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Child Protection Policy

at

Bedstone College

Author	DG
Date	1 st September 2012/ (revised)3 rd September 2013/(revised) 4 th May 2014/10 th November 2014/April 2015/May 2015/September 2015/March 2016/June 2016/September 2016/September 2017/September 2018
Review Frequency	1 Yr
Review Date(s)	September 2019
Staff	HM
Gov	Chair (JPSF)

Child Protection Policy

Independent Day / Boarding School for Boys and Girls

This policy applies to all members of our college community, including boarders and those in our EYFS setting. Bedstone College is fully committed to ensuring that the application of this policy is non-discriminatory in line with the [UK Equality Act \(2010\)](#). Further details are available in the college's Equality and Diversity Policy document.

Policy statement and Aims

- 1.1 This policy has been authorised by the Governors. Child protection is the responsibility of all members of the college. All staff members are expected to be familiar with the policy, its contents and procedures. A copy of the policy is available to staff as a hard copy in the policy folder in the staff room and is also available on the staff area on the school network. There is a requirement that all staff members will be trained in safeguarding issues and procedures at regular intervals, in accordance with LCSB/Local safeguarding partners, (Shropshire), recommendations, and volunteers and new staff will be trained as and when they are appointed. Informal updates will be given by the DSL at least annually, either in person or via electronic means. The policy is published on the College website (www.bedstone.org). A hard copy is available for inspection by parents at the office. The policy applies wherever staff or volunteers are working with students even where this is away from the College, for example at an activity centre or on an educational visit.
- 1.2 The Policy of the College is to work in partnership with parents in order to promote the welfare of children. The College also aims to build up relationships of trust with children. Children and parents should feel able to raise with the College concerns about safety and welfare in the knowledge that these will be dealt with sensitively;
- 1.3 Every student should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.
- 1.4 **Any member of the college community is entitled to raise issues concerning child protection with the designated persons with responsibility or directly with the Local Authority Designated Officer (LADO), Tel. 0345 678 9021.**
- 1.5 This policy is part of the more general policy on welfare, health and safety of students. It is linked to the policies on "Supervision of ancillary, contract and 'unchecked' staff", "Anti-Bullying", "Safer Recruitment and DBS Disclosure Policy", "Missing Student", "Sexting", "e-safety", "Access to school premises by people outside the school", "Whistleblowing" and "Staff code of conduct".

This Policy addresses the following relevant criteria

- The Bedstone College Boarding Handbook (p26-32)
- [Keeping Children Safe in Education \(September 2018\) \(KCSIE\)](#)
(KCSIE incorporates the additional statutory guidance, [Disqualification under the Childcare Act 2006 \(June 2016\)](#))
(KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused \(March 2015\)](#))
- [Working together to Safeguard Children \(WTTTSC\) \(2018\)](#)
(WT refers to the non-statutory advice: [Information sharing \(March 2015\)](#))
- [Prevent Duty Guidance: for England and Wales \(March 2015\) \(revised July 2015\)](#)
Prevent is supplemented by non-statutory advice and a briefing note:
[The Prevent duty: Departmental advice for schools and childminders \(June 2015\)](#)
[The use of social media for on-line radicalisation \(July 2015\)](#)
- NMS: Standard 11, Commentary para B71 – 74
- ISI Regulatory Requirements: Part 3, Para 7 (a and b) (Commentary para 72 – 143)
- ISI Regulatory Requirements: Part 3, Para 8 (a and b) (Commentary para 144 - 145)
- ISI Regulatory Requirements: The Early Years Foundation Stage, Section 3, para 3.4 – 3.8 (Commentary para E25-E26)

