

## Child Protection (Safeguarding) Policy

<b>Frequency of Review:</b>	Annually
<b>Last reviewed:</b>	January 2021
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<b>Review By:</b>	Personnel/Student Care and Discipline

Chair of Governors:	Mr M Gunasekara	
Safeguarding Governor:	Mrs L O’Leary.	
Headteacher:	Miss J Silverthorne	
Designated Safeguarding Lead:	Mrs C Smith	
Core DDSL’s	Mrs J Bates, Miss C Hamilton, Mrs G Glue, Miss R Lowdon	
The Extended DDSL Team:	Miss E Findlay Mrs S Toward Mrs H Marsh Mrs P Wilson	Mr N Smith Mrs B McGregor Mrs S Kirke Mr L Stevenson

### REFERRALS

**In the first instance, safeguarding referrals should be made to a member of the school’s safeguarding team above. Should members of the safeguarding team be unavailable:**

- Contact the MASH Team (Multi Agency Safeguarding Hub) - to report a concern for a student’s welfare, or for advice about how to make an appropriate referral:
  - [MASH referral](#)
  - Telephone - 0300 126 7000
  - Out of hours (during the evening, at night or at the weekend) - 01604 626938.
  
- Contact the police directly (999) if a student is in immediate danger at any time, left alone or missing,

### Local Authority Designated Officer

All concerns regarding an adult who works with children must be referred to Northamptonshire County Council’s Local Authority Designated Officers (previously referred to as LADO) via the MASH Team.

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**NB: Throughout the policy, the term ‘Parent’ is used to refer to everyone with a legal responsibility for the care of the child.**

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## Introduction & Purpose

### School Context

The Core Values of the School, all of which relate specifically to this policy, state that we are working together to form relationships based on

- Truth
- Justice
- Responsibility
- Faith
- Compassion

These values contribute to the School's common purpose of "striving for high quality education with a strong Christian ethos".

**We fully recognise our responsibilities for child protection. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.**

**We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.**

**Through their day to day contact with students and direct work with families, staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency, normally via the school's safeguarding team to the Local Authority Multi Agency Safeguarding Hub (MASH Team).**

**This policy reflects changes in the statutory guidance Working Together to Safeguard Children: a guide to inter-agency working to safeguard and promote the welfare of children (July 2018) and Keeping Children Safe in Education (Sept 2021). The policy also takes account of the Northamptonshire Safeguarding Children Partnership, Thresholds and Pathways document 2020.**

This policy sets out how the governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at the school.

It will:

- Designate a governor for child protection who will oversee the safeguarding practice and champion child protection issues.

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- Ensure an annual report is made to the governing body on child protection (CP) matters to include changes affecting CP policy and procedures, training received, number of incidents/cases and child protection in the curriculum.
- Ensure that this policy is reviewed and updated annually.
- Ensure that the school undertakes an annual self-evaluation audit of its safeguarding and child protection procedures in line with the Safeguarding Children Partnership recommendations.

This policy applies to all students, staff, governors and volunteers working in the school. Teaching Assistants, administrative staff as well as teachers can be the first point of disclosure for a student. Concerned parents may also contact school staff or governors.

The purpose of this policy is to ensure that every student at the school is safe and protected from harm. This means always working to:

- Protect children from maltreatment
- Prevent impairment of children’s mental and physical health or development
- Ensure that children grow up in circumstances consistent with the provision of safe and effective care; and
- Take action to enable all children to have the best outcomes

Three key areas will apply:

**PREVENTION** through the teaching and pastoral support offered to students and the creation and maintenance of a whole school protective ethos.

**PROTECTION** by following agreed procedures for identifying and reporting cases or suspected cases of abuse, ensuring staff are appropriately recruited (following DfE safer recruitment guidance contained in [Keeping Children Safe in Education](#), Sept 2021) and supported to respond appropriately and sensitively to child protection concerns.

**SUPPORT** to students who may have been abused, to safeguard and promote the welfare of students and to support them to understand the statutory responsibilities in this area.

### 1) PREVENTION

The school will:

- Establish and maintain an **ethos** where students feel secure and are encouraged to talk, are listened to and are safe.
- Work in partnership with parents and colleagues from other agencies.
- Ensure students know that there are adults in the school whom they can approach if they are worried or in difficulty, and that these adults operate under clearly defined protocols and procedures. They will be able to talk freely to any member of staff if they are worried or concerned.
- Include activities and opportunities in the curriculum which equip students with the skills they need to stay safe from abuse and information about who to turn to for help.
- Develop the skills needed to identify risks and stay safe.
- Ensure that all new staff receive safeguarding training as part of their induction program
- Help students to develop realistic attitudes to the responsibilities of adult life,

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## 2) PROTECTION

The school will follow the procedures set out by the NSCP Child Protection Procedures Manual and the updated on-line procedures (Oct 2020)

<http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/documentsschools/>  
and also take account of guidance issued by the Department for Education.

<http://www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/government-statutory-guidanceschools/>

### The Designated Persons for Child Protection

The school will:

- Ensure that there is a nominated Designated Safeguarding Lead who has undertaken child protection training in line with NSCP recommendations.
- Ensure this training is updated every year in accordance with government guidance.
- Ensure that The Designated Safeguarding Lead will report safeguarding activity to CPG including training given and ongoing cases but no students will be named or otherwise identified.
- Ensure there is at least one trained deputy DSL and a team of trained designated persons with the time to undertake the duties required
- Ensure that regular safeguarding updates are sent to all staff.
- Ensure that designated persons will take advice from a child protection specialist when managing complex cases.

