



ST BERNARD'S PREPARATORY SCHOOL

CHILD PROTECTION AND SAFEGUARDING POLICY

Pentecost 2018

St Bernard's Preparatory School

Child protection and safeguarding policy

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Child Protection Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Designated Safeguarding Lead

Mr N Cheesman..... Date:.....

Deputy Designated Safeguarding Lead

Mrs S Bascombe..... Date:.....

Head of Pre-Prep

Ms A Underwood..... Date:.....

Nominated Governor

Ms A-M McIntosh..... Date:.....

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

DSL refers to the Designated Safeguarding Lead at the school

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Policy statement and principles

This policy is one of a series in the school's integrated safeguarding portfolio.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- staff and governors will be involved in policy development and review
- policies are reviewed annually, or earlier if required e.g. an incident or new legislation or guidance suggests the need for an interim review.

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. We teach children how to keep themselves safe at home, online, in school and within the wider community.

The procedures contained in this policy apply to all staff, peripatetics, volunteers, Governors and Trustees. They are consistent with those of the local safeguarding children board (LSCB).

Policy principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm

- Children and staff involved in child protection issues will receive appropriate support
- St Bernard's Preparatory School recognises its responsibility to discuss with Social Care/ Social Services or the Police any significant concerns about a child or young person which may indicate:
 - physical abuse
 - emotional abuse
 - sexual abuse
 - neglect

in accordance with the LSCB procedures. These concerns cannot be kept confidential.

St Bernard's Preparatory School also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse.

St Bernard's Preparatory School will ensure that parents have an understanding of the responsibility placed on staff for safeguarding children by setting out its obligations in the school prospectus.

Policy aims

- To ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare
- To ensure all staff are aware of their statutory responsibilities with respect to safeguarding
- To ensure staff are properly trained in recognising and reporting safeguarding issues
- To provide a clear statement of the school's responsibilities in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles with regard to safeguarding

Safeguarding legislation and guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to 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](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

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

We also refer to:

- The Teacher Standards 2012
- What to do if you're worried a child is being abused 2015

This policy applies to all staff (teaching and non-teaching), governors and volunteers, temporary and supply/visiting staff working in the school. It is reviewed annually by the Governing Body, and is in line with the expectations of ISI which inspects safeguarding arrangements as part of the school's Leadership and Management and the requirements of the (Local) Safeguarding Children Board (LSCB).

Roles and responsibilities

All schools should appoint a member of the senior leadership team to coordinate child protection arrangements.

Key personnel

The Designated Safeguarding Lead (DSL) for child protection is Mr N Cheesman

Contact details: email: headteacher@stbernardsprep.org tel: 01753 521821

The Deputy Designated Lead is Mrs S Bascombe

Contact details: email: sbascombe@stbernardsprep.org tel: .01753 521821

The nominated child protection governor is Ms A-M McIntosh

Contact details: email: mcintosh@nores.org.uk

The Head Of Pre-Prep is Ms A Underwood

Contact details: email: aunderwood@stbernardsprep.org tel: 01753 521821

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with regular updates
- acts as a source of support and expertise to the school community
- has a working knowledge of LSCB procedures
- makes staff aware of LSCB training courses and the latest policies on safeguarding
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged on, but kept separate from, the child's general file
- refers cases of suspected abuse to children's social care or police as appropriate
- ensures that when a child leaves the school, their child protection file is passed to the new school (separately from the main child file and ensuring secure transit) and confirmation of receipt is obtained
- attends and/or contributes to child protection conferences
- coordinates the school's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies including the LSCB
- ensures that the child protection policy and procedures are reviewed and updated annually liaises with the nominated Governor and Headteacher (where the role is not carried out by the headteacher) as appropriate
- makes the child protection policy available publicly, on the school's website or by other means.
- ensures all staff are kept up to date with changes in guidance
- keeps a record of all staff attendance at child protection training
- arrangements to ensure that all temporary staff and volunteers are made aware of the school's safeguarding children provision

The Deputy Designated Safeguarding Lead:

Is trained to the same level as the DSL and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

The Headteacher:

- ensures that the Safeguarding Children Policy and Procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and Deputy to carry out their roles effectively, including the assessment of children and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Whistleblowing Policy
- ensures that children's safety and welfare is addressed through the curriculum.

