Priory Primary School

Child Protection and Safeguarding Policy

Contents

1. Quick Reference Information

School Name and contact details	Priory Primary School Greyfriars, Bedford MK40 1JD 01234 261768
Designated Safeguarding Lead and contact details	Juliet Fraser jfraser@prioryprimary.co.uk 01234 261768
Deputy Designated Safeguarding Lead and contact details	Paula Wakeling pwakeling@prioryprimary.co.uk 01234 261768
Designated Governor for Safeguarding and school contact details	Vera Grkinic / Kate Smith office@prioryprimary.co.uk 01234 261768
Designated Lead for Mental Health and Wellbeing and contact details	Natasha Wilde nwilde@prioryprimary.co.uk 01234 261768
Designated Governor for Mental Health and Wellbeing and school contact details	Vera Grkinic / Kate Smith office@prioryprimary.co.uk 01234 261768
Reviewed annually, date last reviewed	September 2021

SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY

Every adult has the right and duty to refer any safeguarding concerns that they have themselves. In the case of a child, this should be direct to the Integrated Front Door (IFD) or in the case of an adult, to the Local Authority Designated Officer (LADO).

Quick Reference Guide

Who to Contact:
Bedford Integrated Front Door (previously MASH)
multiagency@bedford.gov.uk   Tel: 01234 718700
                                     Out of Hours: 0300 300 8123

LADO lado@bedford.gov.uk   Tel: 01234 276693
(Local Authority Designated Officer)
Children Missing in Education   Tel: 01234 228178

Further Information:
Bedford Borough Safeguarding Children Board   Tel: 01234 276512
Email: lscb@bedford.gov.uk   Website: www.bedford.gov.uk/lscb

2. Introduction

This policy aims to provide all members of staff, volunteers, governors, children and young people, and their families/carers with **a clear and secure framework for ensuring that all children and young people in the school are protected from harm**, both while at school and when away from the school premises.

Purpose of this 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.

We fully acknowledge our responsibilities for child protection and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.

We recognise that for children high self-esteem, confidence, risk awareness and good lines of communication help to reduce risks. We recognise that for some children school may be the only stable, secure and consistent environment in their lives.

We will make all parents/carers aware of the role and responsibilities of the school with regards to safeguarding and promoting welfare and of the existence of the school's Child Protection and Safeguarding Policy by publishing this policy on the school website www.prioryprimary.co.uk and by including it in information given to all new starters.

A copy of this policy will be made available to parents/carers upon request.

2.1   Legislation and statutory guidance
This policy is based on the following legislation and statutory guidance:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures http://bedfordscb.proceduresonline.com/chapters/contents.html
- Guidance for safer working practices for those working with children and young people in education settings October 2015
- **Keeping Children Safe in Education** (DfE 2021)
- **Working Together to Safeguard Children** (DfE 2018)
- What to do if you're worried a child is being abused: Advice for practitioners (March 2015)
- Section 175 of the **Education Act 2002**, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- **School Staffing (England) Regulations 2009**, which set out what mist be recorded on the single central register, and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- **Children Act 1989** (amended 2004) which provides a framework for the care and protection of children
- Section 5B of the Female Genital Mutilation Act 2003 as placed in the **Serious Crime Act 2015**, which places a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under the age of 18

- **Statutory Guidance on FGM** which sets out responsibilities for safeguarding and supporting girls affected by FGM
- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children
- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children
- **Statutory Guidance on the Prevent Duty** updated April 2021
- **Childcare Disqualification Regulations 2018**, the **Amendment of Childcare (Early Years Provision) Regulations 2016** and the **Childcare Act 2006** (amended July 2018) which sets out who is disqualified from working with children
- Sexual Violence and Sexual Harassment between Children (May 2018)
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018

This policy also meets the requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

2.2   Definition of Safeguarding

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes

Child Protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is 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. Appendix 1 defines neglect in more detail.

Sharing of nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

Early Help means providing support as soon as a problem emerges at any point in a child or young person's life, from the foundation years through to the teenage years.

Children includes everyone under the age of 18.

2.3   Contextual Safeguarding

Priory Primary School is committed to supporting all aspects of children and young people's development and learning, and keeping children safe. In order to achieve this, we aim for a culture of

vigilance, not only within the school buildings, but within the wider school community. This mean an ethos of **Contextual Safeguarding** where all staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school. All staff and the designated safeguarding lead (or deputy) will consider the context within which such incidents and behaviours occur, including whether wider environmental factors are present in a child or young person's life that are a threat to their safety and/or welfare.

2.4   Ethos

We understand that there are a wide variety of environmental factors and experiences in a child's life that may be a threat to their safety and / or welfare. The school must ensure that children are equipped to recognise, understand and articulate their feelings and their place in the world. In order to contextualise safeguarding, the school must take an integrated approach that includes:

- the importance of Speech, Language and Communication skills in preventing children from being vulnerable to abuse and / or neglect
- the importance of Social and Emotional skills in preventing children from being vulnerable to abuse and / or neglect
- the importance of adults as roles models, particularly through social, emotional and Values-based interactions with pupils and other adults
- the importance of children learning to resolve small conflicts that arise in day-to-day classroom / playground life
- recognising that frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours, all of which may also create vulnerability to abuse.

2.5   Safeguarding Partners

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

In Bedford, this partnership is called the Bedford Borough Safeguarding Children Board www.bedford.gov.uk/LSCB .

2.6   Mental Health, Emotional Well-being and Resilience

Our school is committed to embedding and promoting a whole school approach to emotional health, wellbeing and resilience. Staff are trained, including having an awareness that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Children are supported and listened to.

All staff will work to ensure that:
- All children and young people feel listened to, valued and respected
- Staff are aware of indicators of abuse and know how to share and escalate their concerns appropriately
- Staff are aware that when recognising abuse in pupils with special educational needs and disabilities, additional barriers and greater vulnerabilities can exist
- All staff, volunteers and governors are subject to rigorous recruitment procedures which include enhanced DBS checks
- All staff, volunteers and governors are given appropriate induction, support and training to deliver a safe school

2.7   Information Sharing (see also section 5)

Information Sharing is a fundamental necessity in child protection, and is a consistent theme in Serious Case Reviews, such that it should be foremost in everyone's actions and responsibilities – the process for information sharing is clearly set out in Roles and Responsibilities (section 3).

