



Child Protection and Safeguarding Policy

Article 39: You have the right to help if you've been hurt, neglected or badly treated.

Article 37: No one is allowed to punish you in a cruel or harmful way.

Article 36: You have the right to protection from any kind of exploitation (being taken advantage of).

Article 34: You have the right to be free from sexual abuse.

Article 33: You have the right to protection from harmful drugs and from the drug trade.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 27: You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 11: You have the right to be protected from kidnapping.

Article 9: You have the right to live with your parent/carer(s), unless it is bad for you. You have the right to live with a family who cares for you.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002 and in line with government publications; "Keeping Children safe in Education" September 2020, and "Working Together to Safeguard Children" 2018.

The Governing Body of Bearwood Primary and Nursery School takes seriously its responsibility under Section 175 of the Education Act 2012 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm. Opportunity will be provided for staff to contribute to, and shape, safeguarding arrangements and the Child Protection and Safeguarding Policy.

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the Governing Body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The governors recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel

secure. The governors will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupils' concerns will be listened to and acted upon.

Governors, staff and volunteers at Bearwood Primary and Nursery School understand the importance of working in partnership with children, their parents/carers and other agencies in order to promote childrens' welfare and follow the statutory guidance (Keeping Children Safe In Education 2020).

The governors will also ensure that the school carries out its statutory duties to report suspected child abuse to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need or enquiring into allegations of child abuse. Schools recognise the contribution they can make to protect and support pupils in their care.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection, and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their wellbeing and to protect them from abuse.

All children have the right to be safeguarded from harm or exploitation whatever their:

- Race, religion, first language or ethnicity
- Gender or sexuality
- Age
- Health and disability
- Political or immigration status

Purpose of the Policy

- Afford protection for our pupils.
- Enable staff and volunteers to safeguard and promote the welfare of children.
- Promote a culture which makes the school a safe place to learn.

This Child Protection and Safeguarding Policy applies to all governors, employees (including supply staff), volunteers, including governors, student placements and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and are able to appropriately support children in school, manage behaviours related to the abuse they have experienced.
- All staff in the school will have read and signed to say that they have understood at least Part 1 of the 'Keeping Children Safe in Education 2020'. All managers, administration and governors will read and sign to say that they have understood the whole document, 'Keeping Children Safe in Education 2020'.
- Children who are being abused will only tell people they trust and with whom they feel safe. Any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse. Staff should not assume that a colleague or another professional will take action. Staff are aware of the seven golden rules for information sharing. Staff are aware of how to contact the hub if for any reason they are unable to get hold of the DSL or Deputy DSL.
- The DSL must "help promote educational outcomes" of vulnerable children by sharing welfare, safeguarding and CP issues with teachers and leaders. There should be a focus on children with social workers but not exclude vulnerable children who need early help.
- All staff should know the issues and difficulties that might be affecting a child. Sharing information should inform adjustments to academic support and a collegiate response to further safeguarding concerns (e.g. absence).

- It is essential that member of staff's own practice and behaviour puts childrens' welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.
- We adopt, "It could happen here" ethos, where we are prepared to take action as well as to prevent.
- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Headteacher (DSL) or Deputy DSL (Deputy Headteacher) who are in the best position to advise (or Chair of Governors if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

***If staff have any doubt regarding this policy,
please contact the DSL or Deputy DSL.***

Aims of the Policy

- To raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils and parents/carers are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages
- Bearwood Primary and Nursery school will deliver a curriculum from September 2020 on Relationships Education and Health Education. There is a clear theme of safeguarding throughout our curriculum as schools can play an important role in preventative education.
- To take account of and inform policy in related areas such as discipline, bullying, staff and the pupil behaviour policies and e-safety

1. There are three main elements to the Bearwood Primary and Nursery School's Child Protection and Safeguarding Policy:

PREVENTION

Positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models.

PROTECTION

Agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.

SUPPORT

To pupils, who may have been at risk of significant harm, and the way staff respond to their concerns and any work that may be required.

Bearwood Primary and Nursery school does not operate in isolation.