Staff code of conduct

It is compulsory that all new and current staff read and understand Part one of *Keeping Children Safe in Education (DfE 2016)*. All current and new staff must also read and understand KCSIE Annex A. This is a compulsory element of our induction safeguarding training. These documents are available on the safeguarding board in the staff room.

All staff must:

- treat all pupils with respect
- set a good example by conducting ourselves appropriately
- involve pupils in decisions that affect them
- encourage positive, respectful and safe behaviour among pupils
- be a good listener
- be alert to changes in children's behaviour and to signs of abuse, neglect and exploitation
- recognise that challenging behaviour may be an indicator of abuse
- read and understand the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues including KCSIE (DfE 2016) and Annex A
- be aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of abuse
- refer all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care

Please refer to the Staff Conduct, Grievances and Discipline Policy within the Safeguarding Portfolio and the Code of Conduct included in the Staff Handbook.

Mobile Phones

Mobile phones are not permitted to be used at any time in the classroom. Mobile phones may only be used in the staff room and school office. At all times, when in the classroom, mobiles must be switched off. Mobile phones should not be used to take photos of children for assessment purposes; all classes are issued with a digital camera/iPad for this purpose. If staff fail to follow this guidance, disciplinary action will be taken in accordance with our School disciplinary policy.

Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003 it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

The school's Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

Children missing education

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Whistleblowing

Staff who are concerned about the conduct of a colleague towards a pupil are placed in a difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy, part of the Safeguarding Portfolio, enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors. Staff may also report their concerns directly to children's social care or the police if they believe direct reporting is necessary to secure action.

Allegations against staff

When an allegation is made against a member of staff, our set procedures must be followed. The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in the school's Allegations of Abuse Against Staff Policy.

Allegations concerning staff no longer employed by the school, or historical allegations will be reported to the police and to the DBS or NTCL (now Teaching Regulation Agency (TRA)).

Staff training

All staff new and current must read and understand the Staff Code of Conduct outlined in the Staff Handbook, which clearly explains the school's policy on whistleblowing, acceptable use of IT, staff/pupil relationships and communication including the use of social media. The Staff Handbook can be found in the staff room. All staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. St Bernard's Preparatory School's training is delivered on an annual basis for all staff.

New staff and Governors will receive a briefing during their induction, which includes the school's Child Protection and Safeguarding Policy, reporting and recording arrangements, expected standards of behaviour for all staff at St Bernard's Preparatory School and details of the DSL. All staff, including the DSL, Headteacher (unless the Headteacher is the DSL) and Governors will receive training that is regularly updated as required, but at least annually. All staff will also receive safeguarding and child protection updates via email and staff meetings throughout the year.

Safer recruitment

Our school complies with the requirements of *Keeping Children Safe in Education (DfE 2016)* and the LSCB by carrying out the required checks and verifying the applicant's identity, qualifications, prohibitions, disqualification by association and work history. The school's Safer Recruitment Policy and Procedures set out the process in full and can be found in the Safeguarding Portfolio.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's Child Protection and Safeguarding Policy and identification of their child protection training needs. All staff sign to confirm they have received a copy of the Safeguarding Children Policy.

Trainee teachers will be checked by the training provider, from whom written confirmation will be obtained.

The school maintains a Single Central Record of recruitment checks undertaken.

Volunteers

Volunteers, including Governors will undergo checks commensurate with their work in the school, their contact with children and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised.

Contractors

The school checks the identity of all contractors working on site and requests DBS with barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised during the schools day.

Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations. The headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site on behalf of our school we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Staff/pupil online relationships

Mobile phones and computers are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations online, webcam filming, photography or face-to-face meetings. The St Bernard's Preparatory School's ICT Policy explains how we try to keep children safe online. Cyber-bullying by children, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our Anti-Bullying Policy and Procedures. Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school.

Child protection procedures

Recognising abuse

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Abuse may be committed by adult men or women and by other children and young people. To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Keeping Children Safe in Education (DfE 2016) refers to four categories of abuse. These are set out in Appendix 1 along with indicators of abuse.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. The policy is part of the safeguarding portfolio.

Taking action

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

Peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse can take many forms, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- sexually harmful behaviour/sexual abuse such as inappropriate sexual language, touching, sexual assault
- sexting, including pressuring another person to send a sexual imagery or video content
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

At our school, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them.
- Assemblies are used to provide a moral framework outlining acceptable behaviour and stressing the effects of bullying.
- RE and PSHE are used to reinforce the message through stories, role play, current affairs and other suitable activities.
- Staff will endeavour always to create surroundings where everyone feels confident and at ease in school.
- We will ensure that the school is well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the DSL immediately. They will then be investigated and dealt with as follows.

- Information gathering – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- Decide on action – if it is believed that any young person is at risk of significant harm, a referral will be made to children's social care. The DSL will then work with children's social care to decide on next steps, which may include contacting the police.
- Inform parents - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care and/or the police before parents are contacted.

Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

Sexting

There is no accepted definition of 'sexting' but most professionals agree that it refers to the sending or posting of sexually suggestive images, including nude or semi-nude photographs of a person under 18 years of age, via mobiles or over the internet. The UKCCIS advice document refers to this as 'youth produced sexual imagery'.

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded and the police will investigate. This may include seizure of devices and interviews with the young people involved.

Children and sexually harmful behaviour

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's Anti-Bullying Policy where necessary. However, there will be occasions when a child's behaviour warrants a response under child protection rather than anti-bullying procedures.

Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a child's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

If you are concerned about a child's welfare

There will be occasions when staff may suspect that a child may be at risk. The child's behaviour may have changed, their artwork could be bizarre, and they may write stories or poetry that reveal confusion or distress, or physical signs may have been noticed. In these circumstances, staff will try to give the child the opportunity to talk and ask if they are OK or if they can help in any way.

Staff should use the welfare concern form (Appendix 4) to record these early concerns. If the child does reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the child, if the member of staff has concerns, they should discuss their concerns with the DSL.

If a child discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a child talks to a member of staff about any risks to their safety or wellbeing, the staff member will, at the appropriate time, let the child know that in order to help them they must pass the information on to the DSL. The point at which they tell the child this is a matter for professional judgement. During their conversations with the children staff will:

- allow them to speak freely
- remain calm and not overreact
- give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings, or what does the child’s mother think about it
- at an appropriate time tell the child that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort
- avoid admonishing the child for not disclosing earlier. Saying things such as ‘I do wish you had told me about this when it started’ may be interpreted by the child to mean that they have done something wrong
- tell the child what will happen next
- report verbally to the DSL even if the child has promised to do it by themselves
- complete the Welfare Concern Form (Appendix 4) and hand it to the DSL as soon as possible
- seek support if they feel distressed.

Notifying parents

The school will normally seek to discuss any concerns about a child with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the child. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children’s social care and/or the police before parents are contacted.

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupils and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL, Headteacher or Chair of Governors (as appropriate). The latter will decide who else needs to have the information and they will disseminate it on a ‘need-to-know’ basis.

However, following a number of cases where senior leaders in school have failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2016)* emphasises that any member of staff can contact children’s social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Headteacher.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's Confidentiality Policy is available to parents and pupils on request and is contained in the Safeguarding Portfolio.

Referral to children's social care

The DSL will make a referral to children's social care if it is believed that a child is suffering or is at risk of suffering significant harm. The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the DSL, Deputy DSL, Headteacher or Chair of Governors are all unavailable
- they are convinced that a direct report is the only way to ensure the child's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

Responding and Referring:

- Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the DSL without delay.
- In accordance with local inter-agency procedures, the agreement of the child's parent for an external referral should normally be sought where possible. However, if it is felt that seeking any such agreement would increase the level of risk of harm to the child, the matter will be discussed with Social Care/ Social Services and their advice sought first. This must not contribute to a delay in making a referral.