### The Role of Trustees (ie Governors) and School Staff

The Trust board and Governing Body is accountable for ensuring the effectiveness of this policy and compliance with it. Although the Trustees/Governing Body takes collective responsibility to safeguard and promote the welfare of students, there is also a named governor who champions safeguarding within the school.

The Governing Body will ensure that the safeguarding policy is in place and is reviewed annually, is referred to on the school website and has been written in line with NSCP Child Protection Procedures manual, statutory guidance and best practice.

A member of the School Leadership Team is designated to take the lead responsibility for safeguarding and child protection and there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the senior designated professional.

Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance.

Safer recruitment practices are followed in accordance with the requirements of Keeping Children Safe in Education, (Sept 2021). The Trust board and Governing Body will ensure that it remedies, without delay, any weakness with regard to safeguarding arrangements brought to its attention.

The CPG committee will have child protection as a standing item on its agenda.

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The Governing Body will receive an annual safeguarding report, in line with Local Area Safeguarding Partnership Policy:

<http://www.northamptonshirescb.org.uk/schools/section11/>

It will also record the number and types of safeguarding issues that have taken place; for example, the number of multi-agency referrals made and outcomes, whether the school has felt it necessary to use the NSCP escalation protocol (and the outcome), the number of children subject to multi-agency plans, and details of training undertaken by staff. It will not identify individual students. In addition, the Governing Body will be briefed regularly on the additional pastoral and academic support available to vulnerable students.-.

The school will ensure every member of staff and every governor knows:

- The name of the Designated Safeguarding Lead and their role.
- How to contact the Designated Leads if they have concerns about a child
- That they have an individual responsibility for referring child protection concerns using the proper channels.

All staff are issued with a Staff Guide including the Staff Code of Safe Practice and the school will provide Awareness Raising Training for all staff from the point of their induction; this will be updated annually, so that they know:

- Their personal responsibility.
- The need to be vigilant in identifying cases of abuse.
- How to support and respond to a student who reports abuse.
- How to report concerns via MyConcern

The school Leadership Team will ensure that all staff and volunteers recognise their duty, and feel able to raise concerns about poor or unsafe practice with regard to students. These concerns will be addressed sensitively and effectively in a timely manner in accordance with agreed policies.

### **Liaison with Other Agencies**

The school will:

- Work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.
- Complete an Early Help Assessment (EHA) where it is considered that a student has needs, which cannot be met solely by the school, and where, following an assessment of the situation, coordinated intervention is required to promote, safeguard or protect the welfare of the student.
- Notify the local social care team if a student with a Child Protection Plan is excluded (whether fixed term or permanent) or there is an unexplained absence.

### **Record Keeping**

The school will:

- Keep clear detailed records of concerns about students (noting the date, event and action taken) even where there is no need to refer the matter to Social Care Services immediately. • Ensure all confidential child protection and safeguarding records are kept securely on

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MyConcern, a digital child protection recording system; any paper records are stored in locked locations.

- Child protection records are accessible by the DSL and deputy Designated staff; where it is necessary or appropriate to allow access to anyone else (for example, a form tutor, social worker, police officer or Ofsted inspector). A file note will be added against the concern on MyConcern of who saw the information and the purpose;
- Ensure all relevant child protection records are sent to the receiving school when a student moves.

### **Confidentiality and information sharing**

Staff will:

- Ensure that confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from a senior leader or outside agency as required.
- Be aware that they have a professional responsibility to share information with other agencies in order to safeguard students.
- Be aware that they cannot promise a student confidentiality.

The Designated Persons will disclose any information about a student to other members of staff on a need to know basis only. The school is aware of the importance of information sharing to safeguarding and promoting the welfare of children and young people. Designated persons are familiar with HM Government's Document Information Sharing, July 2018 and in particular with "The Seven Golden Rules to Sharing Information" (See Appendix 8).

Academic and pastoral staff will be informed of which children on roll are vulnerable, including those who

- have an allocated social worker under s17 or s47 of the Children Act 1989, as a result of a multiagency early help plan or
- are looked after or a previously looked after child.

### **3) SUPPORT**

To ensure equal protection, the school will give special consideration to students who are:

- Looked After Children and previously looked after (appendix 7) including children who have been adopted from care
- Disabled or have special educational needs
- Experiencing a domestic abuse situation
- Affected by parental substance misuse
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation and / or at risk of homelessness
- Experiencing transient lifestyles
- Living in chaotic and unsupportive home situations
- Affected by mental health issues

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- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Involved directly or indirectly Child Sexual Exploitation or Child Criminal Exploitation
- EAL
- At risk of radicalisation
- Young Carers
- Frequently absent
- At risk of FGM or forced marriage
- Have a family member in prison
- Are involved in court processes, either as an alleged perpetrator, witness or victim of a crime or through the family courts

This is not an exhaustive list more details of types of abuse are available in Annex B of Keeping Children Safe in Education 2021

The school will endeavour to support students through:

- The school's pastoral systems
- The behaviour policy which supports vulnerable students.
- Liaison with other agencies which support students.
- Developing productive and supportive relationships with parents whenever it is in a student's best interests to do so.

### **Substance/Drug Misuse and Child Protection**

A student misusing, or reported to be misusing substances/drugs, is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider action in the following situations when there is evidence or reasonable cause that:

- The student's substance/drug misuse may cause her/him to be vulnerable to other abuse such as sexual abuse.
- The student's substance/drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults (eg parents).
- The student is exposed to grooming, exploitation or other criminal behaviour.

