



**BICKLEY PARK  
SCHOOL**

# **Safeguarding: Child Protection Policy**

## **Policy Review**

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in April 2018

It is due for review in September 2019.

Other related documents

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

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| <b>Author</b>  | DDSL: SM       |  |
| <b>Updated</b> | September 2018 |  |

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|-----------------------------|----------------|----------------|
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## 1. INTRODUCTION

Safeguarding is defined as protecting children from maltreatment, preventing impairment of children's health and/or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best life chances (Working Together to Safeguard Children, DfE, 2015, pg.92)

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

In particular this policy should be read in conjunction with the Safeguarding Policy, Safer Recruitment Policy, Behaviour Policy, Pupil Restraint Policy, Anti-Bullying Policy, Code of Conduct for Staff, Behaviour Policy, Social Media Policy, EYFS Policy for the use of Cameras and Mobile Phones, E-safety Policy and ICT Acceptable Use Policy.

### **Purpose of a Child Protection Policy**

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

### **London Safeguarding Children Board**

The school follows the procedures established by the London Safeguarding Children Board Child Protection Procedures and Practice Guidance  
<http://www.londoncp.co.uk/index.html>

### **School Staff & Volunteers**

All school and college staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training, updated every 3 years, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. In addition all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated

Safeguarding Lead - including the Child Protection Policy and the Staff Code of Conduct. They will also be provided with a policy summary.

## **Mission Statement**

At Bickley Park School we aim to establish and maintain an ethos and culture where children feel secure, are encouraged to talk, and are listened and responded to when they have a worry or concern.

Similarly we aim to establish and maintain an ethos and culture where school staff and volunteers feel safe, are encouraged to talk and are listened and responded to when they have concerns about the safety and well-being of a child.

At BPS we work to ensure children know that there are adults in the school whom they can approach if they are worried.

We will aim to ensure that children, who have additional/unmet needs are supported appropriately. This could include referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected.

Through our broad and balanced curriculum children are taught about safeguarding, including online, through teaching and learning opportunities. In particular, a whole school approach to PSHE provides a single focus for all year groups simultaneously and offers support beyond the classroom through the House structure.

Staff members working with children are advised to maintain an attitude of 'it could happen here' and 'it could be happening to this child', where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

## **Implementation, Monitoring and Review of the Child Protection Policy**

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding Team and through staff appraisal.

## 2. STATUTORY FRAMEWORK

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

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (Section 175/157)  
*Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*
- London Child Protection Procedures and Practice Guidance (updated every 6 months <http://www.londoncp.co.uk/index.html>)
- Keeping Children Safe in Education (DfE, September 2016)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2018) – APPENDIX 1
- Working Together to Safeguard Children (DfE 2015)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2015) requires each school to follow the procedures for protecting children from abuse and neglect which are established by the London Safeguarding Children Board.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which:

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm.

### 3. THE DESIGNATED SAFEGUARDING TEAM

The Designated Leads for Child Protection who have overall responsibility for safeguarding protection practice at Bickley Park School are the Head: Mr Patrick Wenham (DSL) and The Assistant Head (Pastoral): Prep Department: Mrs Sara Marriott (Deputy DSL) and Ms Helen Showell (who is the Designated Safeguarding Officer for Year 1 and 2) and Mrs Jo Read (who is the Designated Safeguarding Officer for Early Years Foundation Stage). DSL responsibilities are included in the relevant job descriptions.

Mr Patrick Wenham (The Headmaster) and Mr Nigel Wood (Bursar) have received training in 'Safer Recruitment' and Mrs Geraldine Nuijens (the Safeguarding Governor) has received basic training to level 1 Safeguarding and they are responsible for ensuring practices are compliant and followed.

During term time the designated safeguarding lead and/or a deputy/safeguarding officer will always be available (during school hours) for staff in the school to discuss any safeguarding concerns 0208 467 2195. For out of hours/out of term activities the Head: Mr Patrick Wenham (DSL) should be contacted, usually via email: [pwenham@bickleyparkschool.co.uk](mailto:pwenham@bickleyparkschool.co.uk)

**The broad areas of responsibility for the Designated Safeguarding Team are:**

➤ **Managing referrals and cases**

- Refer all cases of suspected abuse or neglect to the Local Authority Children's Services (Safeguarding and Specialist Services) , Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher or Principal to inform him/ her of issues- especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support staff who make referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.

- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child.

### ➤ **Training**

All members of Designated Safeguarding Team undergo formal training every two years. The DSL will also undertake Prevent awareness training. In addition to this training, their knowledge and skills should be refreshed (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments) at least annually to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures.
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening and responding to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

### ➤ **Raising Awareness**

- The Designated Safeguarding Team should ensure the school's policies are known, understood and used appropriately.

- Ensure the school's Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body 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 in this.
- Link with the Local Safeguarding Children's Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file.
- The School will obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child in line with data protection guidelines.

#### 4. THE GOVERNING BODY

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

The nominated governor for child protection is: **Geraldine Nuijens** (geraldine@nuijens.uk)

The responsibilities placed on governing bodies and proprietors include:

- their contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective child protection policy is in place, together with a staff behaviour policy/Code of Conduct
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2016) – Appendix 1 and are aware of specific safeguarding issues
- ensuring that staff induction is in place with regards to child protection and safeguarding

- appointing an appropriate senior member of staff to act as the Lead Designated Safeguarding Lead.
- ensuring that all of the Designated Safeguarding Team should undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- Having a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements

## 5. WHEN TO BE CONCERNED

If staff members have any concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead/designated safeguarding officer to agree a course of action, although any staff member can make a direct referral to Children's Services.

If you think that a child or young person under the age of 18 years old, who lives in the **Bromley borough**, is being abused or neglected, contact the MASH Team using the contact details below. Outside of office hours and at weekends and public holidays contact the 'out of hours contact' service on 030 0303 8671. If you are seriously concerned about a child's immediate safety, dial 999.

Not all concerns raised about a child will automatically lead to a child protection investigation. Less serious concerns may lead to a more general assessment of need and the provision of services or the offer of advice and information.

Multi-Agency Safeguarding Hub (MASH)

Telephone: 020 8461 7373 / 7379 / 7026

Address: Civic Centre, Stockwell Close, Bromley, BR1 3UH

mash@bromley.gov.uk

Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made.

For children living in other London boroughs referrals should be made to the relevant MASH team.

**Lewisham:** For urgent child protection referrals, contact the MASH on 020 8314 9181.

**Bexley:** Phone 0208 303 7777 at any time if you are worried there is a risk of significant harm to a child or young person. Out of hours you will be connected to the Bexley Emergency Duty Service.

**Greenwich:** Telephone number for referrals: 020 8921 3172, Referrals or other communications via secure e-mail: mash-referrals@royalgreenwich.gov.uk The MASH is operational during office hours: Monday – Thursday: 9.00am-5.30pm, Friday: 9.00am-4.30pm Referrals outside office hours are handled by the Out of Hours Social Worker who can be contacted on 020 8854 8888

**Sevenoaks** (Kent Safeguarding Children Board): Telephone number for referrals: 0300 042 1126 If you need to make contact out of working hours please call the Out of Hours Service on 03000 41 91 91.

### **A child centred and coordinated approach to safeguarding:**

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

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

### **Children who may require early help**

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

[http://www.bromley.gov.uk/info/200017/children\\_and\\_family\\_care/533/common\\_assessment\\_framework\\_caf/2](http://www.bromley.gov.uk/info/200017/children_and_family_care/533/common_assessment_framework_caf/2)

Staff and volunteers working within the School should be alert to the potential need for early help for children also who are more vulnerable and should always contact the DSL (or deputy) if they have a concern. For example:

