at least one person on the panel who has completed safer recruitment training and where there is no panel, the person interviewing must be safer recruitment trained.

2.6 Ensuring that during the process of advertising and recruiting for staff vacancies, the school's commitment to safeguarding and safer recruitment practices will be made explicit.

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

2.8 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.

2.9 Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Board 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

### **3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:**

3.1 Including opportunities through the PSHE education curriculum for children to develop the skills they need to recognise and stay safe from abuse.

3.2 Ensuring that children know that there are adults in the school whom they can approach if they are worried.

3.3 Displaying/distributing appropriate safeguarding materials and information.

3.4 Encouraging safe practice when online through the completion of an e-Safety code of conduct at the beginning of each new academic year and key messages are reinforced in all lessons where the Internet is used.

### **3.4 Preventing radicalisation**

*Keeping Children Safe in Education 2018* places a duty on schools to prevent students from being drawn into terrorism according to the Counter-Terrorism and Security Act; and for schools to cooperate with local Channel panels and the police as appropriate.

Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation. Extremism can take several forms, including Islamist extremism and far-right extremism.

It appears a decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for 'adventure' and excitement
- may be driven by a desire to enhance the self-esteem of the individual
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

### **What is Prevent?**

**Prevent is about safeguarding people and communities from the threat of terrorism. Prevent is 1 of the 4 elements of CONTEST, the Government's counter-terrorism strategy. It aims to stop people becoming terrorists or supporting terrorism.**

The Prevent strategy:

- Responds to the ideological challenge we face from terrorism and aspects of extremism, and the threat we face from those who promote these views;
- Provides practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support; and
- Works with a wide range of sectors (including education, criminal justice, faith, charities, online and health) where there are risks of radicalisation that we need to deal with.

**4. 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 Keeping Children Safe in Education (2018), Central Bedfordshire LSCB Inter-Agency Child Protection Procedures, What to do if You're Worried a Child is Being Abused (2015) and Working Together to Safeguard Children (2018) by:**

4.1 Allocating a member of the school's leadership team to the role of lead 'Designated Safeguarding Lead' for child protection. This role is currently carried out by Sonia Shires.

4.2 Having at least one named member of staff to deputise in the absence of the main designated person and to provide support to the lead designated person. This role is carried out by Susan Purdue and Cathy Golder.

4.3 Providing time and support for these roles.

4.4 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. (Responsibility of Governing Board).

4.5 Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding and child protection policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the Governing Board. The named Governor is Jen Shields.

4.6 Having processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training as required, or in any case, every 3 years as a minimum. The DSL for Child Protection and Safeguarding will have responsibility. Each newly appointed member of staff will undertake the E-learning 'Awareness of child abuse and neglect CORE' online course.

4.7 Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy together with other relevant safeguarding policies or

guidance and that they are also aware of their own role in safeguarding/ promoting welfare and of the identity and role of the designated person/s. Separate leaflets for parents and school staff are made available. All staff are required to sign that they have read and understood the Child Protection and Safeguarding policy and Part 1 of Keeping Children Safe in Education (2018) when he/she is given their Staff Handbook.

4.8 Requiring all staff and volunteers, to report any safeguarding concerns, to the DSL for Child Protection and Safeguarding, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training, staff briefings either whole school or team meetings and induction training..

4.9 Enabling the DSL to make decisions regarding the action to be taken following a concern being brought to his/her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Social Care or the Authority's safeguarding advisors).

4.10 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 or the Police Service in accordance with LSCBs Inter-Agency Child Protection Procedures. **This will normally be done via the DSL or their deputy; unless they are not available and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case.**

4.11 Sharing information (in line with the LSCBs Information Sharing Protocol) with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.

4.12 Ensuring that where the DSL 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. (Appendix 3)

4.13 Making the DSL responsible for all electronic and written records in respect of all children for whom child protection 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. The use of the electronic system CPOMS will be used to record safeguarding concerns by all teachers, Senior Leaders, HLTAs and the administrators

4.14 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. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the DSL will seek the consent of parents/carers/child/young person (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the school community or by making a single agency referral or through multiagency collaboration via the 'Early Help Assessment' (EHA) and Team around the Child (TAC) process as appropriate.

4.15 Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations. This will be communicated through training.

4.16 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.

4.17 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting.

4.18 Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures. See Attendance policy. The DSL also carries out frequent checks to identify children whose attendance is below 90%. Any on-going concerns are then discussed with the Attendance and Inclusion officer.

**5. 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/care plan by:**

5.1 Peer-on-peer abuse will be minimised through the PSHE curriculum and anti-bullying themes.

5.2 Incidents of peer-on-peer abuse including sexual violence and sexual harassment between children will be recorded in the anti-bullying log. All incidents will be taken very seriously and will be fully investigated. Victims will be supported to deal with the abuse and perpetrators will be supported using restorative practices. Staff will be made aware of what is meant by peer-on-peer abuse and understand how to deal with it.

5.3 Maintaining close communication between the DSL and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.

5.4 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/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).

5.5 Closely monitoring any child subject to a child protection plan or child in need plan, or otherwise believed to be at risk of harm.

5.6 Completing activities as required in accordance with a child protection/care plan.

5.7 Ensuring (through the DSL) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.

5.8 Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the DSL will bring the absence to the immediate attention of the Access and Inclusion Service. In these circumstances, a Local Authority School Attendance Officer will prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.