- 1.6 Bedstone College is committed to SAFEGUARDING and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The College will take all reasonable measures to:

ensure that we practise safe recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with regulations and guidance given in *KCSIE (2018)*, the Education (Independent School Standards) (England) Regulation 2015, (as amended where appropriate), and the National Minimum Standards for Boarding Schools

ensure that we carry out all necessary checks on the suitability of people who serve on the College's governing body in accordance with regulations and guidance given in *KCSIE (2018)*;

ensure that where the College ceases to use the services of any person (whether employed, contracted, a volunteer or student) because they think that the person has engaged in conduct that harmed, (or is likely to harm), a child; or if that person otherwise poses a risk of harm to a child, a prompt, (as soon as possible and certainly within two weeks), and detailed report is made to the (DBS) using the appropriate referral form, at:

*Disclosure and Barring Service
PO Box 181
Darlington
DL1 9FA*

Tel: 01325 953 795

Helpline: 03000 200 190

follow the local inter-agency procedures of the Shropshire Safeguarding Children Board;

protect each student from any form of abuse, whether from an adult or another student;

be alert to signs of abuse both in the College and from outside;

deal appropriately with every suspicion or complaint of abuse;

design and operate procedures which promote this policy;

design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;

support children who have been abused in accordance with his/her agreed child protection plan;

be alert to the medical needs of children with medical conditions;

consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our College or in our local area;

have regard to guidance issued by the Secretary of State for Children, Schools and Families in accordance with section 157 of the Education Act 2002 and associated regulations.

- 1.7 Every complaint or suspicion of abuse from within or outside the College will be investigated. In all circumstances, the college will first take advice from the LADO/team of designated officers and/or the Police. No investigation will take place without the proper authority to do so from the appropriate external agency. In all proper circumstances a referral will be made to an external agency such as the Children's Services Department of the local authority (**CSD**), or the Child Protection Unit of the police (**CPU**). In each case, the matter will be referred to the Local Authority Initial Contact Team on 0345 678 9021.

The college will ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. However, the child's wishes cannot override the duties placed on the college to refer suspected abuse to the LADO/team of designated officers or the Police.

This policy differentiates between children who have suffered or are at risk of suffering serious harm, (being in immediate danger), and those who are in need of additional support from one or more agencies (concern), (including the pastoral structure within the school). The former should be reported to CSD immediately, ([the LSCB \(Shropshire\) threshold referrals criteria will be used](#)); the latter should lead to inter-agency assessment using local processes, (which could be within the school context only), to offer additional support to ensure that problems do not escalate.

These processes might include Early Help, The Common Assessment Framework, (CAF), and Team Around a Child (TAC), procedures.

- 1.8 The College is aware of and follows the procedures in place from the Shropshire Safeguarding Children Board:

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

2 The Designated Safeguarding Leads (DSLs)

- 2.1 The College has appointed the Headmaster and the Head of Junior School, (who will take particular responsibility for EYFS), as the DSLs to be responsible for matters relating to child protection and welfare. The Headmaster is the main DSL.

The main responsibilities of the DSLs are:

- to be the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters of child protection;
- to co-ordinate the child protection procedures in the College;
- to co-ordinate relevant induction training for all new employees;
- to maintain an ongoing regular training programme for all College employees (in line with recommendations from the LSCB/Safeguarding partners);
- to oversee the online safety programme for students
- to ensure that additional updates (via –e-mail, e-bulletins and/or staff meetings) are carried out at least annually
- to ensure that job descriptions are updated where appropriate
- to undergo training (updated at least every two years) in child protection and inter-agency working for designated leads
- to monitor the keeping, confidentiality and storage of records in relation to child protection;
- to ensure that safeguarding information is passed on to new schools when a student leaves;
- to remedy any deficiencies or weaknesses in child protection arrangements without delay
- to review annually the policies and procedures with an appointed Governor, (The Chair of Governors is the board level lead), and to ensure that the Governing Body review the policy and procedures, and the efficiency with which the related duties have been discharged, on an annual basis.
- to liaise with the LADO/Team of designated officers/Police
- to ensure that individuals are referred to the Disclosure and Barring Service where the person poses a risk of harm to children. It is an offence to fail to make a referral.
- to consider a referral to the Teacher Regulation Agency , (TRA), if the threshold for a referral to the DBS has not been met.