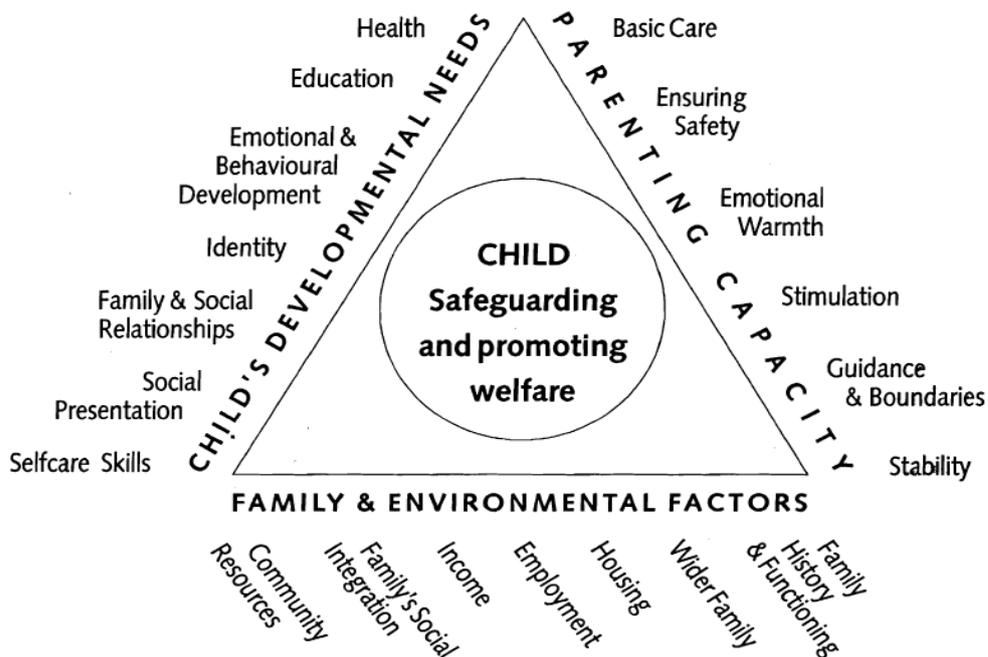
- **Children with a disability and/or specific additional needs.**
- **Children with special educational needs.**
- **Children who are acting as a young carer.**
- **Children who are frequently missing from care or home.**
- **Are misusing drugs or alcohol**
- **Children whose family circumstances present challenges, such as substance abuse, adult mental health problems or domestic violence**

If in exceptional circumstance the DSL (or deputies) are not available, this should not delay appropriate action being taken. School staff members should be aware of the main categories of maltreatment: **physical abuse, emotional abuse, sexual abuse and neglect**. They should also be aware of the indicators of maltreatment and **specific safeguarding issues** so that they are able to identify cases of children who may be in need of help or protection.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

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 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.

**The framework for understanding children’s needs:**



**Working Together to Safeguard Children (DFE, 2015)**

| <b>Physical abuse</b>  |   |
|--|---|
| <p>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.</p> |   |
| <b>Child</b>   |   |
| Bruises – shape, grouping, site, repeat or multiple  | Withdrawal from physical contact                            |
| Bite-marks – site and size<br>Burns and Scalds – shape, definition, size, depth, scars   | Aggression towards others, emotional and behaviour problems |
| Improbable, conflicting explanations for injuries or unexplained injuries  | Frequently absent from school                               |
| Untreated injuries   | Admission of punishment which appears excessive             |

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| Injuries on parts of body where accidental injury is unlikely | Fractures  |
| Repeated or multiple injuries                                 | Fabricated or induced illness -  |
| <b>Parent</b>   | <b>Family/environment</b>  |
| Parent with injuries  | History of mental health, alcohol or drug misuse or domestic violence.   |
| Evasive or aggressive towards child or others                 | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Explanation inconsistent with injury                          | Marginalised or isolated by the community.   |
| Fear of medical help / parents not seeking medical help       | Physical or sexual assault or a culture of physical chastisement.  |
| Over chastisement of child                                    |  |

### Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### Child

|                      |   |
|----------------------|---|
| Self-harm            | Over-reaction to mistakes / Inappropriate emotional responses |
| Chronic running away | Abnormal or indiscriminate attachment                         |
| Drug/solvent abuse   | Low self-esteem   |
| Compulsive stealing  | Extremes of passivity or aggression                           |

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|---|--|
| Makes a disclosure  | Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school  |
| Developmental delay   | Depression   |
| Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)                                     | Desperate attention-seeking behaviour  |
| <b>Parent</b>   | <b>Family/environment</b>  |
| Observed to be aggressive towards child or others   | Marginalised or isolated by the community.   |
| Intensely involved with their children, never allowing anyone else to undertake their child's care. | History of mental health, alcohol or drug misuse or domestic violence.   |
| Previous domestic violence  | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                             |
| History of abuse or mental health problems  | Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault |
| Mental health, drug or alcohol difficulties   | Wider parenting difficulties   |
| Cold and unresponsive to the child's emotional needs  | Physical or sexual assault or a culture of physical chastisement.  |
| Overly critical of the child  | Lack of support from family or social network.   |