All staff, volunteers and governors who work with/have contact with children and young people will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009 (amended 2018). Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

The significant relationships and associations that staff have in school and outside (including online and through social media) may have an implication for the safeguarding of children in school. Staff should speak to the DSL to ensure these are made known and where possible, limited.

The Data Protection Act (2018) and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe.

2.8   Links to other policies

This policy should be understood alongside school policies and procedures on related safeguarding issues including our:
- Behaviour Policy
- Whistleblowing Policy
- Children Missing Education Policy guidelines (Bedford Borough) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
- eSafety Policy
- Anti-Bullying Policy
- Information Sharing Policy
- Administration of medication/Supporting children with medical conditions

3. Key Principles at Priory Primary School

3.1 All staff at **Priory Primary School** are made aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help Assessment (EHA). If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

3.2 Safeguarding concerns are referred via the **Designated Safeguarding Leads (Juliet Fraser & Paula Wakeling)** to the Integrated Front Door, which consider which is the appropriate organisation should contribute to the assessment of a child or young person's needs and, where appropriate, to ongoing action to meet those needs.

3.3 In order to ensure children and young people are adequately protected, we will ensure that:

- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL, one of whom will always be on site; in the event that this is not possible, they will be accessible by mobile phone; in the rare event that they cannot be either on site, or accessible by phone, the DSL of one of the other schools in the LEAP Trust will make themselves available
- All staff and governors are trained in basic Child Protection awareness every three years
- All staff, volunteers and governors have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people
- All staff and governors have read at least Part 1 of 'Keeping Children Safe in Education', current guidance (Sept 2021); volunteers and staff who do not work directly with children (such as the cleaning team) may read Annex A which is a condensed version of Part 1 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- All staff will sign a declaration annually to say that they have read the guidance at the start of the academic year
- We use the Bedford Borough Safeguarding Children Board escalation procedures if needed to raise our concerns about the way that a referral has been followed up by children's social care. http://bedfordscb.proceduresonline.com/chapters/p_reolution_disagree.html
- All staff are clear how they can escalate issues within our school to ensure the response to a safeguarding issue is agreed by everyone
- Access to information should be on a need to know basis and decided case by case
- Confidentiality is respected as far as possible but the child/young person's welfare is paramount

3.4 Recognising Abuse

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

The following sign and symptoms should be a reason to alert staff to possible safeguarding concerns, but it must be remembered that they do not necessarily indicate a safeguarding issue and could be signals of other environmental factors.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children/young person. The risk may be within their environment and may relate to risks outside of the home.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and young people and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.

A referral/notification of a safeguarding concern is made when risks/issues are identified. The Local Authority together with relevant partners will establish the threshold of risk and determine an appropriate response.

3.5   Signs and Symptoms
All staff have been trained to recognise symptoms and signs of abuse and neglect and some examples are included here:
- Physical Abuse: antisocial behaviour, finger marked bruising, withdrawn, low weight, anxiety
- Emotional Abuse: withdrawn, anxiety, lack of confidence
- Sexual Abuse: inappropriate use of language, anxiety, promiscuity, sexualised behaviour
- Neglect: withdrawn, low weight, bruising, unsuitable clothing, searching for food

3.5.1   Physical abuse
Physical abuse 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.

3.5.2   Emotional abuse
Emotional abuse is 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 children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child

participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

3.5.3   Sexual abuse

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (peer-on-peer abuse). Sexting is an example of peer-on-peer abuse. See Appendix 1 for specific guidance on Peer on Peer Abuse and Sexting.

3.5.4   Child Sexual Exploitation (CSE) – Statutory Definition

Child sexual exploitation is a form of child sexual abuse.
- It can be perpetrated by individuals, groups, males and females, and children or adults. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity and may be (but not exclusively)
  (a) in exchange for something the victim needs or wants, and/or
  (b) for the financial advantage or increased status of the perpetrator or facilitator.
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.
- It can be a one-off occurrence or be 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 can involve violence or threats of violence.
- The victim may have been sexually exploited even if the sexual activity appears consensual.
- Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Signs and Symptoms of CSE
- Acquisition of money, clothes, mobile phones etc without plausible explanation

- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

3.5.5 Neglect

Neglect is 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 caregivers); or
- Ensure access to appropriate medical care or treatment

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

3.6 Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities (SEND) or certain health conditions (see 3.7)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see 3.8)

- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

3.7 Special Educational Needs

Children with special educational needs or disabilities (SEND), and those with certain health conditions, can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration
- The potential for children and young people with SEND being disproportionately victimised and impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

3.8 Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff are given the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. The Designated Safeguarding Lead and Designated Teacher for looked after children and previously looked after children have details of a child's social worker and the name of the Virtual School head that looks after the child.

The Governing board must ensure that a designated teacher is appointed to promote the educational achievement of registered pupils who are looked after.

3.9 Peer on Peer Abuse (KCSIE, 2021)

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse, and includes Primary School aged perpetrators and victims. This is most likely to include, but not be limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence such as rape, assault by penetration and sexual assault
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Sharing of nude and semi-nude images, videos or live streams (also known as sexting or youth produced sexual imagery)
- Initiation/hazing type violence and rituals
- Exploitation of others by peers: criminal, financial, sexual

Priory Primary School has procedures to follow regarding peer on peer abuse (Appendix 1). These procedures aim to minimise the risk of peer on peer abuse and set out how allegations of peer on peer abuse will be investigated and dealt with**.**

The procedures take into account the different forms peer on peer abuse can take. Abuse is abuse and will not be tolerated or passed off as "banter" or "part of growing up".

Part 5 of KCSIE (Sept 2021) makes clear the following important factors:
- Children who are victims of sexual violence and sexual harassment will, in all likelihood, have their educational attainment adversely impacted by their stressful and distressing experiences; this will be exacerbated if the alleged perpetrator(s) attends the same school
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe

The procedures in Appendix 1 clarify
- How victims of peer on peer abuse will be supported
- Reflect our approach to youth produced sexual imagery
- Reflect the different gender issues that can be prevalent when dealing with peer on peer abuse
- Reflect how all children involved will be supported and worked with to reduce and prevent harm

At all times the child's wishes and feelings will be taken into account. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently before considering the action or punishment to be undertaken.

3.10   Serious Crime
All staff should be aware of the signs that children are at risk of, or involved in serious crime. These may include:
- Absence from school
- Change in friendships or relationship with older individual / groups
- Significant decline in performance
- Signs of self-harm / significant change in well-being
- Signs of assault or unexplained injury

Unexplained gifts or new possessions can also be signs that children are involved in gangs or criminal networks.

3.11   Online Safety
The Governing Board ensures the school has a holistic approach to online safety, including a clear policy on the use of mobile technology. The school ensures appropriate filtering and monitoring systems are in place. (See Appendix 2: eSafety, Social Media & Acceptable Use Policy)

Our school uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies. Parents may like to access this useful resource.
https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

3.12 Special Circumstances

The Bedford Borough Child Protection Procedures outline responses to special circumstances in child protection cases, which the school will follow for:

• Bullying	• Parental mental illness
• Child Sexual Exploitation (CSE)	• Parents with learning disabilities
• **Child Criminal Exploitation (3.12.2)** (CCE)	• Parents who misuse substances
• Domestic abuse	• Pregnancy
• Drugs (including County Lines)	• **Private fostering (3.12.4)**
• Fabricated or induced illness	• Self-harming and suicidal behaviour
• Faith abuse	• Sexually active children
• **Female genital mutilation (FGM) (3.12.1)**	• Spirit possession or witchcraft
• Forced marriage	• Trafficked and exploited children.
• Gangs, serious youth violence and violent extremism	• Young carers
• 'Honour'-based abuse	• Gender-based violence/violence against women and girls (VAWG)
• Information and communication technology (ICT)-based forms of abuse, including cyberbullying	• Hate
• **Missing from Education care and home (3.12.3)**	• **Preventing radicalisation (3.12.5)**
• **Not attending school (3.12.3)**	• Sexting
• Parental lack of control	• Relationship abuse

3.12.1 Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse.

Staff, volunteers and governors are or must be made aware that there is a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18 or is at risk of being carried out. Staff will not be examining children for signs of FGM. When staff are made aware through disclosure or seeing something they suspect may be due to FMG, they will follow the Home Office Mandatory Reporting procedures.
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

3.12.2 Child Criminal Exploitation (CCE)

Criminal exploitation of children is a geographically widespread form of harm. This can still be exploitation even if the activity appears consensual. 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) of the perpetrator or facilitator.

There may be criminal exploitation of children, which is centred within illegal / offending behaviour such as being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

- It can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- It can be perpetrated by individuals or groups, males or females, and young people or adults
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- It is a defined form of abuse where an individual or group takes advantage of a power imbalance to coerce, manipulate or deceive a child into 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
- It can happen online as well as in person

Our staff are informed about criminal exploitation and will be aware of this when considering behavioural changes and school absences.

County Lines is an example of Child criminal exploitation: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns). Children being coerced to carry drugs / involvement in County Lines should be considered victims. There does need to be safeguarding referrals on those felt to be involved / at risk. These have been determined as examples under Modern Day Slavery / trafficking legislation.

See detailed guidance in KCSIE Sept 2021 and the Home Office guidance: Criminal exploitation of children and vulnerable adults: County Lines
https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

3.12.3 School Attendance and Children Missing Education
Our school and the Governing Board will monitor attendance and patterns of attendance. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Staff must be aware of our school's children missing from education procedures. This includes children being absent within the school day. At Priory Primary School we follow the Bedford Borough guidelines for reporting a child missing education, and the Attendance Toolkit provided to schools by the Early Help and Intervention Team. These are available in the school office.

Our school endeavours to ensure that parents /carers provide at least two emergency contact numbers and these details are updated as required and at least annually.

3.12.4 Private Fostering

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Parents must inform the school of such arrangements and the school has a duty to inform the Local Authority.

3.12.5 Preventing Radicalisation

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. These fundamental values are woven into our curriculum.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

4.   Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

4.1   All Staff – Awareness and Understanding of Statutory Guidance

- Staff who work directly with children are expected to read at least part 1 of Keeping Children Safe in Education (KCSIE). Volunteers and staff who don't work directly with children, can instead read annex A of KCSIE (a condensed version of part 1)

- Staff who work directly with children are also expected to read annex B of KCSIE (about specific safeguarding issues)

- All staff will review this guidance at least annually and sign a declaration at the beginning of each academic year to say that they have done so.

All staff will be aware of:
- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding leads (DSL), the behaviour policy, the eSafety Policy (Appendix 2) and the safeguarding response to children who go missing from education

- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as peer-on-peer abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

- The importance of evaluate victims that they are being taken seriously and that they will be supported and kept safe

4.2   The Designated Safeguarding Lead (DSL)
Named DSL: Juliet Fraser
Deputy DSL: Paula Wakeling

The DSL is the person takes the lead responsibility for child protection, including support for other staff, volunteers and governors and information sharing with other agencies, developing policies and staff training. Our Deputy DSL is trained to the same level as the DSL. Our DSL will normally be the person who responds to allegations made against members of staff, volunteers or governors.

The DSL must be a senior member of staff with the authority and seniority to carry out functions of the role. The DSL cannot delegate this overall responsibility.

DSL Responsibilities

- Provide support and advice to all members of staff regarding child protection concerns

- Refer suspected abuse and neglect to the Integrated Front Door (IFD) previously known as MASH

- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, *Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted if Early Years /Play Providers /Childminders)

- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them

- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced, with teachers and other staff

- Ensure that all volunteers, governors and staff know how to raise safeguarding concerns and that those concerns are fully acted on to the satisfaction and understanding of the original referrer / person raising the issue

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- Keep the Head teacher informed about any issues that arise and agree the use of LSCB escalation procedures if needed (NB at Priory Primary, the DSL is the Head teacher; Deputy DSL is the Assistant Head teacher)
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Ensuring the relevant staffing ratios are met, where applicable
- Liaise with social care professionals / a child's social worker when responding to unauthorised absence or missing education where there are known safeguarding risks
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child/young person's child protection file is copied for the new educational establishment as soon as possible when a child or young person moves educational settings, and that this file is transferred securely and separately from the main pupil file
- Ensure that all staff, volunteers and governors receive appropriate and updated Child Protection and Safeguarding Training, and maintain training records
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004

* Channel is part of the Prevent programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being radicalised / exposed to extremist behaviour (Terrorism).

4.3 Teaching and Support Staff (and Volunteers)
It is the responsibility of all members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child young person or family that the DSL may have.

Education Staff Responsibilities
- To recognise that their observation / concern may contribute to establishing a picture of risk and that **all safeguarding concerns are relevant**
- To be **aware of the signs of abuse and neglect** and always act in the best interests of the child and young person
- To be aware that safeguarding incidents / behaviours can be associated with factors both within school, outside school and outside of the families, and can occur between children
- To engage in appropriate **child protection training** which is regularly updated
- To take part in **safeguarding training** as part of their induction in line with advice from the LSCB
- To be aware of, and use, the **systems within the school** which support safeguarding
- All staff, including Early Career Teachers (ECTs), and volunteers, receive initial training and ongoing training to equip them with a broad understanding of **mental health** needs appropriate to the age of the pupils in our school; staff are well-placed to recognise and report

behaviours that may suggest a child is experiencing mental health difficulties, but only a trained professional will make such a diagnosis

4.4   Governors

The Governing Board must have regard to the DfE guidance 'Keeping Children Safe in Education' and read it in its entirety, to ensure that the policies, procedures and training in the school are effective and comply with the law at all times. The Governing Board should also ensure there are clear systems and processes in place for identifying possible **mental health problems**, including routes to escalate and clear referral and accountability systems.

The Governors will:

- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the headteacher to account for its implementation

- Appoint a link Governor to monitor the effectiveness of this policy in conjunction with the full governing board

Named Safeguarding Lead Governor: Vera Grkinic / Kate Smith

The responsibilities of the Safeguarding Lead Governor include ensuring:

- A DSL has been appointed and trained
- Training for the DSL takes place every two years and that the DSL is kept abreast of developments and changes in law
- That sufficient time and resources are allocated to the DSL to carry out their role effectively
- All staff /governors/volunteers have received safeguarding training including induction training for all staff and at regular intervals
- The Single Central Record is accurate and up to date with records for teaching and non-teaching staff, volunteers and governors
- Numbers and trends of safeguarding issues are monitored
- Regular meetings with DSL
- The school's Child Protection and safeguarding policies are updated in line with legislation and annually
- Governing Board is informed about safeguarding regularly and provided with an annual report
- Support DSL and Headteacher in preparing for Ofsted and other inspections
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks and Section 128 checks

(This list is not exhaustive and governors can access an information sheet with more information about their role by contacting the Bedford Borough Governor Training & Development Co-ordinator, governorstraining@bedford.gov.uk and by reading 'Keeping Children Safe in Education, 2021).

The **Chair of Governors** will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate.

4.5 Temporary staff

Temporary staff, such as Supply Teachers, will be made aware of the safeguarding policies and procedures by the designated senior person, and are required to read our Quick Reference procedures document before entering the classroom.

4.6 Volunteers

All volunteers who come into school more than 3 times in a month will have an enhanced level DBS check.
Volunteers are required to read our Quick Reference procedures document before entering the classroom.

4.7 Safer Recruitment and Selection (see Appendix 3: Safer Recruitment Policy)

The school pays full regard to 'Keeping Children Safe in Education' (DfE 2021). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS). The Single Central Record (SCR) is maintained by the Office Manager and reviewed termly by the Designated Governor. The Office Manager includes checks for teacher prohibition and disqualification by association.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils. Governors have undertaken Safer Recruitment training, and the school undertakes that there will be at least one trained member of staff or Governor involved in **all** staff recruitment processes, and sit on the recruitment panel.

4.8 Staff Support

We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate

5 Child Protection Procedures and Information Sharing

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

Our school shares information lawfully and fairly having regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Information is held safely and securely. Staff and volunteers understand the importance of sharing information as early as possible. If staff or volunteers are unsure about whether or not to share information they understand that they must speak to the Designated Safeguarding Lead. Everyone understands that fears about sharing information will not be allowed to stand in the way of the need to protect the safety of children. This includes allowing practitioners to share information without consent.

5.1   You have a concern about a child / young person's wellbeing, based on:
- Something the child / young person / parent has told you
- Something you have noticed about the child/young person's behaviour, health, or appearance
- Something another professional said or did

If you think your concern is minor, use the Nagging Doubt form and pass to the Designated Safeguarding Lead, who may have, or may in due course receive more information that, together with what you know, represents a more serious worry about a child or young person.

It is never your decision alone how to respond to concerns, but it is <u>always</u> your responsibility to share concerns, no matter how small.

5.2   When to be concerned

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see 3.4 Recognising Abuse**
Generally, in an abusive relationship the child may:
- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

5.3   Dealing with a Disclosure

If a child discloses that they have been abused in some way, the member of staff / volunteer should:
Find out more
- Listen to what is being said without displaying shock or disbelief
- Listen, only asking questions when necessary to clarify, using open questions
- Accept what is being said
- Allow the child to talk freely
- Reassure them that what has happened is not their fault
- Stress that it was the right thing to tell
- Do not criticise the alleged perpetrator

Explain what happens next

- Reassure the child, but not make promises which it might not be possible to keep
- Do not promise confidentiality – it might be necessary to refer to Bedford / Northampton MASH team
- Explain what has to be done next and who has to be told (eg 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe')
- Make a written record (see below)

Pass the information to the Designated Safeguarding Lead without delay If the DSL is not available, inform their Deputy. If neither of these staff members is available, speak to another senior member of staff. **If there is no other member of staff available, you must make the referral yourself.**

5.4   Making a Written Record

Make a written record as soon as possible after the event, using the Record of Concern form available the School Office. If you cannot access the form, record on any piece of paper, noting:

- Name of child
- Date, time and place
- Who else was present
- What was said / What happened / What did you notice (speech, behaviour, mood, drawings, games or appearance)
- If the child or parent spoke, record their words rather than your interpretation
- Analysis of what you observed and why it is a cause for concern.

5.5   Making a Referral

The DSL may take advice from the Multi Agency Safeguarding Hub (MASH) and /or make a referral to MASH. The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family. There is a multi-agency submission form on the Bedford Safeguarding Children Board website. The child may be the responsibility of another local authority depending on their home address or legal status, but the MASH is still the first point of contact.
https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/are-you-worried-about-a-child/

5.6   Information Sharing

The DSL **shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

The DSL **informs parent that they have made a Child Protection referral**, if the parent does not already know, and if there is no reason not to let them know.

MASH may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure). In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

5.7   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.

- 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.

5.8   Ongoing Responsibilities

The DSL remains in close communication with other professionals around the child / young person and with the family, in order to share any updates about the child / young person.

If a child protection investigation is pursued, the DSL and other key school staff will:

- Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe
- Attend any strategy meetings/discussions in relation to the child
- Attend a child protection conference when invited and provide updated information about the child
- Attend any subsequent child protection review conferences
- Attend core group meetings and take an active role in the implementation of the protection plan

Where there is a safeguarding concern the Governing Body and School Leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide, with careful attention to enabling children to express their views and give feedback freely. Ultimately any systems and processes should operate with the best interests of the child at their heart.

6   Safe Practice at Priory Primary School

6.1 Visitors (including Tradespeople)

- All pupils will be able to recognise that an adult in school is 'safe' by the wearing of a lanyard or sticker
- In the case of large groups, such as parents attending Sharing Assembly, Visitor Stickers will be used instead
- Only adults with a full disclosure DBS certificate will be allowed to accompany groups of children around school, or on school educational visits
- Staff should be alert to strangers frequently waiting outside the school with no apparent purpose
- Children should not be collected by people other than their parents unless written notification has been received in advance
- Regular contractors who are carrying out work around the school building, unsupervised, should be subject to the same enhanced DBS checks as staff, volunteers and governors and the employing authority of the contractor should be prepared to make available employment checks on request

6.2   Mobile Phones
Priory Primary School has a 'No Mobile Phone' Policy which prohibits any member of staff or visitor to enter a classroom with a camera phone.

Parents are requested to keep mobile phones in their pockets or bags whilst dropping off and collecting pupils from the school playground.

The 'No Mobile Phone' Policy includes pupils.

Mobile phones will be collected from visitors and pupils and kept securely in the School Office

6.3   Collection of Pupils
Only adults who are authorised to collect children will be allowed to pick up after school, after clubs or within the school day for medical appointments, etc.

Consent forms and authorisation forms are given to all new starter pupils, and parents are prompted to update these annually.

Where no authorisation has been given, even in an emergency situation and even if the adult is known to school staff, they will be asked to wait whilst a member of school staff phones the parent to receive verbal permission.

6.4   Children Missing in Education
The Attendance and Admissions Officer and Head Teacher will follow procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

This includes:

- informing the local authority if a child leaves the school without a new school being named
- adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points
- if we are concerned that a child who is not attending school, is suffering from harm or neglect, we follow local child protection procedures, with respect to making reasonable enquiries
- making an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger

6.5 Prevent Duty

Staff receive Prevent training and 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 referral to the Channel programme. This would be after a referral to Integrated Front Door identifying this as a specific risk. https://www.gov.uk/government/publications/channel-guidance

6.6 Communication with Parents

Priory Primary School will

- Ensure that all parents have an understanding of the responsibilities placed on the school and staff for safeguarding children
- Display the Child Protection Policy on the school website
- Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.

6.7 Supporting School Provision

It is important that pupils learn to recognise when they are at risk and learn how to get help when they need it. We ensure that Safeguarding (including online safety – see below) is taught as part of our Curriculum.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

Other provision that supports this policy includes:

- PSHE and Citizenship Curriculum
- Relationships and Health Education
- School Nurse Check

6.8   Online and eSafety

eSafety is a significant component of the Computing curriculum for all pupils in years 1 to 6. Pupils also participate in e-Safety activities as part of a focused week every year. They are supported to maintain safe behaviours in their daily IT interactions, both in school and out.

We are able to access very high quality educational materials, community police visits and theatre productions which bring the issues of online bullying, on line safety, personal and password security.

See also the school's **e-Safety Policy and Acceptable Use Policy (Appendix 2)**

6.9   Positive Handling and the Use of Restraint

All members of school staff have a legal power to use reasonable force in exceptional circumstances, to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Further guidelines can be found in the DfE Use of reasonable force: Advice for Head teachers, staff and governing bodies (Reviewed July 2015).

In some circumstances, teachers and authorised members of staff will be asked to restrain, remove and de-escalate pupil behaviours using the Team Teach method, for which formal training is required and whose qualification needs renewing every four years. Where staff can anticipate that a pupil's needs or behaviour might give rise to the need to restrain, we work together with parents to agree the Risk Assessment and Action Plan.

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Head teacher immediately, in confidence. The Head teacher, in turn, will contact the Local Authority Designated Officer (LADO). If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.

See also the school's **Physical Restraint & Intervention Policy**

6.10   Staff Conduct

In order to protect children, young people and members of staff, we encourage staff, volunteers and governors to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:
- Being alone with the child
- Physical contact / restraint
- Social contact outside setting / appropriate boundaries
- Gifts and favouritism
- Behaviour management
- Intimate care
- Administration of medicine
- Safe use of technology (Security / Internet / mobile phones / digital images of children, etc)
- Appropriate use of social networking sites

7 Allegations Involving School Staff/Volunteers

Allegations of abuse can be made by children and by other concerned adults.

7.1 What is an allegation?

An allegation is any information which indicates that a person who works with children in either a paid or unpaid capacity, who may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Possibly committed a criminal offence not involving a child but which could have an impact on their suitability to work with children
- 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 that the member of staff/volunteer has contact within their personal, professional or community life.

7.2 How to deal with an allegation

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They 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.

Make 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 signed, dated and immediately passed on to the Head Teacher.

In some cases, where there is an allegation against someone not directly employed by the school (where the usual disciplinary procedures do not fully apply – such as agency supply staff), the same procedures for dealing with an allegation will apply. Specific guidelines are provided in KCSIE Sept 2021.

7.3 Organisation Responsibilities

- All allegations against staff (including agency supply staff) or volunteers should be immediately brought to the attention of the Head teacher
- If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors
- In all cases, **the Local Authority Designated Officer (LADO)** should be notified

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures, and know that such concerns will be taken seriously by the senior leadership team. 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's senior leadership team. (See Whistleblowing Policy)

7.4   The Head teacher will take the following actions:

- Ensure that the child or young person reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made
- Contact the LADO in Bedford Borough immediately
- Contact the parents/carers of the child/young person following advice from the LADO
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings

7.5   Suspension should be considered when:

- There is a cause to suspect a child or young person is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

For further information see:
HSCB Inter-agency Child Protection and Safeguarding Children Procedures (2010) Section 4.1 Managing Allegations Against Adults who work with Children and Young People.

8   Child Protection Training

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required.

All members of staff and school governors, undertake single-agency, basic awareness child protection training at least once every three years. In addition, the designated members of staff will undertake multi-agency training every two years.

Staff and governors receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This includes provision of links to relevant policy, research and national documents, eg County Lines.

Staff receive training about the safeguarding issues surrounding the internet and other online technologies. Our school provides briefings for parents/carers about good practice around using the internet and other IT technology to help them safeguard their children at home.

9   Implementation, Dissemination and Review of Policy

This policy is reviewed annually by the DSL and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and young people and taking into account their wishes and feelings in any measures our school may put in place to protect them.

All members of staff, volunteers and governors read and agree the child protection policy before the start of their employment/volunteering/governor role, and again each time there is a significant revision of the policy.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy are available in the following areas:

- **School website**
- **School office**
- **Staff room**

This Policy has been reviewed and adopted by the Governing Body on: 27/09/21		
Date:	*27ᵗʰ September 2021*	
Signed:	*Trevor Moisey*	**(Chair of Governors)**

Appendix 1 - Dealing with Peer on Peer Abuse

The procedures clarify
- How victims of peer on peer abuse will be supported
- Reflect our approach to youth produced sexual imagery
- Reflect the different gender issues that can be prevalent when dealing with peer on peer abuse
- Reflect how all children involved will be supported and worked with to reduce and prevent harm

Decisions should be made on a case-by-case basis

The response to reports of peer-on-peer sexual violence and sexual harassment will be decided on a case-by-case basis with the designated safeguarding lead (DSL) taking a lead role, supported by other agencies as required.

The following is effective practice outlined in part 5 of Keeping Children Safe in Education 2021. All references to paragraphs will be found within part 5 of this document.

Immediate response to a report

All staff should follow these steps to manage a report
- Do not promise confidentiality. Be clear about who you'll need to tell and why
- Reassure the child that they're being taken seriously and will be supported and kept safe
- Listen carefully, remain non-judgemental, and avoid leading questions
- Record the disclosure as soon as possible but try to avoid taking notes while the child is talking, so you can give them your full attention
- Record the facts as the child presents them – do not add your own opinion

If you think a child is in immediate danger or at risk of harm, don't delay taking action – make a referral to children's social care. If there is a reasonable suspicion that an offence has been committed, report it to the police.

If the DSL isn't involved in the initial report, inform them **as soon as possible**.

Where there has been a report of sexual violence, the DSL should make an immediate risk and needs assessment, considering:
- The victim, especially their protection and support
- The alleged perpetrator
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. Risk assessments will be recorded and kept under review.

The DSL will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it's likely that professional risk assessments by social workers or sexual violence specialists will be required. The DSL will use these assessments to inform our school's approach and update our own risk assessment.

Response to a report of sharing of nude or semi-nude imagery

Any incident involving the sharing of nude or semi-nude imagery must be reported immediately to the DSL. Staff should explain that they need to report the incident, and reassure the pupil(s) involved that they will receive help and support from the DSL.

Staff **must not**

- View, copy, print, share, store or save any imagery reported to you – if staff view the imagery by accident, this should be reported to the DSL

- Delete the imagery reported, or ask a pupil to delete it

- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)

- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved

Managing reports

The DSL is likely to be the most appropriate person to advise on the school's response to the report. How the report is managed, including when to inform the alleged perpetrator, will depend on a number of important considerations, which are outlined in Section 5 KCSIE (Sept 2021). Where a report is going to be made to children's social care and/or the police, as a general rule the school should speak to the relevant agency to discuss next steps and how the alleged perpetrator will be informed.

There are 4 likely scenarios to consider when managing reports:
  1. Manage internally, where this is considered appropriate in the circumstances, and early help or statutory interventions are not required
  2. Early help, as outlined in chapter 1 of Working Together to Safeguard Children, where statutory interventions are not required
  3. Referrals to children's social care, where a child has been harmed, is at risk of harm, or is in immediate danger
  4. Reporting to the police (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made

Where scenarios involve working with children's social care, the school should not wait for the outcome of an investigation before protecting the victim and other children – the DSL (or deputy) should work closely with children's social care to ensure the school's actions do not jeopardise a statutory investigation. There should be immediate consideration for safeguarding the victim, alleged perpetrator and all other children.

You can find further information in paragraphs 451 to 454.

Ongoing response
The victim
How we support the victim will depend on:
  - The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
  - The needs and wishes of the victim

You should also be aware that victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged.

Further guidance on how to support the victim can be found in paragraphs 455 to 462.

The alleged perpetrator

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator with an education and safeguarding support and implementing disciplinary sanctions.

Your school should consider support (and sanctions) on a case-by-case basis, considering:

- The age and developmental stage of the alleged perpetrator
- The nature of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator may have

Further guidance on supporting the alleged perpetrator can be found in paragraph 463.

Appendix 2 – e-Safety, Social Media and Acceptable Use Policy

Purpose

This policy sets out the roles, responsibilities and procedures for the acceptable, safe and responsible use of all technologies in order to safeguard adults and children within our school setting. It also explains the procedures for dealing with unacceptable or misuse of technology by adults and children. An additional document is available for support and guidance in these matters beyond the school setting.

The use of the internet as a tool to develop learning and understanding is now an integral part of school life. There will always be risks in using any form of communication which lies within the public domain, therefore it is imperative that there are clear rules, procedures and guidelines to minimise those risks whilst using technology. Those risks include:

- Spam, advertising and other inappropriate emails and pop-ups
- Groomers pretending to be someone younger than their true age
- Illegal activities of downloading, sharing or copying copyright materials
- Viruses and Trojan horses
- Cyber-bullying
- Online content which is abusive or pornographic

It is important that all adults are clear about and understand reasons for appropriate procedures (e.g. only contacting pupils about homework via school email addresses not personal ones) so that they are safeguarded against allegations or misunderstandings. Whilst Priory acknowledges a responsibility to endeavour to safeguard against all risks, we may never be able to completely eliminate them; any incidents that may arise will be dealt with quickly and according to policy to ensure that pupils and staff are protected to the best of our ability. As part of the Children's Act, it is the duty of schools to ensure that pupils are protected from potential harm both within and beyond the school environment. Therefore, the involvement of pupils, parents and carers is vital to us in fulfilling this role and we actively encourage them to attend additional presentations and information sessions as well as reading our policy and guidance notes so that they can make good judgements when using technology.

The term e-safety is used to encompass the safe use of all on-line technologies in order to protect people from both potential and known risks. When joining our school, parents/carers and pupils are asked to support our policies by signing the Acceptable Use Rules. This is intended to support them both within the school environment and beyond. We hope that parents/carers will be involved in raising future amendments or updates to these as technology progresses, in order to reflect any potential issues they see. Downloading and using of images and music files within school needs to be fit for purpose and appropriate to the task. Copyright rules should be adhered to. File-sharing needs to be done through a medium with an appropriate amount of security for the given information.

Misuse of technology

The school council and staff will be actively involved in discussing the acceptable use of technology and the rules for misusing them. All staff and children are taught and encouraged at Priory to consider the implications of misusing technology (both viewing and posting) and the legal implications that this can lead to.

Consequences –

- Any child found to be misusing technology by not following the Acceptable Use Rules will have a letter sent home to parents/carers explaining the reason for suspending the pupil's use for a particular session.
- Further misuse of the rules will result in not being allowed access to the internet for a determined period of time and another letter will be sent home.
- Where a pupil is deemed to have misused technology against another person, a letter will be sent home outlining the breach according to the Child Protection Policy.

- Any adult found to be misusing technology will be subject to the conditions of their contract and may face disciplinary procedures.
- In the event of accidental access to inappropriate material, this needs to be reported to the e-safety officer or other adult and recorded in the e-safety incident log. All staff and pupils at Priory are reminded to hide the screen immediately if inappropriate material becomes visible.

Internet Use

At Priory we teach our pupils how to use the internet safely and responsibly for researching information, exploring concepts, deepening knowledge and understanding and communicating effectively. We encourage everyone at Priory to feel secure using the internet in a safe and responsible manner. This means that both pupils and staff are trained and expected to use the internet appropriately and safely. By the end of Year 6 the following skills, concepts and competencies will have been covered through ICT, PSHE and during other sessions in the curriculum.

- Making good judgements about websites and received emails
- Risks of opening strange emails – viruses, Trojan horses and groomers
- Where to find information/advice about safe resources
- Copyright and plagiarism – what they are and why they are important
- File-sharing, viewing and downloading of illegal content
- Uploading safely
- Where to report abuse
- Internet literacy (safe searching, navigating and filtering).
- Personal Safety

If a member of staff is believed to have misused the internet in an abusive or illegal manner, a report must be made to the head teacher immediately and the Allegations Procedure and the Child Protection Policy must be followed in dealing with this misconduct (including notifying all appropriate authorities)

Acceptable Use

Staff members have access to the school network and can access age appropriate resources for their classes. They have their own storage areas for saving and managing their resources. These are all password secured, as is access to filtered internet services. Security information should not be disclosed to any pupils, computers should not be left logged on and must be locked if left unattended whilst in use. Personal technology should not be used to share school information during working hours, whether on site or away.

Internet user rules which each parent/carer and child sign on admission to the school detail how pupils are expected to use the internet and other technologies within school and other settings (including downloading and printing of materials). The rules are there so that pupils understand what is expected of their behaviour and attitude when accessing the internet, which then enables them to take responsibility for their own actions. This includes the deliberate searching or sending of inappropriate materials and the consequences for doing so.

Responsibility and Agreement

Each pupil receives a copy of the Acceptable Use Rules on first-time entry to the school which need to be read with the parent/carer, signed and returned to school, confirming both an understanding and acceptance of the Priory rules. Pupils are reminded of this regularly. It is expected that parents/carers will explain and discuss the rules with their child. The school maintains a record of the signed forms.

All staff receive a copy of this policy on admission, each time it is updated and at any time that they sign for equipment on loan. The Acceptable Use Rules are also displayed in the staff room and the ICT suite as a reminder that staff need to safeguard against potential allegations.

Volunteers are expected to follow the same acceptable rules as all paid school staff.