To ensure that all staff, including temporary staff and volunteers receive induction training that includes:

- (a) the college's child protection policy
- (b) the staff code of conduct
- (c) the whistleblowing policy
- (d) the safe practice with technologies policy
- (e) e-safety code of conduct & staff agreement
- (f) the identity of the Designated Safeguarding Leads
- (g) the radicalisation and extremism policy
- (h) the discipline, rewards and sanctions policy
- (i) the anti-bullying policy
- (j) the equality and diversity policy and accessibility plan
- (k) the fire evacuation procedures
- (l) Reading and understanding part 1 of KCSIE (including Annex A)*
- (m) Children missing from Education
- (n) Managing a report of peer-on-peer sexual violence/harassment

* All members of staff are encouraged to speak with the DSL if they do not understand any aspect of KCSIE.

2.2 The Headmaster is the DSL for the entire College site. He may be contacted on 01547-530303. His main areas of responsibility are:

Managing referrals

☑ Refer all cases of suspected abuse to the local authority children's social care and:

☑ The local authority designated officer/team of designated officers for child protection concerns (all cases which concern a staff member);

☑ Disclosure and Barring Service and/or TRA (cases where a person, (TRA for a teacher), is dismissed, or would have been dismissed if they had not resigned); and/or

☑ Police (cases where a crime may have been committed).

☑ Liaise with the Chair of Governors, (and/or the Board member responsible for safeguarding: currently the Chair of Governors is the Governor responsible for Safeguarding), to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

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

Training

- ☒ The designated safeguarding lead should receive appropriate training carried out every two years in order to:
 - ☒ Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 - ☒ Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - ☒ Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff
 - ☒ Be alert to the specific needs of children in need, those with special educational needs and young carers
 - ☒ Be able to keep detailed, accurate, secure written records of concerns and referrals
 - ☒ Obtain access to resources and attend any relevant or refresher training courses
 - ☒ Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raising Awareness

- ☒ The designated safeguarding lead should ensure the school or college's policies are known and used appropriately:
 - ☒ Ensure the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body and/or the college proprietor regarding this
 - ☒ Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this
 - ☒ Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
 - ☒ Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file.

- 2.3 If the Headmaster is unavailable his duties will be carried out by The Head of Junior School who will have received appropriate training. If the Headmaster is the subject of the complaint the person receiving the allegation should immediately report the allegation to the Chair of Governors without the Headmaster being informed. Should the allegation about the Headmaster be made to the Head of Junior School he will report the matter immediately to the Chair of Governors. If the Head of Junior School is himself the subject of a complaint, in the absence of the Headmaster, the person receiving the allegation should immediately report it to the Chair of Governors without reporting it to the Head of Junior School first.

3 Safeguarding and Abuse

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

- 3.1 Safeguarding and promoting the welfare of children, (any person under the age of 18 years old), is defined for the purposes of this guidance as: 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; and taking action to enable all children to have the best outcomes.
- 3.2 Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 3.3 Forms of Abuse:

Physical 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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 from 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 (see section 5.9 in this policy on peer-on-peer abuse).

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, for example, 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Particular Vulnerabilities of those with SEN/D: Disabled children are at significantly greater risk of all types of abuse than nondisabled children. Research indicates that disabled children at greatest risk of abuse are children with behaviour/conduct disorders. Other high-risk groups include children with learning difficulties/disabilities, children with speech and language difficulties, children with health-related conditions and deaf children.

In addition, Research generally suggests that disabled boys are at greater risk of abuse than disabled girls when compared to non-disabled children.

3.4 Signs of Abuse (<http://www.nspcc.org.uk/preventing-abuse/signs-symptoms-effects>)

Physical Abuse:

Bumps and bruises don't necessarily mean a child is being physically abused – all children have accidents, trips and falls.