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

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

### Child

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|--|-----------------|
| Failure to thrive - underweight, small stature | Low self-esteem |
|--|-----------------|

|   |  |
|---|--|
| Dirty and unkempt condition   | Inadequate social skills and poor socialisation  |
| Inadequately clothed  | Frequent lateness or non-attendance at school  |
| Dry sparse hair   | Abnormal voracious appetite at school or nursery   |
| Untreated medical problems  | Self-harming behaviour   |
| Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold | Constant tiredness   |
| Swollen limbs with sores that are slow to heal, usually associated with cold injury         | Disturbed peer relationships   |
| <b>Parent</b>   | <b>Family/environment</b>  |
| Failure to meet the child's basic essential needs including health needs                    | Marginalised or isolated by the community.   |
| Leaving a child alone   | History of mental health, alcohol or drug misuse or domestic violence.   |
| Failure to provide adequate caretakers  | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                               |
| Keeping an unhygienic dangerous or hazardous home environment                               | Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Unkempt presentation  | Lack of opportunities for child to play and learn  |
| Unable to meet child's emotional needs  | Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals                        |
| Mental health, alcohol or drug difficulties   |  |

## 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.

| <b>Child</b>  |  |
|---|--|
| Self-harm - eating disorders, self-mutilation and suicide attempts          | Poor self-image, self-harm, self-hatred  |
| Running away from home  | Inappropriate sexualised conduct   |
| Reluctant to undress for PE   | Withdrawal, isolation or excessive worrying  |
| Pregnancy   | Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit                         |
| Inexplicable changes in behaviour, such as becoming aggressive or withdrawn | Poor attention / concentration (world of their own)  |
| Pain, bleeding, bruising or itching in genital and /or anal area            | Sudden changes in school work habits, become truant  |
| Sexually exploited or indiscriminate choice of sexual partners              |  |
| <b>Parent</b>   | <b>Family/environment</b>  |
| History of sexual abuse   | Marginalised or isolated by the community.   |
| Excessively interested in the child.  | History of mental health, alcohol or drug misuse or domestic violence.   |
| Parent displays inappropriate behaviour towards the child or other children | History of unexplained death, illness or multiple surgery in parents and/or siblings of the family                             |
| Conviction for sexual offences  | Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault |
| Comments made by the parent/carer about the child.                          | Grooming behaviour   |
| Lack of sexual boundaries   | Physical or sexual assault or a culture of physical chastisement.  |



## **Child Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. Staff will alert the Headmaster immediately if a child is missing and school procedures will be followed. In the absence of the Headmaster, the Assistant Head (Pastoral) of the relevant Department will be informed. All students are added to the admissions register on the entry into the school and registered twice daily. The Admissions Coordinator will notify the relevant local authority of any student (of the compulsory school age) who leaves the school.

## **Child Sexual Exploitation**

Staff are aware of the key indicators of children being sexually exploited. These can include:

- Going missing for periods of time or regularly coming home late;
- Regularly missing school or education or not taking part in education;
- Appearing with unexplained gifts or new possessions;
- Associating with other young people involved in exploitation;
- Having an older boyfriend/girlfriend;
- Suffering from sexually transmitted infections;
- Mood swings or changes in emotional wellbeing;
- Drug and alcohol misuse; and
- Displaying inappropriate sexualised behaviour.

Staff are aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Following a report of sexual violence, the DSL (or deputy) will make an immediate risk and needs assessment which will consider the victim, the alleged perpetrator and all other children (and if appropriate staff). The DSL will engage with children's social services and specialist services as required. In dealing with a report of sexual violence the school will consider the wishes of the victim; the nature of the alleged incident; the ages and development stages of the children involved; any imbalance of power between the children; whether the incident is a one-off or a sustained pattern of abuse; ongoing risks to other victims; contextual safeguarding issues.

Further information about child sex abuse and exploitation can be found in Annex A of KCSIE (September 2018).