- St Bernard’s Preparatory School will ensure that the relevant social worker is notified if there is an unexplained absence of any child who is currently subject to a child protection plan. When discussing concerns in respect of a child who is Looked After by the Local Authority the child’s named social worker must be informed.

Contact details for a referral

Local Slough Support Services

- Early Help in Slough
- Early Help Advisors 01753 476589
- Adriana Lozano 01753 875658 07714 639249 adriana.lozano@slough.gov.uk
- Selina Ward 01753 476582 07525 866648 selina.ward@slough.gov.uk
- Slough Social Duty (MASH) 01753 875591/875362/690740
- Out of hours 01344 786543
- LADO 01753 474053 Nicola Johnstone LADO@slough.gcsx.gov.uk
- Police 101
- Berkshire Child Protection Procedures
<http://berks.proceduresonline.com/chapters/contents.html>
- Slough Local Safeguarding Board
www.slough.gov.uk/slsqb

Sexual exploitation of children

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child’s physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation in the PSHE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse. All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Honour-Based Violence

‘Honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. In England, Wales and Northern Ireland, the practice is a criminal offence under the Female Genital Mutilation Act 2003. The practice can cause intense pain and distress and long-term health consequences, including difficulties in childbirth. FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female children about going on a long holiday during the summer vacation period.

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse. In England and Wales the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the

marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a child about being taken abroad and not be allowed to return to England.

Radicalisation and Extremism

The government defines extremism as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form and schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to help to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting fundamental British Values as part of PSHE (personal social health education) in Schools (2014).

We also refer to:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf for guidance on promoting British values.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. We follow the guidance issued by Slough's LSCB.

Where a member of staff becomes aware that a child may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

Related safeguarding portfolio policies

This policy should be read alongside our other safeguarding policies, which are set out in Appendix 2.

Special Circumstances

Looked after children

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Applies to

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Documents

Whistleblowing Policy, Staff Induction, Training and Development Policy, Staff Conduct, Discipline and Grievance Policy, Staff Handbook, Lost and Uncollected Children Policy, PSHE, Anti-Bullying Policy, Safety and Supervision Procedures, Safer Recruitment Policy and Procedures, Confidentiality Policy.

Availability

This procedure is made available to parents, staff and pupils on the St Bernard's Preparatory School website: www.stbernardsprep.org, and in the School Prospectus. It is also made available to parents or guardians of pupils on request to the school office, during the school day, or by e-mail: info@stbernardsprep.org

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster. The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____

Review date: Pentecost 2019

Appendix 1: *Keeping Children Safe in Education (DfE 2016)* - four categories of abuse.

Four categories of abuse

Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused, neglected or exploited may:

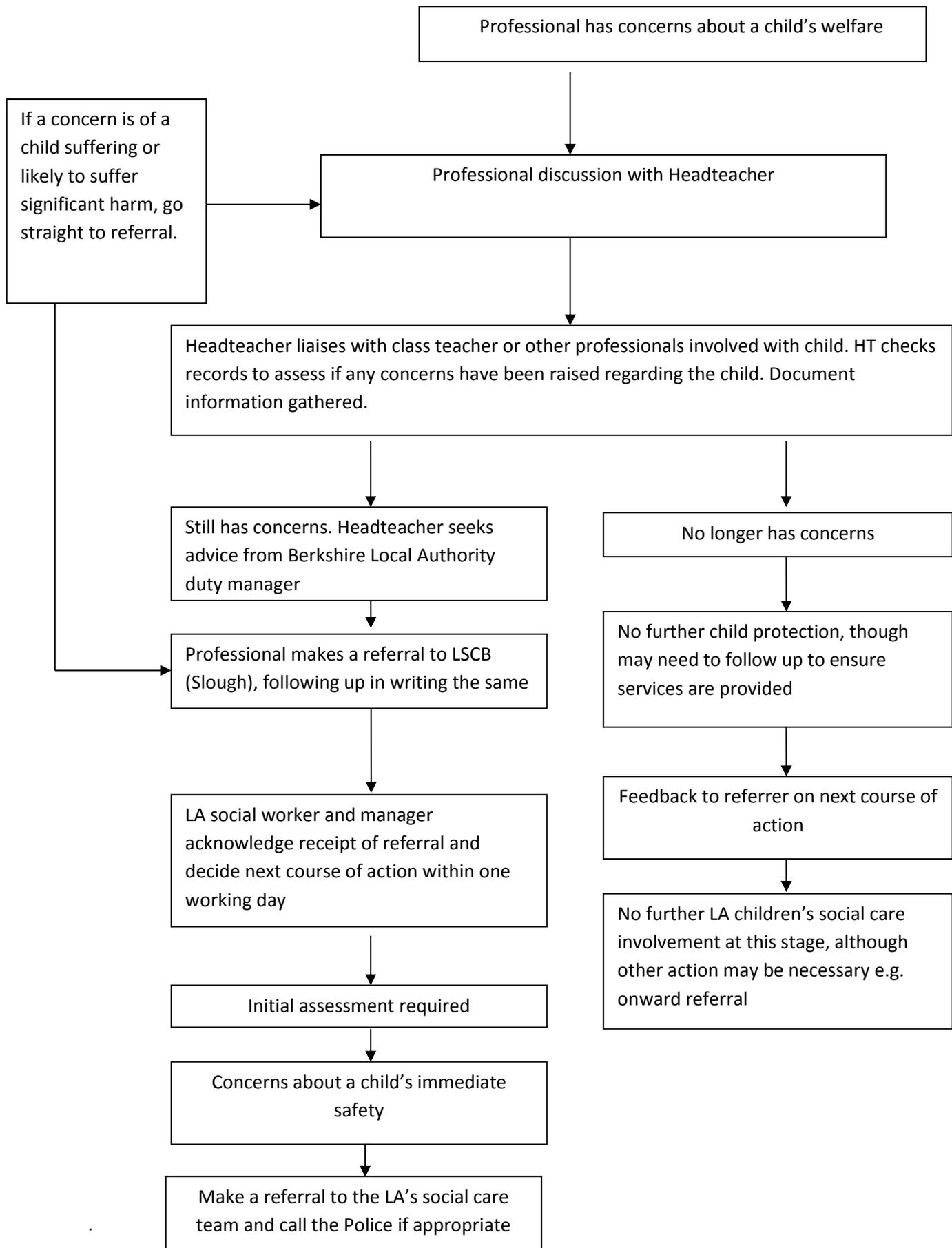
- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age
- acquire gifts such as money or a mobile phone from new 'friends'.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed.

Appendix 2: Related Safeguarding policies and procedures

- Staff Conduct, Discipline and Grievance
- Physical intervention and the use of reasonable force
- Behaviour
- Personal and intimate care
- Complaints
- Anti-bullying
- Physical contact
- Safer Recruitment
- Whistleblowing
- SEND Portfolio
- EYFS Portfolio
- Safety and Supervision
- Lost and uncollected children
- Allegations of Abuse against Staff
- ICT Portfolio
- Confidentiality
- Induction, Training and Development
- Staff Handbook

Appendix 3: Safeguarding children – quick referral flowchart



Appendix 4: Welfare Concern Form

Form to be completed by an adult with a Safeguarding Concern and passed immediately to the DSL and Headteacher or in the absence of the Headteacher to the Designated Safeguarding Governor.

FULL NAME OF PUPIL:	DATE LOGGED: CLASS:	CONCERN LOGGED BY:
Give details of the nature of your concern. Please include timings if possible.		
Action taken-designated person/deputy designated person to complete, sign and date.		
Signed:	Date:	

Appendix 4: CHILDREN MISSING IN EDUCATION FORM FOR LOCAL AUTHORITY

An interim measure to be used when leavers or starters occur mid-term in lieu of the planned electronic exchange of information (2016-17).

See the Safeguarding Portfolio.

[..\SAFEGUARDING\CHILDREN MISSING EDUCATION CME 030317 TBROWNE LA MEETING APPENDIX TO CHILD PROTECT AND SF POLICY PD.pdf](#)