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to **promote the welfare** of children and **protect them** from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in *Keeping Children Safe in Education (2020)* as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Child protection is an aspect of safeguarding, but is focused on how we **respond** to children who have been significantly harmed or are at risk of significant harm.

Safeguarding is the responsibility of all adults and especially those working or volunteering with children. We aim to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

2. Specific Roles in Safeguarding Children

Bearwood Primary and Nursery School has a safeguarding Governor, Nicola Best, the Vice Chair of Governors, who takes the lead responsibility for the Governing Body and works closely with the Designated Safeguarding Lead, the Headteacher and the Deputy Safeguarding Lead, the Deputy, on safeguarding issues.

The Designated Safeguarding Lead is the Headteacher, Laura Bennett, who is designated to take lead responsibility for:

- Managing all child protection issues (Headteacher leads on allegations against staff)
- Keep secure child protection plans, write records and reports
- Child Protection and Safeguarding Policy and Procedures: lead in evaluation, review and revision, ensure available to staff and parent/carers
- Induction of staff/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
- 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
- Undertaking a safeguarding evaluation/audit, report to the SLT and Governing Body
- Designating two other members of staff to provide safeguarding cover at all times. This is the deputy headteacher, Sally Wall and the Family Support Worker, Katy Bray.

3. Definitions of Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is:

- protecting children from maltreatment;
- preventing impairment of children's health or development;

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

(Keeping Children Safe in Education 2020)

Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

(See Appendix 1)

4. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. All staff are aware of the early help process and understand their role in it.

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help. We will:

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, pastoral worker, SENDCo, Family Outreach Worker, Targeted Youth Support, breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS

Any child may benefit from early help, but all school staff are particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs and disabilities (whether or not they have a statutory education health care plan);
- Is a young carer;
- Is frequently missing/goes missing from care or home;
- Is misusing drugs or alcohol;
- Is in family circumstances which are presenting as challenging for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or; has returned home to their family from care;
- Risk of radicalisation;
- Drawn into anti-social/criminal behaviour;
- Homeless;
- Parent/carer(s) are imprisoned;

- At risk of modern slavery, trafficking and exploitation;
- Early signs of abuse or neglect.

5. Responding to Disclosures: Guidance for Staff (See Appendix 2)

If a child wishes to confide in you the following guidelines should be adhered to:

Be honest

- Do not make promises that you cannot keep.
- Explain that you are likely to have to tell other people in order to stop what is happening.

Create a safe environment

- Stay calm. Reassure the child and stress that he/she is not to blame.
- Tell the child that you know how difficult it must have been to confide in you.
- Listen to the child and tell them that you believe them and are taking what is being said seriously.

Record on the appropriate form exactly what the child has said to you and include:

- Child's name, address, date of birth
- Date and time of any incident
- What the child said and what you said
- Your observations e.g. child's behaviour and emotional state
- Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
- Sign and date the record and provide a copy for Social Care and your records.

If in doubt about recording requirements, staff should discuss with the DSL or Deputy.

Be clear about what the child says and what you say

- Do not interview the child and keep questions to a minimum.
- Encourage the child to use his/her own words and do not try to lead them into giving particular answers.

Maintain confidentiality

- Only tell those people that it is necessary to inform.

Do not take sole responsibility

- Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.

The Designated Safeguarding Lead should refer these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice.

(See Appendix 2)

Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents/carers if there are concerns that this may be putting the child more at risk.

MASH (Multi agency services hub) referrals:

- BCP: Telephone 01202 735046

The Dorset Police Safeguarding Investigation Team:

- Telephone 101 (Switchboard)

6. Partnership with Parents/Carers

Sharing Concerns with Parents/Carers

There is a commitment to work in partnership with parents/carers and in most situations it may be appropriate to discuss initial concerns with them.

There are circumstances, however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent/carer may be responsible for the abuse and parents/carers who may not be able to respond reasonably to the situation.

The school shares a purpose with parents/carers to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents/carers positively, openly and honestly. We ensure that all parents/carers are treated with respect, dignity

and courtesy. We respect parents'/carers' rights to privacy and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Bearwood Primary and Nursery School will share with parents/carers any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents/carers to disclose any concerns they may have with Bearwood Primary and Nursery School. We make parents/carers aware of our Child Protection and Safeguarding Policy, and parents/carers are aware that these are on the school website.

7. Domestic Abuse

Bearwood Primary and Nursery School receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil.

If we have additional concerns, we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the Class Teacher.

Where a Multi-Agency Risk Assessment Conference (MARAC) occurs, the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

8. Statutory Assessments

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so called honour based abuse, and extra-familial threats like radicalisation and sexual exploitation.

Pupils who are the subject of a Child Protection Conference will have either an agreed Multidisciplinary Action Plan or Child Protection Plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The school recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

9. Children with Special Educational Needs and Disabilities

Governors recognise that children with special educational needs and disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect.

Indications of abuse will be reported as for other pupils.

Governors will provide a school environment in which pupils with special educational needs and disabilities feel confident and able to discuss their concerns. Whenever possible, pupils will be given the chance to express themselves to a member of staff with appropriate communication skills. The Designated Safeguarding Lead will work with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) to identify pupils with particular communication needs.

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEND, schools and colleges should consider the risks carefully, given the additional vulnerability of the group. To safeguard a pupil or student and others, it may be necessary to use restraint and yet restraint is likely to impact on the wellbeing of the child. By planning positive and proactive behaviour support, schools and colleges can reduce the occurrence of risky behaviour and the need to use restraint.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Looked after children (LAC) and previously looked after children

The designated LAC is Sally Wall, Deputy Headteacher. A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

10. Young People Who Present Sexually Problematic Behaviour to Others, Violent Behaviour or Self-harm

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to Children's Social Care who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. For all categories schools must use the School Risk Management Process. The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school.

11.Safeguarding Information for Pupils

- All pupils in the school are aware of staff who they can talk to. The names of the DSL/Safeguarding Leads/Pastoral Care Worker are available and photos are placed around the school so that staff are readily identifiable

- We use the scheme 'Jigsaw' and circle time in teaching safeguarding to pupils as a preventative measure e.g. child sexual exploitation at an age appropriate level,
- We also use the Safe Schools and Communities Team in advice and training e.g. eSafety as well as ensure that children are taught about safeguarding, including online safety.

Alternative provision for pupils

Where we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil and should be satisfied that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that we would otherwise perform in respect of its own staff.

12. Safer Recruitment

The Headteacher and the Deputy Headteacher have completed the Safer Recruitment training.

At Bearwood Primary and Nursery School, we create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Governing Bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including:

- Criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS Certificate required, and whether a prohibition, direction, sanction or restriction is required, will depend on the role and duties of an applicant to work in a school.

For most appointments, an enhanced DBS Certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity.

In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in the school, for teaching, training instructing, caring for or supervising children; OR
- will carry out paid, or unsupervised unpaid, work regularly in the school where that work provides an opportunity for contact with children; OR
- engage in intimate or personal care or overnight activity, even if this happens only once.

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS Certificate, which does not include a barred list check, will be appropriate. This would include contractors that would have the opportunity for contact with children and who work under a temporary or occasional contract.

In addition to obtaining the DBS Certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching.

Volunteers who on an unsupervised basis teach or look after children regularly or provide personal care on a one-off basis in the school will be in regulated activity. At Bearwood Primary and Nursery School we obtain an enhanced DBS Certificate (which should include barred list information) for all volunteers who are new to working in regulated activity. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

We also ensure that all volunteers have an informal interview, references and an induction on safeguarding within the school, before the appointment. The school follows the **LOCALLY AGREED INTER-AGENCY PROCEDURES POLICY** and guidance which has highlighted the importance of the above procedures after two serious case reviews.

Information sharing

As part of meeting a child's needs, it is important for governing Bodies and proprietors to recognise the importance of information sharing between professionals and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information.

Further details on information sharing can be found in Chapter One of 'Working together to safeguard children and at Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.'

Whilst, among other obligations, the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Where children leave the school or college, the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

13. Staff Training and Induction

- The DSL and Deputies will attend Safeguarding Training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LOCALLY AGREED INTERAGENCY PROCEDURES policy and guidance.
- The whole school staff group will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required.
- All new staff, volunteers and governors will receive Safeguarding Induction to ensure understanding of the Child Protection and Safeguarding Policy.

14. Safer Working Practice

Safer working practice is paramount to Bearwood Primary and Nursery school to ensure that pupils are safe and that all staff, volunteers and governors:

- Are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Work in an open and transparent way.
- Work with other colleagues where possible in situations open to question.
- Discuss and/or take advice from school management over any incident which may give rise to concern.
- Record any incident of decisions made.
- Apply the same professional standards regardless of gender, race, disability or sexuality.
- Be aware of the Confidentiality Policy.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.
- The eSafety Policy also outlines the expectations for staff and volunteers. Please see policy on school website.

15. Staff Behaviour

At Bearwood Primary and Nursery School, we follow 'good practice guidelines' in relation to the school's staff behaviour. This includes reference to:

- Treating all children with respect
- Setting a good example by conducting ourselves appropriately
- Involving children in decision-making which affects them
- Encouraging positive and safe behaviour among children
- Being a good listener
- Being alert to changes in a child's behaviour
- Recognising that challenging behaviour may be an indicator of abuse
- Reading and understanding all of the school's safeguarding and guidance documents on wider safeguarding issues, for example bullying, physical contact, eSafety and information sharing
- Asking the child's permission before doing anything for them which is of a physical nature, such as assisting with dressing, physical support during PE, music or administering first aid
- Maintaining appropriate standards of conversation and interaction with and between children and avoiding the use of sexualised or derogatory language

- Maintaining professional standards and boundaries at all times on and off the school site
- Being aware that the personal and family circumstance and lifestyles of some children lead to an increased risk of neglect and or abuse

16. Allegations Against Staff

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO):

The main contact number for the LADO service is 01202 456744 The secure email address for the service is: lado@bournemouth.gov.uk

Individual contact details are:

- Laura Baldwin 01202 456708 Laura.Baldwin@bournemouth.gov.uk
- John McLaughlin 01202 453992 John.McLaughlin@bournemouth.gov.uk

Any concern or allegation against a Headteacher will be reported to the Chair of Governors.

The Keeping Children Safe in Education 2020 Part 4, Allegations of abuse made against teachers and other staff and the Bournemouth and Poole LOCALLY AGREED INTERAGENCY PROCEDURES will be followed for both the investigation and support for the member of staff.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's Whistleblowing Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. See school website.

17. Welcoming Other Professionals

- Visitors with a professional role, such as the school nurse, social worker, educational psychologist, agency supply staff or members of the police should have been vetted to work with children through their own organisation.
- Professionals will be required to bring their identity badges on all visits and to wear these.
- They will complete signing in/out forms and wear a school I.D. badge if required to do so.

18. Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LOCALLY AGREED INTER-AGENCY PROCEDURES POLICY. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

19. Exchange Visits

Currently, Bearwood Primary and Nursery School do not participate in exchange visits. However, if we do so then we must satisfy ourselves that parent/carers who will act as host families for pupils are suitable to host pupils and are aware who in the school they should raise any concerns with. Host families are subject to DBS checks as per Keeping Children Safe in Education Guidance. We will work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

20. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental/careral consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them
- Ensure we are following GDPR Policy and Procedures

At events where parents/carers are taking photographs of children, Bearwood Primary and Nursery School agrees that these are to be for personal use only and not to be shared on social media.

21. Missing Children

A child going missing from education is a potential indicator of abuse and neglect. After reasonable attempts have been made by the school to contact the family, the school will follow the LOCALLY AGREED INTER-AGENCY PROCEDURES POLICY and refer to the Local Authority Education Welfare Service.

22. The Prevent Agenda

The Prevent duty became law in 2015 and is a duty on all schools and early years providers to have due regard to preventing people being drawn into terrorism. School staff must be alert to any reason for concern in the child's life at home or elsewhere, including an awareness of the expression of extremist views.

Extremism can be faith based, culture based or view based.

Any concerns you have must be passed to a DSL who will refer to the Multi-Agency Safeguarding Hub (MASH) and the Police.

- A Prevent lead must be appointed for the school. This is the headteacher.
- Assess risk of pupils being radicalised and drawn into terrorism.
- Know what to do to support those assessed as being at risk e.g. referral to the SIU and Social Care.
- Working in partnership with other agencies.
- Staff training to raise awareness.

- IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.
- Give advice to parents/carers as appropriate.

“Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.” (KCSIE p.89)

What are some of the signs of radicalisation?

- Isolating themselves from family and friends
- Unwillingness or inability to discuss their views
- Refusal to listen to different points of view
- Increased levels of anger
- Talking as if from a scripted speech
- Increased secretiveness
- Becoming abusive to children who are different
- Changing friends and appearance
- No longer doing things they used to enjoy
- Feeling persecuted
- Sympathetic to extremist ideologies and groups

Child criminal exploitation: county lines

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

The key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; AND
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

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

What are some of the signs?

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Drug use or possession of large amount of drugs
- Being secretive
- Unexplained absences from school
- Unexplained money, gifts or new possessions
- Increasingly disruptive or aggressive behaviour
- Using sexual, drug-related or violent language
- Coming home with injuries or looking disheveled
- Hotel cards or keys to unknown places

23. Children at Risk of CSE (Child Sexual Exploitation)

Bearwood Primary and Nursery School is working together with other agencies to identify and reduce the risks of Child Sexual Exploitation (CSE). Both staff and pupils receive education about CSE and children are advised as to how to keep themselves safe at an age appropriate level. The school also raises awareness with parents/carers and provides advice themselves or signpost parents/carers to further advice.

Child Sexual Exploitation “occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person under the age of 18.” (KSCIE p.84)

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 cyberbullying and grooming.

However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. If any adult or child has any concerns, then this should be discussed with the DSL or Social Care.

What are some of the signs?

- Unexplained gifts or new possessions
- Associating with other children involved in exploitation
- Changes in emotional well-being
- Drug and alcohol misuse
- Periods of going missing or coming home late
- Missing education / absence
- Older boyfriends / girlfriends
- STIs or pregnancy (CSE)

Child Criminal Exploitation “is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology” (KCSIE pp.83-84)

24. Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

25. Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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. At Bearwood Primary and Nursery School, all staff have received training. All staff recognise that there is a legal requirement to refer any concerns to Social Care or the police.

What are some of the signs?

- Have difficulty walking, sitting or standing
- Spend longer on than normal on the toilet
- Have unusual behaviour after an absence from school or college

- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

Breast Ironing

Also known as breast flattening, this is the pounding and massaging of a pubescent girl's breast, using hard or heated objects, to make them stop developing or disappear.

Breast ironing is typically carried out by the girl's mother with the belief that she is:

- Protecting her daughter from sexual harassment and/or rape;
- Preventing the risk of early pregnancy, which would tarnish the family name;
- Preventing her daughter from being forced into marriage, so she will have the opportunity to continue with her education.

What are some of the signs?

- Periods of absence from school
- Soreness in the breast area
- Strapping around the torso

26. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school. All staff, but especially the DSL and Deputies should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety/welfare.

If you have any concerns about any of the above then please contact the DSL (Headteacher), MASH and explain the reason for the call, or call the Police 101 and explain the reason.

The NSPCC's 'What You Can Do to Report Abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise

concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school.

Staff can call 0800 028 0285 – line is available from 8.00am to 8.00pm, Monday to Friday and email: help@nspcc.org.uk

Multi-agency working

New safeguarding partners and child death review partner arrangements are to be in place by the 29 September 2020. Locally, the three safeguarding partners, (the Local Authority; a clinical commissioning group for an area within the Local Authority' and the Chief Officer of Police for the local area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to needs.