## **Female Genital Mutilation (FGM) and Honour Based Violence**

Information and advice can be found at:

<http://www.gov.uk/government/publications/female-genitalmutilation-guidelines>

FGM is illegal in the UK and is a form of violence against women and girls. Staff are alert to the possibility of a girl or woman being at risk of FGM, or having already undergone FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators

present, this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. There is a mandatory reporting duty for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under 18.

Forced marriage is illegal and will be reported to the police.

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. All forms of HBV are abuse and will be handled and escalated as such.

If staff have a concern they will (in discussion with the DSL) instigate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

More detail can be found in the document Mandatory Reporting of Female Genital Mutilation – procedural information:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573782/FGM\\_Mandatory\\_Reporting\\_-\\_procedural\\_information\\_nov16\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)

## **Domestic Abuse**

Domestic Abuse involves any incidents of controlling, coercive or 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. Abuse can include psychological, physical, sexual, financial and emotional. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children.

## **Honour-Based Violence**

Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can include multiple perpetrators. Staff will be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

## **Children being used to carry drugs or money**

Information about children being used to carry drugs or money can be found in Annex A of KCSIE (September 2018).

## **The Prevent Duty**

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

**'Extremism'** is defined as vocal or active opposition of fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The School also includes in its definition of extremist, calls for the death of members of our armed forces, whether in this country or overseas.

All staff are trained to understand their duty under Prevent to be aware of the risk of children being drawn into terrorism, and to challenge extremist ideas. Staff are watchful for any student showing signs of radicalisation or extremism including:

- Changes in behaviour;
- Possessions of extremist material;
- Expression of extremist views;
- Unhealthy level of fixation or obsession with religious or political views/issues;
- Socialising with people known to have extremist views.

Staff who notice these signs or have any related concerns will inform the DSL. This is in keeping with professional responsibility for the child's welfare and legal requirements set out in the Counter-Terrorism & Security Act 2015. The Designated Safeguarding Lead will share concerns with the local Prevent team, who will support the school, either by escalating the matter or providing guidance. This may include making a referral to the Channel programme, where the student's engagement is entirely voluntary at all stages.

When accessing the internet at school appropriate filters are in place to keep children safe from terrorist and extremist material. The School actively promotes British values through its PSHE programme, form time discussions and assemblies.

The DfE has a dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

### **Children with special educational needs and disabilities:**

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

This can include:

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

When deemed necessary, the school will put in place additional pastoral support for children with SEN and disabilities.

## **Peer on peer abuse**

Education settings are an important part of the inter-agency framework not only in terms of identifying, evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children bullying (including cyberbullying), which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexual harassment, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, physical abuse such as hitting, kicking, shaking, biting, hair pulling, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service can be used to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

Guidance on responding to and managing sexting incidents can be found at:

[https://media.inzu.net/f0e9b37b8c44e338f64ae38c6d41e267/mysite/articles/602/Sexting\\_Guidance\\_Overview\\_for\\_ALL\\_SCHOOL\\_STAFF\\_Nov\\_2017.pdf](https://media.inzu.net/f0e9b37b8c44e338f64ae38c6d41e267/mysite/articles/602/Sexting_Guidance_Overview_for_ALL_SCHOOL_STAFF_Nov_2017.pdf)

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued and that it will not be passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

## 6. DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Safeguarding Team without delay by using [myconcern.co.uk](http://myconcern.co.uk)

### Support

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

**If a school /college staff member receives a disclosure about potential harm caused by another staff member, they should see section 11 of this policy– *Allegations involving school staff/volunteers.***

## 7. RECORD KEEPING

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

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

- Record as soon as possible after the conversation using [myconcern.co.uk](http://myconcern.co.uk) (See Appendix for refresher of steps on using [myconcern.co.uk](http://myconcern.co.uk))
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Use the Body Map facility to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Do not destroy the original records in case they are needed by a court, they should be scanned in and attached to the concern. See Appendix for further instructions. All original records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.
- The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.
- If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

## 8. CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).

- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe. This will ultimately be in the best interests of the child.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

## 9. SCHOOL PROCEDURES

*Please see Appendix 3: What to do if you are worried a child is being abused: flowchart.*

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

While it is the DSL's role to make referrals, any staff member can make a referral to Children's Services. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out FGM), a referral should be made to Children's Services and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible. For referral agency contact details see Section 5 of this policy.

If a **teacher** ( persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **This is a mandatory reporting duty.** See Appendix 1- Keeping Children Safe in Education (DfE 2016): Annex A for further details.

Please see the school's anti-bullying policy for more details on procedures to minimise the risk of peer on peer abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations and should be recorded using their own myconcern.co.uk login.

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

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

If a pupil is placed with an alternative provision provider, the school will continue to be responsible for the safeguarding of the safeguarding of the pupil and should be satisfied that the provider meets the needs of the pupil.

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

## **10. COMMUNICATION WITH PARENTS**

Bickley Park School will ensure the Child Protection Policy is available publicly via the school website.

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

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

However, the school may also consider not informing parent(s) where this would place a member of staff at risk.

In all our communications Bickley Park School will aim to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

Where reasonably possible, the school will hold more than one emergency contact number for each pupil.

## 11. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

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

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

When handling allegations, the School will always follow Part 4 of KCSIE and guidance from the LSCB.

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

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school setting's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school senior leadership team (see Whistleblowing Policy).

If staff members have concerns about another staff member then this should be referred to the Headmaster, who will inform the LADO at the earliest stage and within one working day.

Should historical allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with KCSIE, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. All allegations of historical abuse should be referred to the Headmaster/DSL straight away.

Where there are concerns about the Headmaster, this should be referred to the Chair of Governors, or the LADO. The Headmaster should not be informed at this stage.

The Chair of Governors in this school is:

NAME: Mr Mandeep Hansra CONTACT NUMBER: 07918 609362

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: Mrs Jane Carpenter

CONTACT NUMBER: 07834 751714

In the event of allegations of abuse being made against the Headmaster, where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, allegations should be reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with a member of the Designated Safeguarding Team and if appropriate make any referral via them. (See Keeping Children Safe in Education: Part Four, DfE 2016, for further information).

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

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be made on [myconcern.co.uk](http://myconcern.co.uk) and the safeguarding team should deem it high priority.

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

The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer. To report the matter to the Local Authority Designated Officer (LADO) immediately by calling 0208 461 7669 or 0208 313 4325.

If the allegation is to be reported out of office hours, contact Children's Social Care Out of hours Emergency Duty Team on 0300 303 8671.

Please do not:

- Investigate the allegation
- Ask leading questions
- Promise confidentiality
- Discuss the allegation with the accused person even if you have to suspend them

Please do ensure:

- If the child is injured the parents are advised and medical attention is sought
- The child and other relevant children are safeguarded from any potential risk of harm

**IF IN DOUBT ALWAYS SPEAK TO THE LADO.**

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

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

**For further information see:**

[https://media.inzu.net/f0e9b37b8c44e338f64ae38c6d41e267/mysite/articles/604/Protocol\\_for\\_Dealing\\_with\\_allegations\\_against\\_Staff\\_2017.pdf](https://media.inzu.net/f0e9b37b8c44e338f64ae38c6d41e267/mysite/articles/604/Protocol_for_Dealing_with_allegations_against_Staff_2017.pdf)

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

- NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Safer working practice**

To reduce the risk of allegations, all staff and volunteers should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/ school code of conduct / staff behaviour policy and Safer Recruitment Consortium document ***Guidance for safer working practice for those working with children and young people in education settings (September 2015)*** available at <https://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998).

If an allegation is made against a member of school staff, the quick resolution of that allegation will be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays will be eradicated. The School will not undertake their own investigation of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO will be held informally and without naming the school or individual. The Headmaster will consider to what extent the Disciplinary Policy and Procedure should be invoked with special regard to the section on suspension. The Chairman of Governors will be informed at this stage.

If the Social Services involve the Police, and they decide to take the matter further, then the member of staff should be suspended immediately, or where circumstances warrant it, dismissed. Suspension should also be considered if there is cause to suspect a child may be at risk of significant harm or the allegation is so serious that it might be grounds for dismissal.

If the LADO has advised that the matter should be dealt with by the school, then the school disciplinary procedures should be followed.