There's isn't one sign or symptom to look out for that will say a child is definitely being physically abused. But if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Emotional Abuse:

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

Sexual Abuse:

Children who are sexually abused may:

Stay away from certain people

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

Show sexual behaviour that's inappropriate for their age

- a child might become sexually active at a young age
- they might be promiscuous

- they could use sexual language or know information that you wouldn't expect them to.

Have physical symptoms

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

Neglect:

Neglect can have serious and long-lasting effects. It can be anything from leaving a child home alone to the very worst cases where a child dies from malnutrition or being denied the care they need.

In some cases it can cause permanent disabilities. Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child.

Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

Children who are neglected may have:

- **Poor appearance and hygiene**
- **Health and development problems**
- **Housing and family issues**

Online Abuse and Bullying

Many of the signs that a child is being abused are the same no matter how the abuse happens.

A child may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

Female Genital Mutilation, (FGM):

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or 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.

From October 2015 it is now statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

It will be rare for teachers to see visual evidence, and they should NOT be examining students. Unless a teacher has good reason not to, they should still consider and discuss any such case with the school's DSL and involve children's social care as appropriate.

4 Duty of employees, Governors and volunteers

4.1 Every employee and Governor of the College as well as every volunteer who assists the College are under a general legal duty:

to protect children from abuse;

to be aware of the College's child protection procedures and to follow them;

to know how to access and implement the procedures, independently if necessary;

to keep a sufficient record of any significant complaint, conversation or event;

to report any matters of concern to the DSL;

to undertake appropriate training including refresher training at three-yearly intervals;

to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student (for example, in one-to-one tuition, sports coaching, conveying a student by car, engaging in inappropriate electronic communication with a student, and so on).

to ensure that they have read and understood at least Part 1 of KCSIE (plus annex A)

to adhere to the staff code of conduct (see separate document)

to refer cases of concern to the CSD in the absence of the DSLs and/or Chair of Governors

The Governors have a responsibility to ensure that recruitment policies follow statutory safeguarding guidance and there is a separate policy which details the procedures (Staff Recruitment and DBS Disclosure Policy)

- 4.2 **Whistleblowing:** All staff are required to report to the DSL, any concern or allegations about College practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. There is a separate policy on 'Whistleblowing' which is covered as part of our induction for all new staff.
- 4.3 **Senior Students:** Senior students who hold positions of responsibility over other students will be briefed on appropriate action to take should they receive any allegations of abuse. They will also be trained in how to deal with other students at the school.
- 4.4 **Boarding:** Particular care will be taken by all concerned parties to be alert to the potential for abuse by fellow students.

5 Procedures

All staff should have an awareness of safeguarding issues- some of which are listed within this document. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting, (see separate policies), put children in danger.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

- 5.1 **Concern for a child's safety:** A member of staff who has a concern must report it to the DSL. The DSL will take appropriate action in line with agreed local procedures. This might include a conversation with the LADO and/or early help together with local monitoring.

Initial complaint: A member of staff suspecting or hearing a complaint of abuse: must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;

must not ask leading questions, that is, a question which suggests its own answer;

must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken;

must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL.

5.2 **Preserving evidence:** All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

5.3 **Reporting:** All suspicion or complaints of abuse must be reported to the DSL, or if the complaint involves the DSL, to the Chair of Governors.

A member of staff may also make a referral without reference to the DSL or the Chair of Governors.

All members of staff are reminded that they may make referrals directly if they deem that the child is at risk of significant harm, (this includes radicalisation), and that consent from parents is not required, (although it might be desirable in some cases).

5.4 **Action by the DSL:** The action to be taken will ensure that all the following items are considered with rigour:

the local inter-agency procedures of the Shropshire Safeguarding Children Board;

if there is room for doubt as to whether a referral should be made, the DSL may consult with the Local Authority Designated Officer/team of designated officers, or other appropriate professionals on a no names basis without identifying the family. The school will not jeopardise a possible police investigation by, for example, asking leading questions or attempting to investigate the allegations of abuse.

the impact on the safety of the child if the disclosure is made to parents. If the DSL is concerned that disclosing information to parents would put a child at risk, he will take further advice from the relevant professionals before making a decision to disclose;

duties of confidentiality, so far as applicable;

However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay and in any event, within 24 hours. If the initial referral is made by telephone, the DSL will confirm the referral in writing to CSD within 24 hours. If no response or acknowledgment is received within three working days, the DSL will contact Children's Services again.

(In all cases of serious harm, the police will be informed at the outset).

5.5 **Referral guidelines:**

The school will readily communicate with the local safeguarding agency and/or the LADO/team of designated officers whenever an allegation or disclosure of abuse has been made. This will be done within one working day of the allegation/disclosure.

(See Appendix A: Referral Flowchart)

External agencies: If, after consultation with the LADO, there is an agreement between the college and the CSD not to refer a particular complaint to the CSD or the police, the parents and student will be informed in writing of their right to make their own complaint or referral to the Children's Services Department or the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate. Boarders and their parents have access to a complaints procedure in relation to issues affecting their welfare which provides contact details for The Children's Rights Director and The ISI.

5.6 Allegations against staff: The College has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in Part 4 of KCSIE.

If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

The school will not undertake its own investigations of allegations without prior consultation with the LADO/team of designated officers, or in the most serious cases the police, so as not to jeopardise statutory allegations. In borderline cases, informal discussions may be held with the LADO/team of designated officers without mentioning the school or the individual concerned.

5.6.1 Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the students or student concerned; and
- the need for a full and fair investigation.

If a member of boarding staff is suspended pending a child protection investigation, arrangements will be made for alternative accommodation away from children.

The procedures will be applied in accordance with requirements and giving due consideration to the duty of care the college exercises towards all its members.

When an allegation is made the college will make every effort to maintain confidentiality and guard against unwanted publicity while an investigation is being investigated or considered.

Allegations found to be malicious will be removed from personnel records

Records will be kept of all other allegations but any that are not substantiated, are unfounded or malicious will not be referred to in employer references.

5.7 Where an allegation or complaint is made against the DSL: (See para 2.3 above).

5.8 Detailed guidance is given to staff to ensure that their behaviour and actions do not place students or themselves at risk of harm or of allegations of harm to a student. This guidance is contained in the Staff Code of Conduct and forms part of the induction for all new members of staff, (it can also be found in the staff handbook).

If the College ceases to use the services of any person (whether employed, contracted, volunteer or student), because they are unsuitable to work with children, a compromise agreement will not be used. A report will be made to the DBS, if the DBS referral criteria have been met, (i.e. that they have caused harm or pose a risk of harm to a child). Any such incidents will be followed by a review of the safeguarding procedures within the College, with a report being presented to the Governors without delay.

Use of Mobile Phones and Cameras in EYFS: A separate policy exists to address these regulations, (Acceptable use of cameras and mobile phones). The Policy is outlined below:

EYFS

Acceptable Use of Camera's and Mobile Phones

Our Junior School aims to nurture the very best in each child; we aim to provide a high quality teaching and learning environment. The Christian values of the School encourages care for all, mutual respect, responsibility and a strong partnership between home and school.

Aim

We intend to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used in turn eliminating the following concerns.

1. Staff being distracted from their work with the children.
2. The inappropriate use of mobile phones and cameras around the children.

We have a clear policy to adhere to on the acceptable use of mobile phones and cameras that is understood by all members of staff without exception.

Mobile Phones

- Staff can bring their personal mobile phone to school. Members of staff must ensure that there are no inappropriate or illegal content on their device.
- All staff must ensure that their mobile phones are left in the staff room inside their bags.
- Mobile phone calls can be taken in the staffroom at break times.
- If a personal emergency should occur, staff are allowed to take their mobile phone into the classroom. They must first seek permission from the Head of the Junior School.
- The school hold details of each member of staff's emergency contact number of the next of kin.
- All helpers will be requested to leave their mobile phone in their bag in the staffroom.

- The school mobile phone will be taken for emergency purposes when out of the classroom. It is the responsibility of all members of staff to remain vigilant and report any concerns to the Head of the Junior School.

1. Mobile phones must not be used to photograph children.
2. Mobile phones (to record audio or video) must not be used by parents in school, playground or on school visits.
3. The Head of the Junior School reserves the right to request to check the image content of a member of staff's mobile phone should there be any cause for concern.
4. Should inappropriate material be found The Headmaster or the Head of the Junior School (the college DSLs) will be contacted immediately.

Appropriate procedures will then follow.

Cameras

School cameras must be used or the school memory card. Memory cards should then be removed and the content loaded onto the school site.

The Head of the Junior School or someone authorised by him will be responsible for collating pictures to be included in any promotional material or other document.

No personal devices or cameras can be taken into the children's toilets.

5.9 Allegations against students (Peer-on-Peer):

All staff should be aware safeguarding issues can manifest themselves via 'peer-on-peer' abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults/harassment and sexting.

Staff should be clear as to the college's policy and procedures with regards to peer-on-peer abuse, (see separate policy). Abuse is abuse and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

A student or students against whom an allegation of abuse has been made may be suspended from the College during the investigation. The College's policy on behaviour, discipline and sanctions will apply. The threshold for dealing with an issue of student behaviour or bullying under the safeguarding policy is, subject to local specifics as in any other case: when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'. If there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' the case will be referred to local agencies. In all such cases, all children involved regardless of their part in it, will be treated as being 'at risk' and all necessary support mechanisms, (including the college pastoral system, specialist counselling support and external agency support), will be activated.

The college has separate policies on 'sexting' and the acceptable use of mobile phones.

5.10 **Suspected harm from outside the College:** A member of staff who suspects that a student is suffering harm from outside the College should seek information from the child with tact and sympathy using "open" and not leading questions.

A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the DSL.

5.11 **Post Incident Support:** Bedstone College is aware of the possible need for counselling, by specialist practitioners, for students who have suffered abuse and others closely involved, including the member of staff to whom the disclosure was made, and appropriate support would be provided.

6 Monitoring

6.2 The DSL will monitor the operation of this policy and its procedures and make an annual report to the Governors.

6.3 The Governors will undertake an annual review of this policy and how their duties under it have been discharged.

6.4 The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay;

7 Contact numbers

7.2 **All** members of staff may make a referral if they believe that a child is at risk. The telephone number of the Shropshire Council Children's Services Departments is as follows:

The LADO is the Initial Contact Team Manager for the Local Authority. In reality, however, conversations will take place between a team of designated officers at the LA.

The name of the LADO is Ms Ellie Jones (August 2017).

She can be contacted on:	0345 678 9021
Safety and Welfare of Children	0345 678 9021
	0345 678 9008
Out of Hours (Emergency Duty Team)	0345 678 9040
NSPCC	0808 800 5000
NSPCC (Whistle-Blowing helpline)	0800 028 0285 (help@nspcc.org.uk)

7.3 The following telephone numbers may be useful for students:

Childline	0800 1111
Public Protection Unit	0300 333 3000
(West Mercia Police)	

7.4 It is also possible to report abuse online to the local council or via the NSPCC website:

<https://www.gov.uk/report-child-abuse-to-local-council>

<http://www.nspcc.org.uk/what-you-can-do/report-abuse/>

If you feel that a child is in immediate danger please dial 999.

Alternatively, if you believe that a child is at risk, you can call the non-emergency number at West Mercia Police, 101

Prevent Duty

(Please see separate Radicalisation and Extremism Policy for additional guidance and information)

- Our school promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life.

The school promotes community cohesion and safeguards against biased or unbalanced teaching and the promotion of partisan political views and ensure that when political or controversial issues are brought to students' attention, they are offered a balanced presentation of opposing views.