Governing Bodies, Properties, Management Committees and their Senior Leadership Teams, especially their Designated Safeguarding Leads, should make themselves aware of and follow their new local arrangements.

27. School Safeguarding Responsibilities Summary

Bearwood Primary and Nursery school will:

- Abide by the Keeping Children Safe in Education Guidance.
- Ensure everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance 'Working Together to Safeguard Children 2016'.
- Work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE Para. 4).
- Ensure all staff are aware of the procedures if they have any concerns and have access to this policy.
- Give all staff a copy of Part 1 of KCSIE and Annex A and ensure that they are read and understood. There is an expectation that **ALL** staff will sign to show that they have read and understood the document.
- Ensure that all children have at least three emergency contacts.

- Have a Child Protection and Safeguarding Policy with procedures which are in accordance with government guidance and refer to locally agreed interagency procedures put in place by the Local Safeguarding Children's Board
- Appoint a Lead Safeguarding Governor responsible for safeguarding practice within the school. This is Nicola Best, Vice Chair of Governors.
- Appoint a Designated Safeguarding Lead who is a member of the Leadership Team and Deputies to provide adequate cover. The DSL is Laura Bennett, and the Deputies are Sally Wall and Katy Bray.
- Appoint a Prevent Lead. This is Mrs Laura Bennett, the Headteacher.
- Have a named member of staff to support children who are Looked After Children. This is Sally Wall.
- Require teachers, staff and volunteers to be aware of the Bournemouth and Poole LOCALLY AGREED INTER-AGENCY PROCEDURES POLICY and to have read and implemented the school policy and good practice guidelines.
- Ensure that we have supervision in place for members of staff as required e.g. Family Support Worker.
- Ensure that teachers, staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance.
- Undertake relevant Safer Recruitment Training and allegations management.
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs.
- Ensure staff and volunteers comply with Safer Working Practice for adults who work with children and young people in education settings.
- Sign up to the Dorset Overarching Information Sharing Protocol and share information relating to MARAC and the Personal Information Sharing Agreement with respect to receiving alerts about domestic abuse.
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children.
- Ensure management of allegations procedures are implemented.
- Ensure staff work to the agreed Behaviour Policy/Code of Conduct and Safer Working Procedures.

- Recognise that children with SEND may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected.
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. Have a member of staff as an Anti-Bullying Champion. This is Mrs Bray, the Family Support Worker.
- Have an eSafety policy in line with LOCALLY AGREED INTER-AGENCY PROCEDURES POLICY requirements. We have a member of staff as an eSafety Champion. This is Sally Wall.
- “All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.” (KCSIE, para 34)
- “Staff...are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.” (KCSIE, para 35)
- Have a Whistleblowing Policy where it is safe to discuss concerns.
- Understand the additional info about private fostering for more than 28 days, and someone who is providing accommodation, but does not have parental/careral responsibility.
- Be aware of the needs of vulnerable groups, identify and action for all identified.
- Make policies available to parents/carers and pupils via the school website.
- Provide education to children about safeguarding issues.
- Ensure the child’s wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally.
- Undertake an annual audit of safeguarding, using the LOCALLY AGREED INTERAGENCY PROCEDURES POLICY Safeguarding Self Evaluation Audit Tool (or similar) which will be shared with the Governing Body leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and LOCALLY AGREED INTER-AGENCY PROCEDURES POLICY.
- Undertake a safeguarding report for the Governing Body at least annually and review the Child Protection and Safeguarding Policy annually.