### **Recognising abuse**

**There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.** (See Appendix 1 for Signs and Indicators)

### **Specific safeguarding issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and academies on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). Schools and

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academies can also access broad government guidance on the issues listed below via the Department for Education [www.gov.uk](http://www.gov.uk) website:

- child exploitation (CSE & CCE) – see also below
- bullying including cyber-bullying – see also below
- domestic violence
- substance/drugs
- violent extremism/radicalisation – also see below
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- honour based abuse/gender-based abuse/violence against women and girls (VAWG)
- mental health
- private fostering
- sexting
- Peer on Peer abuse and Child on Child sexual Violence and Sexual harassment (see Appendix 6)
- trafficking
- peer to peer
- upskirting

### **Child Exploitation (CSE and CCE)**

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or 10 females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information include definitions and indicators are included in KCSIE 2020 Annex B.

### **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

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Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

### **Domestic Abuse**

The definition of Domestic Abuse is:

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

### **Mental health**

All staff at Bishop Stopford School are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or wider safeguarding issues.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy.

### **Bullying**

While bullying between students is not a separate category of abuse or neglect, it is a very serious issue that can cause considerable anxiety and distress. (See Anti-bullying Policy)

### **Violent extremism, radicalisation and terrorism (See Appendix 3) (Please also see Preventing Extremism and Radicalisation Policy).**

Although violent extremism, radicalisation and terrorism is not a separate category of abuse, it is a safeguarding concern in schools. The Counter-Terrorism and Security Act 2015 places a duty on education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism. The school has measures in place to safeguard against such concerns and to record instances.

### **Identifying cases of Female Genital Mutilation (FGM)**

The school has measures in place to safeguard against this type of abuse. Any indications that FGM is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy. (See Appendix 2).

### **WORKING WITH PARENTS**

The school is committed to working in partnership with parents positively, openly and honestly to safeguard and promote the welfare of students. It will ensure that all parents are treated with respect, dignity and courtesy. Parents' rights to privacy and confidentiality will be respected and the school will

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not share sensitive information unless it has permission or it is necessary to do so in order to safeguard a student.

Any concerns will be shared with parents unless to do so may place a student at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a student will not prevent the Designated Person making a referral in those circumstances where it is appropriate to do so. The school will follow the advice in HM Government document Information Sharing, July 2018 and in particular with “The Seven Golden Rules to Sharing Information”. (see Appendix 8)

The school will:

- Undertake appropriate discussions with parents prior to involvement of another agency unless the circumstances preclude this.
- Ensure that parents understand the school’s responsibility for child protection by setting out its obligations on the school website by publishing this policy.

### **PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

The School will operate safe recruitment practices including ensuring appropriate checks through the Disclosure and Barring Service (DBS). The procedure for DBS checks will be carried out in line with the statutory guidance KCSIE 2021 part 3 and the safeguarding Vulnerable Groups Act 2006 / Protection of Freedoms Act 2012. A Single Central Record of vetting checks will be maintained in line with the Education (Independent School Standards) Regulations 2014.

The school will consult with the Designated Officer from the Local Authority in the event of an allegation being made against a member of staff, governor, volunteer, supply teacher or agency staff and will adhere to the relevant procedures set out in statutory guidance and the NSCP Child Protection Procedures manual.

The school will ensure that any disciplinary proceedings against a member of staff, governor, volunteer, supply teacher or agency staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents as advised by the school’s Staff Code of Safe Practice.

The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

### **OTHER RELATED POLICIES AND DOCUMENTS**

- Acceptable Use (ICT including e-safety)
- Anti-bullying
- Attendance
- Equality
- Health and Safety (including school security)
- Positive Behaviour and Discipline
- Private Tuition policy
- Staff Code of Safe Practice.
- Whistle Blowing

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## **EXTENDED SCHOOLS**

For all after school activities directly under the supervision of school staff, the school's arrangements for child protection as written in this policy will apply.

Where services or activities are contracted by the academy to other bodies, the governors will seek assurance that they have appropriate policies and procedures in place for safeguarding students and there are arrangements to liaise with the academy on these matters where appropriate.

### **Concerns which do not reach threshold**

Where a student or parent raises a concern about a student which initially does not reach the threshold for child protection action. The school will consider each case and offer appropriate support e.g. via EHA.

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## APPENDIX 1 – SIGNS AND INDICATORS

### Physical Abuse:

Determining whether an injury is accidental or non-accidental is **not** the role of a teacher. There are, however, a number of injuries which should be regarded with concern and may indicate a nonaccidental cause. Any member of staff noticing an injury, which causes concern must report it. Inadequate, inconsistent, or excessively plausible explanations, or a delay in seeking treatment for the student, should signal concern.

### Physical indicators:

- Unexplained injuries or burns, particularly if they are recurrent
- Untreated injuries or lingering injuries not attended to
- Bruises and abrasions around the face, particularly if they are recurring
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft areas of the face, eg: cheeks
- Bite marks
- Burns or scalds [note the pattern and spread of the injury, eg: cigarette burns]
- Weals suggesting beatings

### Behavioural Indicators:

- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Shrinks from physical contact
- Refusal/avoiding getting undressed for gym – keeps arms and legs covered in hot weather
  - Fears medical help
- Self-harming behaviours
- Aggression towards others
- Over compliant behaviour or a 'watchful' attitude
- Deterioration in school work
- Unexplained pattern of absence which may serve to hide bruises or other physical injuries
- Fears or is reluctant to return home or to have parents contacted

### Emotional Abuse:

Emotional abuse is often the most difficult to detect. A student might be clean and physically cared for but be emotionally neglected. The parent's attitude to the student might be characterised by coldness, hostility, and disinterest. They may resort to scapegoating or humiliating the student and the giving of age inappropriate responsibilities. They may give the impression that the student can never please, or may have expectations which are inappropriate, excessive or unrealistic.

### Physical Indicators:

- Delays in physical development, eg: milestones delayed or underweight, lethargic [there may be medical reasons for this, medical advice is essential]
- Self-injury.

### Behavioural Indicators:

- Delays in intellectual development
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders

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- Social isolation – does not join in and has few friends
- Extremes of compliance, passivity and/or aggression/provocativeness
- Compulsive stealing, e.g other student's packed lunches, rocking thumb sucking, hair twisting, etc.
- Drug, alcohol, solvent or other substance misuse
- Fear of parents being contacted

### **Sexual Abuse:**

Sexual abuse affects a student emotionally and physically. It is difficult to detect as the physical indicators are not directly visible. Often the indicators that a student is being sexually abused are exhibited through behaviour. Sexual abuse occurs in every social class, cultural and occupational group. Sexually abused children may take refuge in an appearance of normality, eg: some students immerse themselves in school work as a way of 'blinking out' the abuse.

Emotional and behavioural difficulties may result, for example, from abuse and neglect, physical or mental illness, sensory or physical impairment, or psychological trauma. In some cases emotional and behavioural difficulties may arise from or be exacerbated by circumstances within the school environment, for example, a change in teacher or routine.

### **Physical Indicators:**

- 'Love bites'
- Other bite marks
- Self-harming behaviours [e.g.: deep scratches/cuts on arms]
- Tiredness, lethargy
- Pregnancy or Sexually Transmitted Infections [STIs].

### **Behavioural Indicators:**

- Sudden changes in behaviour and school performance
- Sexual awareness inappropriate to the student's age – shown for example in drawings, vocabulary, games etc
- Provocative sexual behaviour
- Frequent public masturbation
- Fear of undressing for gym
- Tendency to cry easily
- Regression to younger behaviour, eg: thumb sucking, playing with discarded toys, acting like a baby
- Depression and withdrawal

### **Neglect:**

Severe neglect is often characterised by the student being underweight, small in stature and with a poor physique. The care of neglected children is often poor and they present as unwashed, unkempt and inadequately fed and clothed. However, poverty, deprivation and neglect are not the same thing. Students may live in poverty but only a small number of these will be neglected. Assessment over time and with the help of other agencies is vital.

### **Physical Indicators:**

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Untreated medical problems.

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**Behavioural Indicators:**

- Social isolation – does not join in and has few friends
- Low self-esteem
- Destructive tendencies
- Poor relationships with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking.

**Students with SEN or Disabilities students:**

The signs and indicators of abuse for students with and without SEND are fundamentally the same. However, there may be a greater risk of stereotyping or making assumptions that signs and indicators are due to impairment rather than considering the full range of possibilities, including abuse. For example, displaying challenging or self-injurious behaviour may not be picked up as an indicator of abuse. Children with SEND may also be more vulnerable to bullying and the impact may be greater than for their peers.

**For some students with SEND, signs and indicators may:**

- Be more difficult to recognise
- Be harder to untangle – especially if there are communication difficulties/impairment
- Have more possible explanation/be more easily explained away: by the impairment or illness, by the medication, as ‘it’s always been like this’, as attention seeking behaviour, as self-inflicted.

**Checklists should be used with caution:**

There may be alternative explanations other than abuse, for any of the signs, e.g. medical conditions. Considering indicators of abuse is often about putting a constellation of factors together, with the help of the Designated Safeguarding Lead or deputies plus other agencies, sometimes over time.

**APPENDIX 2 - FEMALE GENITAL MUTILATION (FGM)**

Teachers **must** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless they have good reason not to, they should still discuss any such case with the designated safeguarding lead (or deputy) and involve children’s social care as appropriate. Staff who are not teachers must notify the DSL without delay. The duty to report directly to the police does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

In all cases where a member of staff *believes* that a girl may have experienced or is at risk of FGM (rather than having discovered that the act has taken place), the member of staff should also follow the Bishop Stopford child protection procedures and notify the DSL or a deputy DSL in the usual way.

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## APPENDIX 3 – VIOLENT EXTREMISM, RADICALISATION AND TERRORISM

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, then participate in terrorist groups.

### Online Safety

The internet and in particular social media is being used as a channel, not only to promote and engage but also as a command structure. Often this promotion glorifies violence, attracting and influencing many people including children and young people and in extreme cases radicalising them. Research concludes that children and young people can be trusting and not necessarily appreciate bias that can lead to them being drawn into these groups and adopt extremist views, and in viewing this shocking and extreme content may become normalised to it.

The list below is not exhaustive. The early warning signs may or may not indicate a serious problem; they do not necessarily mean that a student is prone to violence towards themselves or others. This provides a basis to check concerns and put in place an appropriate response by getting help for a student before a problem escalates. Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

### Vulnerability Indicators

- **Identity Crisis** - Distance from cultural / religious heritage and uncomfortable with their place in the society around them; parent or carer who holds extremist views; recent political or religious conversion; voicing opinion drawn from extremist ideology or narrative;
- **Personal Crisis** – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging; change in behaviour or appearance linked to ideological views; recent experience of serious traumatic event; graffiti symbols, writing or artwork promoting extremist messages or images;
- **Personal Circumstances** – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy; association with others who hold extremist views; Possession of literature associated with extremist views, or online material including networking sites;
- **Unmet Aspirations** – Perceptions of injustice; feeling of failure; rejection of civic life;
- **Criminality** – Experiences of imprisonment; poor resettlement /reintegration; previous involvement with criminal groups; use of extremist or hate crime terms to exclude others or incite violence.

All staff are made aware of their Prevent responsibilities and Home Office Channel awareness. In addition, the school arranges for outside speakers to deliver staff training and / or sessions for students periodically, including on topics of unconscious bias, hate crime, etc. See also the school's Preventing Extremism and Radicalisation policy

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## APPENDIX 4 – PROCEDURES TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE

Advice for those whose work brings them into contact with children and families, including those in education, is available in

### [What to do if you're worried a child is being abused, Advice for practitioners \(March 2015\)](#)

It is relevant to those working in the statutory, voluntary or the independent sector, and applies in relation to all children and young people irrespective of whether they are living at home with their families and carers or away from home.

The Northamptonshire Safeguarding Children Partnership website also contains the inter-agency processes, protocols and expectations for safeguarding children. The Designated Safeguarding Person is expected to be familiar with these, particularly the referral processes and the [Thresholds and Pathways document 2020](#).

Where you suspect abuse has, or is occurring, it is important that all parties act swiftly and avoid delays. Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

There will be occasions when you suspect that a student may be at risk, but you have no 'real' evidence. The student's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical but inconclusive signs. In these circumstances, you should try to give the student the opportunity to talk. The signs you have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the student if they are OK or if you can help in any way.

Use the welfare concern form to record these early concerns. If the student does begin to reveal that they are being harmed you should follow the advice below.

If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

### **If a student discloses to you**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a student talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the student may think that you do not want to listen; if you leave it till the very end of the conversation, the student may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the student:

- Allow them to speak freely

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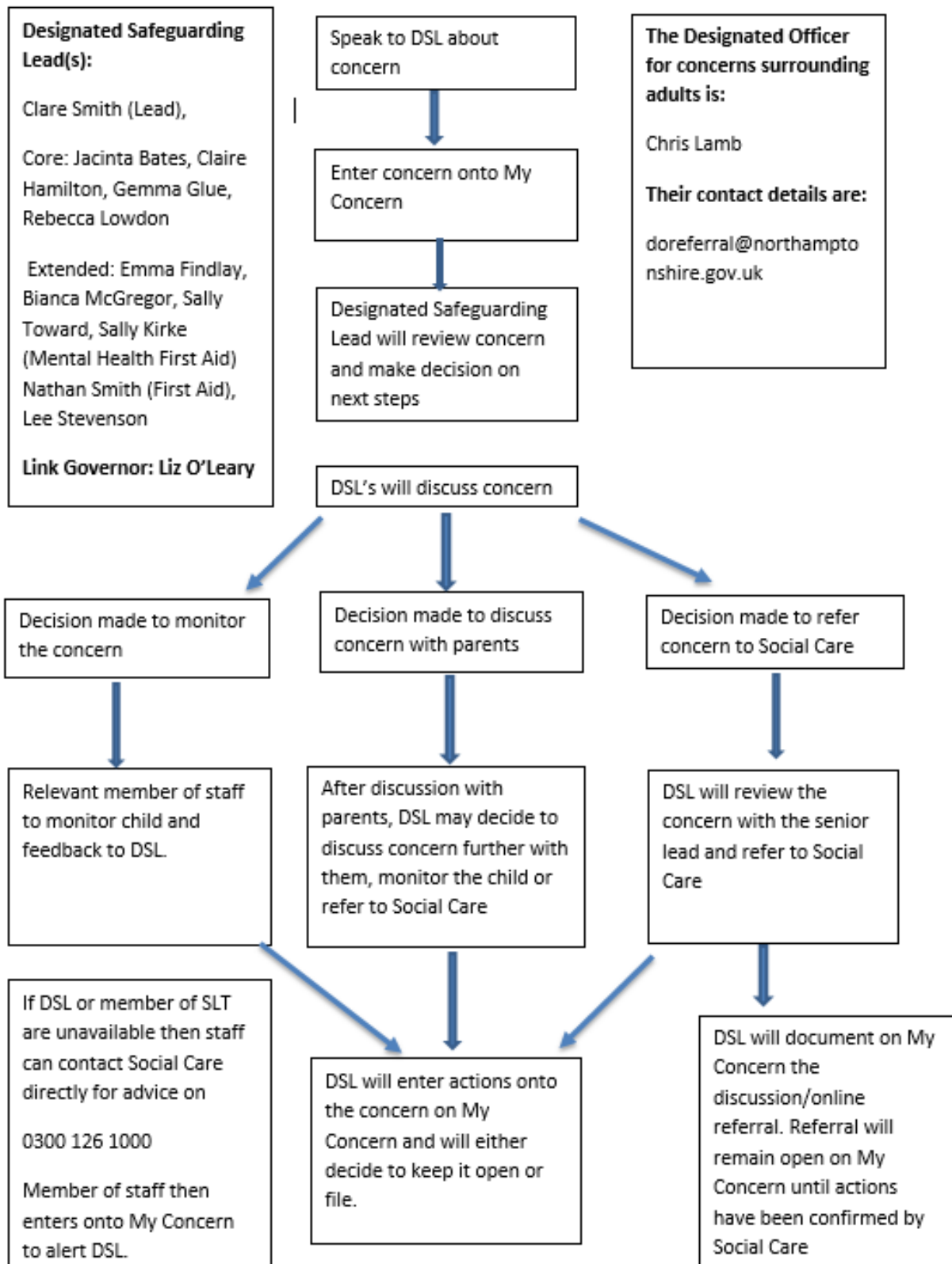
- Remain calm and do not over react – the student may stop talking if they feel they are upsetting you
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- Do not be afraid of silences – remember how hard this must be for the student
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think about all this
- At an appropriate time tell the student that in order to help them you must pass the information on
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong

As soon as possible, inform a Designated Safeguarding lead in the school who will then ask you to make an entry on Myconcern.