During the process parents/carers of a child/ren involved will be:

- Informed of the allegation (providing this does not impede the enquiry, disciplinary or investigative processes);
- Kept informed of progress;
- Told of the outcome where there is no criminal prosecution.

Children and their parents/carers will be:

- Helped to understand processes;
- Told the result of enquiry/disciplinary process;
- Helped where necessary to understand outcomes.

The accused person will be:

- Treated fairly and honestly;
- Kept informed of progress;
- Given appropriate support during the case;
- Kept informed about workplace developments if suspended;
- Advised to contact the union or professional association at the outset.

Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated/considered. If the case manager is concerned about the welfare of other children in the community, or the teacher's family, those concerns will be reported to the DSL, children's social care or the police. If there is to be no criminal investigation/prosecution, then the school will consider what further action is required. This may involve formal disciplinary action in line with the school's procedures. Disciplinary action may result in options ranging from no further action to summary dismissal or not using the person's services in future.

If the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, the LADO will discuss with the employer whether a referral to the DfE's barred list is required and also whether a referral to a professional body is required. (See below).

If the allegations prove to be unfounded the matter will be referred to Children's Social Care (CSC). If there is concern that the allegation may have been deliberately invented, or malicious, the police will be informed. Every effort will be made to reach a conclusion in all cases and settlement agreements must not be used i.e. where a person agrees to resign with no disciplinary action and an agreed future reference. Cases in which an allegation is proved to be false, unsubstantiated or malicious, or a history of repeated concerns or allegations which have been found to be false, unsubstantiated or malicious, will not be included in employer references.

Accurate and detailed records should be kept. A comprehensive summary of the allegations, follow up and resolution, decisions reached and actions taken will be kept on the individual's confidential file and given to the individual. It will be kept until the person reaches normal retirement age or for 10 years if longer. The school will consider if a referral to the TRA is appropriate.

It is the responsibility of the school to inform parents of other students at the school; this information should be kept to a minimum. The anonymity of the student should be maintained at all times.

If a member of staff is dismissed or resigns because he or she is considered unsuitable to work with children, this will be reported to the DBS (Disclosure and Barring Service) and TRA (Teaching Regulation Agency) within one month of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children leaving the school. Information and forms for referrals to DBS may be found at <https://www.gov.uk/government/publications/dbs-referrals-form-and-guidance>. Information about referrals to TRA can be found at <https://www.gov.uk/government/publications/teacher-misconductreferral-form>.

## **Whistleblowing**

If, having reported an incident and having discussed it with the Designated Safeguarding Lead and the Headmaster, a member of staff feels that inappropriate or insufficient action has been taken in this case, the LADO will be informed immediately. There are also clear guidelines in the Staff Handbook about procedures for Whistleblowing and a separate Whistleblowing Policy, which staff should refer to if appropriate.

## **Staff Recruitment**

Bickley Park School operates safe recruitment procedures, including enhanced DBS checks. DBS checks are also made on staff working on the school site and on any other adults involved in school activities including trips and expeditions or other voluntary activities, in accordance with statutory regulations and our internal procedures. Staff are advised during their induction and through the Code of Conduct to be aware of protecting themselves against allegations of abuse, by avoiding meetings in closed rooms on their own, and inappropriate use of physical contact or force, safe use of social media, not using personal mobile phones, giving lifts in cars amongst others. Staff also refer to the Acceptable use of IT policy.

## APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION (DfE 2018)

### Part One: Information for all school and college staff

#### Annex A: Further information

On publication of this Child Protection Policy (September 2018), the September 2018 version of the statutory guidance '**Keeping Children Safe In Education**' available online, has been denoted by DfE as 'for information only'. The guidance commences on 1<sup>st</sup> September 2018.

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

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

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

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

Staff are asked to sign to say they have read these sections (please see Appendix 2) and should subsequently be re-directed to these online documents again should any changes occur.

### Link to Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 2: REPORTING OR UPDATING A CONCERN

MyConcern® <https://myconcern.education/>

Since April 2018, Bickley Park School has subscribed to MyConcern®.

Any member of the school community wishing to report a concern is expected to do so using their User account details. <https://www.myconcern.education/>

Details of how to log a concern can be found in the shared area or by contacting the Designated Safeguarding Team. There is also a policy on how to use and log a concern via MyConcern®.