28. Links to Relevant Law and Guidance

- Working Together to Safeguarding Children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> (please check new page as following link doesn't work: <https://www.gov.uk/government/publications/working-together-to-safe-guardchildren--2>)

- Keeping Children Safe in Education 2020
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)
<http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Inspecting safeguarding in early years, education and skills settings
<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>
- Bournemouth and Poole Local Safeguarding Children's board (LOCALLY AGREED INTER-AGENCY PROCEDURES POLICY)
[www.bournemouth-poole-locally agreed interagency procedures.org.uk](http://www.bournemouth-poole-locally-agreed-interagency-procedures.org.uk)
<https://www.bcpsafeguardingadultsboard.com/>
- Governor's Handbook September 2015
- What to do if you're worried a child is being abused – March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for practitioners providing safeguarding services to children, young people, parent/carers and carers
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Department for Education – eSafety Guidelines

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

- Safeguarding: Disclosure and Barring –
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The South West Grid for Learning (SWGfL)
<https://swgfl.org.uk/online-safety/>
- Family Information Directory –Helping families in Bournemouth, Christchurch and Poole to find local childcare, services and activities
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
- Family Information Service –BCP Council
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/service.page?id=9EQU1U-llnw>

The Designated Safeguarding Lead: Laura Bennett

Telephone number: 01202 590703

The Deputy Designated Staff for Safeguarding: Sally Wall and Katy Bray

Telephone number: 01202 590703

The Lead Safeguarding Governor: Nicola Best

Telephone number: 01202 590703

Date Child Protection and Safeguarding Policy adopted by Governing Body:

September 2020

Headteacher.....

Chair of Governors.....

Review date: September 2021

The Headteacher and Governing Body with the Designated Safeguarding Lead will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

Appendix 1

Types of Abuse and Neglect

(Taken from Working Together and as appears in KCSIE)

All school staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap one another.

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.

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.

Peer on Peer Abuse: physical abuse can also be peer on peer abuse, which is likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking shaking, biting and pulling hair
- sexual violence (such as rape, assault, penetration and sexual assault)
- sexual harassment, such as sexual comment, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting, also known as youth produced imagery
- Abuse within intimate partner relationships

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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

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).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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 care-givers);
- ensure access to appropriate medical care or treatment.

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

Recognising Abuse:

Domestic Abuse (Violence)

Whilst not a stand-alone category, domestic abuse has a significant impact on pupils who experience it in their home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Indicators of Abuse

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they must always speak to the Designated Safeguarding Lead or Deputy. Indicators of child abuse may include the following:

Physical Abuse

- **Physical indicators:** unexplained bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken bones (especially in children under 2 years).
- **Behavioural indicators:** fear of going home, fear of parents/carers being contacted, flinching when approached or touched, withdrawn behaviour, reluctance to get changed, running away.

Emotional Abuse

- **Physical indicators:** failure to grow or thrive, sudden onset of speech disorders, developmental delay.
- **Behavioural indicators:** fear of parents/carers being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self harm.

Sexual Abuse

- **Physical indicators:** stomach pains, bruising or bleeding near the genital area, discomfort when walking or sitting down, vaginal discharge or infection, sexually transmitted disease.
- **Behavioural indicators:** sudden or unexplained changes in behaviour, apparent fear of someone, nightmares, eating problems or disorders, sexual knowledge which is beyond their age or developmental level, acting in a sexually explicit way, sexual drawings or language, substance or drug abuse, unexplained sources of money, not allowed to have friends.

Neglect

- **Physical indicators:** unkempt state, inappropriate clothing, weight loss / underweight, constant hunger, tiredness.

- **Behavioural indicators:** truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Domestic violence has a significant impact on children and young people. The impact may be emotional or physical. Hughes research 1992 found one third of children in households with domestic violence as a feature were sexually abused, half were physically abused.

Definition of Bullying

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.
- Anyone who has an attitude of "win at all costs" and places unacceptable pressure on pupil.

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling, slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting, humiliation, ostracising
- Cyber bullying

Note – If bullying comprises a sexual nature a referral must be made to the Children's Social Care Triage Team

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- Child Sexual Exploitation (CSE)
- bullying including cyberbullying and prejudice-based bullying
- domestic abuse
- drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- Female Genital Mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/Violence Against Women and Girls (VAWG)
- mental health
- private fostering
- radicalisation/extremism
- sexting/grooming and other E-safety issues
- teenage relationship abuse
- trafficking

For more information see the links to Government guidance in KCSIE

Appendix 2

Actions where there are concerns about a child