Mobile phones and other mobile technology

The use of mobile phones and other handheld technology is not permitted while working with children and during working hours. The only exceptions to this are during emergency situations either in school or on a trip, with permission from the trip leader. Staff members are not allowed to use their personal numbers to contact pupils under any circumstances. We aim to educate our pupils and staff in understanding the use of a public domain and the consequences of misusing it, including the legal implications and law enforcement. Children permitted to bring mobile phones into school (upper KS2 only) are required to leave them at the office during school hours.

School Email and Social Media

Every pupil from Year 2 onwards receives a Priory secure email address. This is to be used for correspondence within the Priory community and for learning to use email safely and responsibly. These logons enable secure introduction to the use of social media through chatrooms with adult verification, alongside secure access to e-twinning and e-pals sites.

Every member of staff receives a secure Priory email address for communication within the Priory community and for work correspondence purposes. This also enables the use of Google Classroom as a teaching, learning and communication tool.

Personal Safety

Everyone is encouraged to observe personal safety rules when accessing technology. The following information should be withheld when accessing unrestricted/unsecured social media, emails and websites:

- Full name
- Address
- Photograph
- Email address
- School name
- Clubs attended
- Age or DOB
- Names of parents or friends
- Routes to and from school
- Other identifying information

Photographs should only be uploaded with approval from a member of staff and should only contain something acceptable in 'real life'. Images should be stored In line with the school data protection and confidentiality policies.

Videos and photographs

Photos taken by school members should be for the benefit of parents, school documentation, displays and school media only. Photos should be stored in the Priory Photo Bank in the common area or on the staff drive.
The sharing of images via the school website, twitter and other mediums on line will only occur if permission has been given by a parent/carer or member of staff. Any individual photographs or video clips uploaded should not be named. Group photos may be. No images should be taken of individuals in compromising positions or clothing e.g. swim kit.
The word image refers to any video or photographic footage, regardless of the medium used.

Filtering and safeguarding measures

The E2BN broadband connectivity has a filter system which is set at an age appropriate level so that inappropriate content is filtered. All filtering is set to 'no access' within any setting and then controlled via

- Portal control (controls filtering at local site level) which controls individual access to the internet. (This also links to the E2BN criteria Schedule 11 of level four site filtering to qualify for access to broadband services.)
- Level one EMBC standard basic minimum adult policy
- Level two EMBC standard senior pupils' policy
- Level three EMBC standard younger pupils' policy
- Level four EMBC standard young pupils

This complies with the agreed connectivity legalities with E2BN and also ensures our younger audiences are not exposed to unnecessary risks, e.g. a blanket level two is inappropriate for a primary school. Anti-virus and anti-spyware software (McAfee) is used on all network and stand-alone PCs and laptops and is updated on a regular basis. A firewall ensures information about our school and its users cannot be accessed by unauthorised users. The Children use a search engine which is age appropriate (paws explore) and are taught not to share passwords. Google access is password protected and only accessible within the school network.

Monitoring
The e-safety leader and a member of the leadership team will monitor the use of on-line technology at Priory on a regular basis. Network managers do not have overall control of network monitoring. All teachers will monitor the use of technology by their own class. Parents requesting help with internet safety should be directed to the Childnet International resources 'KnowITall for parents'. (http://www.childnet-int.org.uk/kia/parents/cd/) in order to help them understand key messages and raise their awareness. The school will send out internet safety on an annual basis to keep parents/carers up to date. Parents without home internet access will also be given appropriate advice.

Equal Opportunities and Links to Other Policies
Refer to the Behaviour and Discipline Policy for procedures in dealing with any potential bullying incidents via any online communication.
Refer to Allegation Procedures in order to deal with any incidents that occur as a result of using personal mobile technologies which may result in an allegation of misuse or misconduct being made by any member of staff or a pupil about a member of staff. Allegations should be reported to the head teacher immediately, or to the chair of governors in the event of the allegation being about the head teacher.
The DCFS White Paper clearly states that no personal equipment belonging to staff should be used when contacting pupils about homework or any other school issues either in or beyond school and that any such action should be dealt with. We follow this information to protect our staff members from potential allegations of misconduct by a child or parent/carer. Please refer to the Child Protection Policy for the correct procedure in the event of a breach of child safety and inform the designated child protection officer within school immediately.

PSHE
We link the teaching and learning of e-safety with our PSHE curriculum by ensuring that the key safety messages are the same whether the pupils are on or off line engaging with other people.

School Website
The uploading of images to the school website will be subject to the same acceptable rules as the uploading of images to any personal online space. Permission is always sought from the parent/carer prior to the uploading of any images. The school will consider which information is relevant to share

with the general public on a website and use secure areas for information pertaining to specific audiences.

External Websites
In the event of a member of staff finding themselves on an external website as a victim, they are encouraged to report incidents to the head teacher and union, using the reporting procedures for monitoring.

Disciplinary Procedures for All School Based Staff
In the event that a member of staff may be seen to be in breach of behaviour and good conduct through misuse of online technologies, this policy outlines the correct procedures for ensuring staff achieve satisfactory standards of behaviour and comply with the rules of the governing body.

Appendix 3 – Safer Recruitment

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:
> Verify their identity

> Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

> Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

> Verify their mental and physical fitness to carry out their work responsibilities

> Verify their right to work in the UK; We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

> Verify their professional qualifications, as appropriate

> Ensure they are not subject to a prohibition order if they are employed to be a teacher

> Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK. Where available, these will include:

   o   For all staff, including teaching positions: criminal records checks for overseas applicants

   o   For teaching positions: obtaining a letter of professional standing from the professional regulating authority in the country where the applicant has worked

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

The references requested will ask specific questions about the suitability of the applicant to work with children.

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

> We believe the individual has engaged in relevant conduct; or

> The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or

> The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and

> The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work unsupervised at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

> An enhanced DBS check with barred list information for contractors engaging in regulated activity

> An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.
We will not keep copies of such checks for longer than 6 months.
Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:
> Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
> Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
> Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
> Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

All governors will also have a section 128 check (as a section 128 direction disqualifies an individual from being a maintained school governor).