If the allegation is about the Head teacher, the information should normally be passed to the Chair of Governors, Designated Safeguarding Person or the Local Authority Designated Officer via the MASH (see contacts at the beginning of this policy document). Inform the student (or other party who has raised the concern) what action you have taken.

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**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



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## APPENDIX 5 – PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with students has:

- behaved in a way that has harmed a student, or may have harmed a student
- possibly committed a criminal offence against or related to a child
- behaved towards a student in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

If you receive an allegation, or suspect a member of staff or volunteer (including supply staff) you should write a dated and timed note of what has been disclosed or noticed, said or done. Report immediately to the Head teacher and pass on the written record. You may be asked to clarify details or the circumstances of the allegation.

If the allegation concerns the conduct of the Head teacher, report immediately to the Chair of Governors or Designated Safeguarding Person. Pass on the written record. If there is difficulty reporting to the Chair of Governors, contact the Designated Officer at the local authority via the MASH on the same day.

See DfE “Keeping Children Safe in Education: Statutory guidance for schools and colleges” – Sept 2020 (part 4). <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## APPENDIX 6 – Peer on Peer abuse and Child on Child sexual Violence and Sexual harassment

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of Child on Child sexual Violence and Sexual harassment. However, all such abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under the behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and/or potentially a criminal offence
- Could put students in the school at risk
- Is violent
- Involves students being forced to use drugs, alcohol or other inappropriate substance
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting) additional advice is available

### [Sexual violence and sexual harassment between children in schools and colleges 2021](#)

If a student makes an allegation of abuse against another student:

- You must record the allegation and tell the DSL, but do not investigate it

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- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The safeguarding team will consider the need for a risk assessment and support plan being in place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of Child on Child sexual Violence and Sexual harassment by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about healthy relationships, appropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

### **Definitions**

**Sexual Violence**

Rape  
 Assault by penetration  
 Sexual assault

**Sexual Harassment**

Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

**Record-keeping**

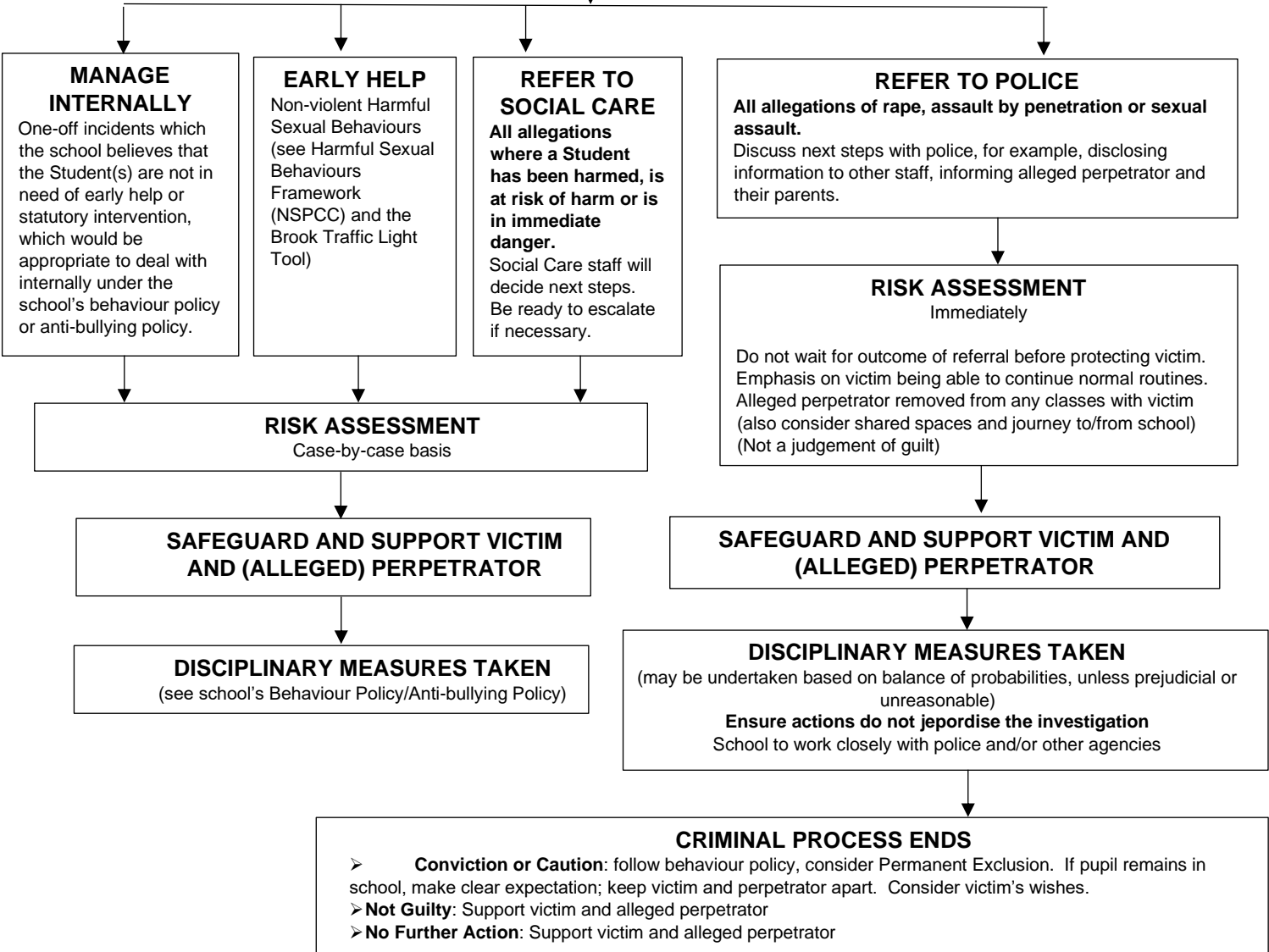
Remember, to record all concerns, discussions, decisions and reasons for decisions.

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**REPORT RECEIVED**  
(from the victim or third-party) (Onsite, offsite or online)

- Victim reassured**
- Taken seriously and kept safe
  - Confidentiality not promised
  - Listen to victim, non-judgementally
  - Record the disclosure (facts as reported)
  - Two staff present (one being the DSL, or reported to DSL, as soon as possible)
  - Victim sensitively informed about referral to other agencies
  - If victim does not give consent to share, staff may still lawfully share in order to protect Student from harm and to promote the welfare of Students (see 'Sexual Violence and Sexual Harassment' paragraph 43)
  - Parents of victim informed
- Anonymity**
- Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst students in the school.

- Considerations**  
(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours)  
Immediately: Consider how to support the victim and the alleged perpetrator
- |  |  |
|--|--|
| Wishes of the victim<br>Nature of the alleged incident<br>Ages of the Students<br>Development stage of the Student | <ul style="list-style-type: none"> <li>• Any power imbalance</li> <li>• One-off, or part of a pattern of behaviour</li> <li>• Any ongoing risks</li> </ul> |
|--|--|



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## APPENDIX 7 -PROCEDURE FOR BISHOP STOPFORD SCHOOL FOR THE EDUCATION AND CARE OF LOOKED AFTER OR PREVIOUSLY LOOKED AFTER CHILDREN

### Statutory framework

**The Designated Teacher for Looked After Children and previously looked after children** statutory guidance on their roles and responsibilities Feb 2018

#### The role of the governing body

- The Governing Body must ensure that the designated teacher undertakes appropriate training.
- The Governing Body will have a named Governor responsible for Looked After Children.
- As a minimum governors must consider an annual report from the designated teacher which contains the information described in section 2.10 of this guidance. The governing body and school leadership team should consider the report and act on any issues it raises so as to support the designated teacher and maximise the impact of the role.
- The named Governor will meet regularly (at least twice a year) to review progress of LAC in the school
- The Governing Body will ensure that the school policies are reviewed from the point of view of Looked After Children.

#### The role of the Designated Teacher

The designated teacher should have lead responsibility for helping school staff understand the things which affect how looked after children learn and achieve. The designated teacher should:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for implementation of the child's personal education plan (PEP) within the school and liaise with outside agencies.
- The designated teacher should, however, have ultimate responsibility for leading the process of target setting for individual looked after children in school and rigorously tracking their attainment progress.

#### Admissions

- Bishop Stopford School prioritise Looked After Children and previously looked after Children in our Admissions Policies.
- On admission, records will be requested from the student's previous school and a meeting will be arranged with carer/parent/Social Worker as appropriate. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

#### Personal Education Plan (PEP)

- All Looked After Children (LAC) will have a current PEP.
- If a LAC joins the school without a PEP, the designated teacher should pursue the matter with the child's Social Worker who has a statutory duty to initiate the PEP.
- The school will work alongside the assigned Social Worker to contribute to the education content of the PEP.
- When a child leaves the school, it is the duty of the designated teacher to ensure that the PEP is passed on to the next designated teacher.

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### **Additional Educational Needs (e.g. SEN, G&T, Attendance & Behaviour)**

Bishop Stopford School will ensure that any special educational needs are promptly identified, bearing in mind that Looked After Children may have missed schooling. Suitable learning support will be provided and the SENDCO and Designated Teacher will be responsible for liaising with carers and other professionals.

### **Exclusions**

It is important to be especially sensitive in relation to exclusions where looked after children are concerned. Every practicable means should be tried to maintain the child in school.

In school we will consider all alternatives to fixed term / permanent exclusions and liaise with the social worker and virtual schools should the school consider such a sanction to be the most appropriate.

Permanent exclusion of LAC should be a last resort.

## **APPENDIX 8 – THE SEVEN GOLDEN RULES TO SHARING INFORMATION**

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

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5. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## APPENDIX 9 – USEFUL LINKS AND CONTACTS

Northamptonshire Safeguarding Children Partnership (NSCP):

1 Angel Square

Northampton

NN1 1ED

Telephone: 01604 364036

Email: [nscb@northamptonshire.gcsx.gov.uk](mailto:nscb@northamptonshire.gcsx.gov.uk) <http://www.northamptonshirescb.org.uk>

**Thresholds and Pathways** document:

<https://www.nctrust.co.uk/help-and-protection-for-children/Documents/NSCB%20Thresholds%20Guidance%202018%20Updated%20Sept%202020.pdf>

**What is the Early Help Assessment (EHA)?**

<http://www.northamptonshirescb.org.uk/police/early-help-assessment/>

**Early help advice for Professionals** <https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx>

**What happens if your child is referred for support? – Advice for parents and carers**

<https://www.nctrust.co.uk/help-and-protection-for-children/Pages/what-happens-if-your-child-is-referred-for-support.aspx>

**How to make an online referral to the Multi-Agency Safeguarding Hub (MASH):**

<https://www.nctrust.co.uk/help-and-protection-for-children/Pages/report-a-concern.aspx>