Please note although this system may be accessed via any internet connection, users are reminded to do so only via a secure, private connection.

## APPENDIX 3: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)

### Flowchart

#### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school has in place regarding support for safeguarding e.g. induction training, staff code of conduct, behaviour policy and the role of the Designated Safeguarding Team.

#### Question behaviours

- Talk and listen to the views of children, be non-judgemental.
- Observe any change in behaviours and question any unexplained marks/ injuries
- To raise concerns about poor or unsafe practice, refer to the Headmaster, if the concern is about the Headmaster, report to Chair of Governors.
- If needed utilise whistleblowing procedure.

#### Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with a member of the school's Designated Safeguarding Team or DSL
- Responsibility to take appropriate action, do not delay.

#### Refer

- The Designated Safeguarding Lead will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to Bromley Multi-Agency Safeguarding Hub (MASH)  
Telephone: 020 8461 7373 / 7379 / 7026
- If you have a concern about a child in immediate danger call 999.

### Introduction

Every new member of staff is required to undertake training in safeguarding and child protection. These are delivered as online training from Hays Online, a reputable training provider. The School expects training to be completed before the member of staff takes up post.

The only adults who work or visit the school who are exempted from this training requirement are:

- Night-time cleaners, whose hours of work mean that they do not have contact with students;
- Occasional visitors who sign in and are given a security badges by the Receptionist, and who are escorted throughout their visit;
- Contractors working on a designated site that is physically separated from the rest of the school, who are required to sign in and out at their site office and who wear security badges at all times;
- Contractors working during the school holidays.

### ***Designated Safeguarding Lead***

Members of the Designated Safeguarding Team are fully trained for the demands of this role and regularly attend courses to ensure that they remain conversant with best practice, and that School policies and procedures are current and follow best practice. They receive training at least every two years, and maintain close links with the Local Safeguarding Children Board (LSCB) for Bromley. The Governor concerned with Child Protection meets with the team at least termly.

### **What is the reason for the training?**

#### **Child protection is always our top priority.**

Every member of staff needs to be confident that he or she understands his or her role in:

- Keeping children safe;
- Promoting the welfare of students;
- Promoting equal opportunities and inclusion;
- Preventing bullying and harassment.

Everyone is required to take part in induction training, no matter what their previous background or level of expertise. All members of staff formally receive the Staff Code of Conduct, which includes guidance regarding interaction with student.

### **What topics does the training cover?**

The School's induction training tells staff about:

#### **1. Welfare systems**

This includes the roles of:

- The Governors
- The Senior Leadership Team and the DSL;
- The role played by Tutors (Year 4-8), Class Teachers (Year 3 and below) and the Heads of Year (Year 2 and below);
- The role of the School Matrons and School Counsellor;
- Arrangements for providing additional support for students with SEND and for whom English is an additional language.

## **2. The Legal Framework for our Child Protection and Anti-Bullying Policies**

This is discussed briefly and covers policies on:

- Anti-bullying;
- Behaviour;
- Learning Support;
- Equal Opportunities;
- Educational Visits.
- Cameras and mobile phones
- E Safety and the use of social media

## **3. The School's Policies on Safeguarding and Child Protection**

National guidance relating to the safeguarding and protection of children is discussed, including the signs of abuse, and the duties of staff, as well as the role of specialist agencies. The School explains the expectations of how Staff should respond in a difficult situation and why they cannot promise confidentiality to a pupil.

All new staff will be expected to become familiar with School documents relating to:

- Child Protection;
- Staff Code of Conduct;
- Students and confidentiality Issues;
- Practices and procedures when a member of staff faces allegations of abuse;
- Whistleblowing.

## **4. Visitors and Site Security**

This covers the need for visitors to be signed in at Reception and to be escorted about the school.

## **5. Effective Record Keeping**

We explain why effective record keeping matters and most importantly that all concerns, discussions and decisions and the reasons for those decisions must be recorded in writing. Records will be kept confidentially by the DSL, and reviewed regularly so that concerning patterns of behaviour can be spotted. The use of SIMs for recording pastoral concerns and the 'myconcern' online system for recording child protection concerns is explained. The DSL ensures child protection files for pupils moving to new schools are transferred by the beginning of the child's first term.