- Government guidance on radicalisation is followed; this is available for all staff in form of 'The Prevent Strategy': Bedstone College pays regard to the following documentation:
 - [Prevent Duty Guidance: for England and Wales \(March 2015\) \(revised July 2015\)](#)
Prevent is supplemented by non-statutory advice and a briefing note:
[The Prevent duty: Departmental advice for schools and childminders \(June 2015\)](#)
[The use of social media for on-line radicalisation \(July 2015\)](#)

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

All staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme*.

The Prevent duty builds on existing local partnership arrangements. Bedstone College ensures that our safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs) and we refer to them appropriately.

The risk of radicalisation at Bedstone College has been assessed to be low. However, the DSL will undertake prevent awareness training at appropriate intervals in order to be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Bedstone College ensures that children are safe from terrorist and extremist material when accessing the internet through the school network. There is a filtering system in place. We also teach our students about online safety more generally through the 'Think You Know' programme.

If there is a concern that a child may be at risk from being drawn into terrorism then the normal safeguarding referral procedures may be used. As with other safeguarding issues, any person may make a referral. In addition the following may be contacted for guidance:

West Mercia Police:	0300 333 3000
The non-emergency Police number:	101
DfE helpline for staff and Governors:	020 7340 7264
DfE mailbox for staff and Governors:	counter-extremism@education.gsi.gov.uk.

* The **Channel Programme**

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. All LA's will have a Channel panel chaired by the local authority and referral will be made by the DSL if necessary.

All members of the teaching staff will be required to take the Channel online training course, (a 25 minute module), within their first year of appointment. For those who were already at school before this programme was introduced, this was completed by December 2015.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

In April 2016 all members of support staff were tasked to complete the same training. A register is held centrally by the Headmaster's PA to track training.

Other Safeguarding Responsibilities:

Visiting Speakers:

Bedstone College will ensure that all speakers, whether invited by staff or by students themselves are suitable and they will be supervised during their visit, including the time when they are speaking, by at least one member of the teaching staff. Their visit will be entered on the Single Central Register and vetting procedures will be employed to ensure their suitability.

Teaching Children to be Safe (incl. online):

The DSL has overall responsibility for online safety.

There are aspects of the PSHE curriculum that address children being taught to keep safe.

The school has two members of staff who are 'Think you Know' trainers. 'TUK' sessions are delivered to all students in KS3 and KS4.

The use of mobile phones is managed as far as reasonable practicable. There is a separate policy for the acceptable use of mobile phones.

Children Missing from Education:

A child going missing from education is a potential indicator of abuse or neglect. Bedstone College will follow agreed procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Staff must be alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Bedstone College will inform the LA in which the student lives, (If they are resident in the UK), if they are going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

Looked After Children:

If the school has LAC on its roll, then each child will have a designated member of staff who will be responsible for the welfare and progress of the child.

The school will follow the guidance of the DfE document; 'Promoting the Education of Looked After Children':

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335964/Promoting_the_educational_achievement_of_looked_after_children_Final_23-....pdf

Early Years: Disqualification under the childcare Act 2006:

Bedstone College pays regard to the statutory guidance:

[Early years and later years \(under-8's\) childcare - Disqualification under the Childcare Act 2006 \(August 2018\)](#)

KCSIE now incorporates the above new statutory guidance. It concerns how people can be disqualified under the Childcare Act 2006, and explains the effect of the Childcare (Disqualification) Regulations 2009. In the 2018 revision, disqualification 'by association' has been removed for staff working in schools.

All new employees to the EYFS setting, and those who work in later years provision for children who have not attained the age of 8, are required to sign a declaration which addresses this regulation.

The school will ask all employees working in the EYFS setting, and those who work in later years provision for children who have not attained the age of 8, to sign an annual declaration which addresses this guidance.

This does not apply to volunteers or Governors

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSIE.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of "[Working together to safeguard children \(2018\)](#)" provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of "[Working together to safeguard children \(2018\)](#)"
4. This could include applying for an Emergency Protection Order (EPO).