**Attendance and Behaviour Support for Schools:**

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and->

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[education/information-for-school-staff/pupil-support-and-inclusion/attendance-andbehaviour/Pages/default.aspx#\\_ga=2.57654058.1076448640.1609934834-648228418.1600678254](http://www.northamptonshire.gov.uk/education/information-for-school-staff/pupil-support-and-inclusion/attendance-andbehaviour/Pages/default.aspx#_ga=2.57654058.1076448640.1609934834-648228418.1600678254)

**Safeguarding Adults** <https://www.northamptonshire.gov.uk/councilservices/adult-social-care/safeguarding/Pages/default.aspx>

**Child Exploitation and Online Protection (CEOP):** Telephone: +44 (0)870 000 3344  
<http://ceop.police.uk/Contact-Us/>

**National Society for Prevention of Cruelty to Children (NSPCC):**  
<http://www.nspcc.org.uk/>  
**0808 800 5000**

**Childline:**  
<http://www.childline.org.uk/Pages/Home.aspx> **0800 1111**

Name and role:	Address, telephone and email address
School Designated Safeguarding Person Clare Smith	<a href="mailto:csmith@bishopstopford.com">csmith@bishopstopford.com</a> 01536 503503
Headteacher Jill Silverthorne	<a href="mailto:jsilverthorne@bishopstopford.com">jsilverthorne@bishopstopford.com</a> 01536 503503
Nominated Governor Liz O’Leary	c/o <a href="mailto:office@bishopstopford.com">office@bishopstopford.com</a> 01536 503503
Deputy Designated Safeguarding Person Jacinta Bates	<a href="mailto:jbates@bishopstopford.com">jbates@bishopstopford.com</a> 01536 503503
Local Authority Allegation Manager	Northamptonshire Multi-Agency Safeguarding Hub:  email <a href="mailto:MASH@northamptonshire.gcsx.gov.uk">MASH@northamptonshire.gcsx.gov.uk</a>  Phone 0300 126 1000 or 101
Local Authority Safeguarding Manager	
Local Authority Legal Services	
Local Authority Human Resources	
Children’s Social Care	
Out of Hours Duty Team	(01604) 626938
Health Authority	01536 410141
CAMHS	01536 313 850
Police Child Abuse Investigation Unit	101 and ask for the Abuse Investigation Unit

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NSPCC Helpline	0808 800 5000
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**Appendix 10 - COVID-19 school closure arrangements for Safeguarding and Child Protection**

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**Vulnerable children**

Vulnerable children will continued to be expected to attend school.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself is not the determining factor in assessing vulnerability.

The Designated Safeguarding Lead will create a list of the vulnerable student in the school and have the flexibility to offer a place to those on the edge of receiving children’s social care support.

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We will continue to work with and support children’s social workers to help protect vulnerable children. This includes working with and supporting children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, we will explore the reasons for this directly with the parent. The school will refer to social service any student it feels is at increased risk because of the parental decision

### **Attendance monitoring**

We will contact the parents of the vulnerable students to assess whether should be attending school – and then follow up on any student that they were expecting to attend, who does not. In addition we will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

In all circumstances where a vulnerable child (with a social worker) does not take up their place at school, or discontinues, we will notify their social worker.

### **Designated Safeguarding Lead**

The DSL (or deputy) will be available to be contacted via phone or online during normal working hours

Where a trained DSL (or deputy) is not on site, a senior leader will assume responsibility for coordinating safeguarding on site.

The safeguarding team will continue to update and managing access to child protection online management system; all staff can report concern via MyConcern. The safeguarding team will liaising with each other as required and will liaise with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). Staff will be reminded regularly that the Safeguarding team can be contact on the [safeguarding@bishopstpford.com](mailto:safeguarding@bishopstpford.com) email address.

The DSL (or deputies) will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Reporting a concern**

Where staff have a concern about a child, they should continue to follow alert a member of the safeguarding team and record the issues on MyConcern

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Head teacher. If there is a requirement to make a notification to the Head teacher whilst away from school, this should be done verbally

Concerns around the Head teacher should be directed to the Chair of Governors:

[MGunasekara@bishopstpford.com](mailto:MGunasekara@bishopstpford.com)

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## Safeguarding Training and induction

Face to Face DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. A suitable virtual alternative will be found for a DSL that has not had refresher training for 2 years.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). In addition, all staff in direct contact with students are asked to read KCSIE annexes A & C.

The DSL should communicate with staff re any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers start to work at Bishop Stopford they will continue to be provided with child protection and safeguarding training as part of their induction (this could include online training).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

As a school we will:

- Follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- Follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.
- Consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)
- Keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

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## Online safety in schools and colleges

Bishop Stopford School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

## Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the working from home guidance sent to all staff and the staff code of safe conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- It is advisable for staff to record, the length, time, date and attendance of any sessions held.

See also the school's Online Safety Policy for more information.

## Supporting children not in school

Bishop Stopford School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the safeguarding team has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will have a communication plan in place for that child or young person.

Details of this plan are shared with all members of the safeguarding team and a record of contact recorded on MyConcern

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

This plan will be reviewed fortnightly at a safeguarding team virtual meeting and where concerns arise, the DSL will consider any referrals as appropriate.

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The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. All staff will be made aware of this in setting expectations of students' work where they are at home.

Bishop Stopford School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

### **Supporting children in school**

#### **Bishop Stopford School:**

Is committed to ensuring the safety and wellbeing of all its students.

- Will continue to be a safe space for all children to attend and flourish. The Head teacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.
- Will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.
- Will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

### **Peer on Peer Abuse**

During the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where our school receives a report or allegation of sexual violence or sexual harassment between students, we will follow the principles as set out in part 5 of KCSIE and of those outlined within this Child Protection and Safeguarding policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on MyConcern and appropriate referrals made.

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