5.9 Notifying the Fostering Duty Desk when children come to our attention as being cared for in 'private fostering arrangements' in accordance with LSCBs Inter agency Safeguarding Policy on Private Fostering (2011). (See appendix 4 for definition of 'private fostering')

5.10 Making the DSL responsible for arrangements to ensure that the pupil/student's 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 and a written acknowledgement of receipt will be obtained. A copy of the original file will be retained by this school.

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

**6. Having measures in place to facilitate and promote the safe use of technology (in line with the Local Authority Guidance e-Safeguarding: Creating Working Procedures in Schools (2009) by:**

6.1 E-Security: keeping the electronic data we hold about pupils and families secure in line with GDPR legislation May 2018

6.2 E-Safety: Promoting e-safety awareness amongst children and their parents/carers by holding parent information briefings regarding E-Safety and ensuring all members of the school community know their access rights and responsibilities in using ICT.

6.3 Having an Acceptable Use Policy in relation to the use of technology (including mobile phones and photographic equipment) in the school and which contains the detail of how we will achieve e-security and promote E-Safety.

6.4 Conducting, through the Governing Board, an annual review of the school's Acceptable Use Policy.

6.5 Ensuring that the school's internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds).

6.6 The school will use Impero software to monitor Internet use when pupils are using school laptops

6.7 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.

6.8 Making staff and pupils/students aware that all school ICT activity and online communications may be monitored, including any personal and private communications made via the school network.

6.9 Conducting an annual assessment of information risks, which will be reported to the Governing Board.

6.10 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents. This process is facilitated using the Impero software.

6.11 Establishing an incident reporting procedure and recording reported incidents in an Incident Log (in Line with Local Authority Guidance e-Safeguarding: Creating Working procedures in Schools (2009). The Incident

Log shall be formally reviewed 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.

6.12 Carrying out, through The Governing Board, an annual review of this Incident Log and accompanying action plans.

## **7. We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:**

7.1 Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Governing Board and responsibility for the implementation of this policy with the Head Teacher.

7.2 Ensuring that the Designated Governor for Safeguarding and child protection has regular meetings with the DSL 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. This will happen as required or in any case, as a minimum, once every term.

7.3 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.

7.4 Reviewing this policy on an annual basis.

Date policy agreed November 2013

Reviewed November 2015

Reviewed October 2016

Reviewed October 2017

Reviewed July 2018 in line with changes to Keeping Children Safe in Education 2018

# Appendix 1

---

## 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 2

---

## **Whistle-blowing**

Employees are often the first to realise that there may be something seriously wrong within the school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues.. 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.

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

The Public Interest Disclosure Act 1998 encourages individuals to raise concerns about malpractice in the workplace. The school's '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, rather than overlooking a problem.

Concerns should be raised with the DSL unless the concern is regarding the Head Teacher. In this case, the individual should speak to the Chair of Governors.

# Appendix 3

---

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.)
- 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 representations are made by a more senior member of staff on behalf of the Designated Person, for example, the Head Teacher.

# Appendix 4

---

## Definition of Private Fostering

A private fostering arrangement is one that is made privately (that is to say without the involvement of the LA) for the care of a child:

- under the age of 16 (under 18 if disabled)
- by someone other than a close relative
- with the intention that it should last for 28 days or more.
- private foster carers may be from the extended family such as a cousin or great aunt.

However a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether full or half blood or by marriage) or a step parent will not be a private foster carer.

A private foster carer may be a friend of the family, the parent of a friend of the child or someone previously unknown to the child's family who is willing to privately foster a child.

The period for which the child is cared for and accommodated by the foster carer should be continuous - but that continuity is not broken by the occasional short break. A break in the period e.g. for a child to visit his/her parents at the weekend would not affect the nature of the placement as a private foster placement. For a break to restart in calculating the period it must result from the ending of one arrangement prior to the start of a new arrangement.

Where a child is under 16 years old and is a pupil at an independent school and lives at the school during the school holidays for a period of more than 2 weeks, he/she will be subject to private fostering regulations unless one of the exemptions below applies.

Where a child under 16 is studying at a language school for more than 28 days and stays with a host family he/she will be subject to private fostering regulations.

## Exemptions

These are covered in Schedule 8 of the Children Act 1989 but the main exemptions are covered below.

Children will not be privately fostered:

- Where the arrangements last for less than 28 days and are not intended to extend beyond that period
- Where the child is looked after by a LA

- Where the child is living in a children's home or accommodation provided by/on behalf of a voluntary organisation
- A school in which he/ she is receiving full time education (either during term time or residing there less than 2 weeks of any school holiday)
- Where the child is placed by an adoption agency in the care of a person who proposes to adopt him/her or s/he is a protected child under the Adoption Act 1976 (section 32).

# Appendix 5

---

## **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 social, emotional and/or mental health difficulty (SEMH).
- 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.**
- In an Ofsted analysis of serious case reviews (April 2008 – March 2009) **10 out of the 25 children** who died in the 11+ age group, committed suicide.
- 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. Transgender 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 6

---

## **The role of the Nominated Governor**

Ensure safeguarding is always a priority by:

- Championing child protection and safeguarding issues within the school and liaising with the Designated Safeguarding Lead and the Head Teacher and offering challenge if necessary
- Ensuring the Child Protection and Safeguarding policy is checked for impact and reviewed yearly accordingly
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Head Teacher using the Central Bedfordshire Council annual School Safeguarding Audit return and reporting back to Full Governing Board
- Ensuring that all governors understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils