



CHILD PROTECTION AND SAFEGUARDING POLICY (including radicalisation and extremism)

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Sarah Woodham (updated)	October 2018	October 2019	Yes

As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principals and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools' policies include the Pixie class (Shillington) and the before and after school club (Stondon).

Head Teacher:

Date:

Chair of Governors:.....

Date:

Purpose

At Shillington Lower school and Stondon Lower school we recognise:

1. Our statutory duty under Section 175 of the Education Act 2002 to ensure that arrangements are in place for safeguarding and promoting the welfare of children.
2. Our duty under the Children Act 2004 to work together with other organisations and partners in order to achieve this, and Our Common Law duty to protect and keep children safe whilst in our care.
3. Our statutory duty Section 26 of the Counter Terrorism and Security Act 2015 places a duty upon Local Authorities and all specified settings including Schools in the exercise of their functions to have “due regard to the need to prevent people from been drawn into terrorism”. It is applied to bodies in the UK who have significant interaction with people vulnerable to radicalisation
4. We fully acknowledge our responsibilities for child protection (including radicalisation and extremism) and recognise that through our day to day contact with children, school staff are well placed to identify signs of risk and harm.
5. 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.
6. We will make all parents/carers aware of the role and responsibilities of the schools with regards to safeguarding and promoting welfare and of the existence of this Child Protection (including radicalisation and extremism) and Safeguarding Policy by making it available on the schools’ website, signposting to the full policy in the schools’ prospectus and displaying it in the schools. A copy of this policy will be made available to parents/carers upon request.

Legal Responsibilities and the Laws

Children’s Act 1989

Children’s Act 2004 (did not replace 1989)

Children and Families Act 2014

Serious Crime Act 2015

Modern Slavery Act 2015

The safeguarding vulnerable groups act 2006 – safer recruitment

Guidance

Working together to safeguard children (March 2015 with an update February 2017 to add the definition of child sexual exploitation)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Keeping Children safe in Education – statutory guidance for schools and colleges (September 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

What to do if you’re worried a child is being abused – advice for practitioners (March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Information Sharing – Advice for practitioners (March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf

Guidance for safer working practice for those working with children and young people in education settings October 2015

<http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

Local Guidance

Central Bedfordshire safeguarding Children Board: Multi agency guidance for assessment and thresholds of needs, risk and intervention for children and young people (June 2015)

http://www.centralbedfordshirescb.org.uk/assets/1/thresholds_document_cbscb_approved_june_2015_pdf-1.pdf

Aim

We aim to provide a safe, secure, inclusive and consistent environment for all our pupils/students regardless of age, race, religion/belief, disability, gender, pregnancy/maternity, transgender or sexual orientation; one in which they feel safe, supported, valued, respected and listened to. We will do this by:

1. Establishing an environment in which children are and feel safe and can learn, develop and have a voice.
2. Adopting safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the schools. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process.
3. Raising the awareness of children and equipping them with the skills and knowledge needed to keep safe.
4. Having in place procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensuring that all staff are aware of such procedures.
5. Supporting pupils who have suffered abuse or neglect or who are otherwise vulnerable (for example, children living away from home or children with SEND), where appropriate, in accordance with their agreed child protection (including radicalisation and extremism) and care plan/EHCP.
6. Monitoring carefully the attendance of all pupils and following local authority procedures for unauthorised absence including Children Missing in Education, persistent absentees in order to identify pupils at risk of abuse and neglect including sexual exploitation.
7. Having measures in place to facilitate and promote the safe use of technology.

8. Raising awareness of radicalisation and understanding that this is a safeguarding issue. As such all staff will receive training in line with HM Government's Prevent strategy, specifically *The Workshop to Raise Awareness of Prevent (WRAP) version 3*
8. Monitoring and reviewing our safeguarding and child protection (including the impact of domestic abuse on children, radicalisation and extremism, child sexual exploitation, FGM and forced marriage) practices and procedures.

Roles and Responsibilities

We recognise that all staff, regardless of their role, have a duty to safeguard children and promote their welfare. Our policy applies to the whole schools' communities: all teaching and non-teaching staff, governors, students/pupils and volunteers and visitors working in the schools. The Board of Governors and Designated Person for Child protection will have particular responsibility for safeguarding and child protection within the schools.

We will:

- 1. Establish an environment in which children are and feel safe and can learn, develop and have a voice by:**
 - 1.1 Ensuring that our buildings and site are secure, that staff are easily identified by identification badges and that visitors to the schools are properly checked and supervised.
 - 1.2 Having a Health & Safety Policy and procedures and ensuring that they are understood by all staff.
 - 1.3 Having guidelines for the Intimate/Personal Care of Pupils which is understood by all relevant staff.
 - 1.4 Ensuring that the Physical Intervention Policy is understood by all staff.
 - 1.5 Ensuring that all staff are risk aware and routinely conduct risk assessments, as appropriate to their individual role and responsibilities and activities undertaken.
 - 1.6 Having policies for dealing with behaviour, bullying and racist and other discriminatory incidents and ensuring that staff adhere to these policies and promote the principles of value, respect, tolerance and acceptable behaviour amongst our pupils/students.
 - 1.7 Ensuring that all staff, governors and regular visitors and volunteers have been made aware of document and work to the guidance contained therein. Consideration will also be given to the relevance of communicating guidance around safe working practices to occasional visitors and volunteers as part of the risk assessment process. All staff and Governors are given a copy of the Keeping Children Safe in education – September 2018 which is discussed on the September inset day each year, available in the staffroom and held in our documents files. All volunteers are trained in the key messages of the document before commencing as volunteers.

1.8 Following Bedfordshire's LSCB procedures and Keeping Children safe in Education – July 2015 for dealing with allegations and concerns about staff (paid or unpaid, temporary or permanent). Where such an allegation or concern arises, the Head Teacher should be notified. He/she will notify the authority's Allegations Manager (also known as the Local Authority Designated Officer or 'LADO'). Where such an allegation is made against the Head Teacher, the matter will be referred to the Chair of Governors who will likewise notify the Authority's Allegations Manager.

Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children. Deficiencies or weaknesses will be brought to the notice of the Governing Body and steps taken to remedy these without delay. The Head Teacher will have responsibility for bringing this to the attention of the safeguarding governor and/ or the Chair of Governors. Having a whistle-blowing and complaints procedure which is communicated to pupils, parents and staff (as appropriate). The schools have adopted the LA whistle blowing procedure. Maintaining an environment where children feel safe, equal and valued, and are encouraged to talk and are listened to.

2. Adopt safe recruitment practices to check the suitability of both staff and regular volunteers and visitors to the schools. We will also ensure that procedures are in place to prevent the unsupervised access to children of adults who have not undergone such a checking process. Detailed procedures detailing how we manage our safer recruitment processes are detailed separately, (see Safer Recruitment Practice and Guidance") however, in summary, we will do this by:

2.1 Following Keeping Children safe in Education – statutory guidance for schools and colleges (September 2018) to ensure that safe recruitment and selection practices are carried out. Enhanced Criminal Record Bureau (DBS) checks will be completed and references and identification verified. All staff, Governors and regular volunteers, visitors and contractors will be vetted in accordance with these guidelines.

2.2 Ensuring that all staff are aware that where occasional or one-off visitors, contractors or volunteers have not undergone such a process, they will not have unsupervised access to children and as appropriate formal risk assessment processes will be undertaken.

2.3 Maintaining a regularly updated Single Central Record (SCR) that accurately records vetting check data for all employees, Governors, volunteers and contractors which will be scrutinised as part of an OfSTED Inspection.

2.4 Ensuring that at least one member of the Board of Governors, the Head Teacher and another senior person have received training on safer recruitment practices.

2.5 Ensuring that all interviews for staff have at least one person on the panel who has completed safer recruitment training.

2.6 Ensuring that during the process of advertising and recruiting for staff vacancies, the schools' commitment to safeguarding and safer recruitment practices will be made explicit.

2.7 Referring concerns about the suitability of staff to work with children and young people to the Independent Safeguarding Authority in cases where that individual is believed to have harmed or to pose a risk of harm children or vulnerable adults.

2.8 Ensuring that Adults involved in the provision to children of extended services and school activities outside of normal school hours are subjected to the same level of vetting and or security arrangements as other staff and volunteers.

2.9 Ensuring that where school premises are used by other bodies both during and outside school hours, the Governing Body will be responsible for seeking assurance that the body concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection. (In accordance with ***Keeping Children safe in Education – statutory guidance for schools and colleges (September 2018)***)

2.10 Maintain and update a safer recruitment policy based on the latest guidance

3. Raise the awareness of children and equip them with the skills and knowledge needed to keep safe by:

3.1 Including opportunities through the PSHE education curriculum for children to develop the skills they need to recognise and stay safe from abuse.

3.2 Ensuring that children know that there are adults in the schools whom they can approach if they are worried.

3.3 Displaying/distributing appropriate safeguarding materials and information.

Have procedures for the identification and reporting of cases where harm or risk of harm to a child is suspected and ensure that all staff are aware of such procedures. We will do this (in adherence with the guidance set down in ***Keeping Children safe in Education – statutory guidance for schools and colleges (September 2018)***, ***What to do if You're Worried a Child is Being Abused (March 2015)***, **Central Bedfordshire safeguarding Children Board: Multi agency guidance for assessment and thresholds of needs, risk and intervention for children and young people (June 2015)** and ***Working Together to Safeguard Children (March 2015)*** by:

4.1 Allocating a member of the each schools' leadership team to the role of lead 'Designated Person' for child protection.

This role is currently carried out by Miss Woodham, (Headteacher) at Stondon

This role is currently carried out by Mrs Kerry Young, (Head of School) at Shillington

4.2 Having at least one named member of staff to deputise in the absence the main designated person and to provide support to the lead designated person.

This person is Mrs Martin and Mrs Dumpleton at Stondon

Miss Helen Copeland at Shillington

4.3 Providing time and support for these roles.

- 4.4 Ensuring that appropriate training for staff performing this role is enabled and updated as necessary or in any case, every 2 years as a **minimum**. (Responsibility of Governing Body).
- 4.5 Having a nominated governor responsible for child protection/safeguarding, who will review our safeguarding and child protection policies, procedures and practices regularly and be the link person between the designated member of staff for child protection and the Governing Body. **The link Governor for Safeguarding is Ms Carol Summerfield at Stondon and Mrs Katherine Brettell at Shillington.**
- 4.6 Having processes in place to ensure that all new staff receive safeguarding training appropriate to their role, as part of their induction and thereafter have access to refresher training as required, or in any case, every 2 years **as a minimum**. The Designated Person for Child Protection will have responsibility.
- 4.7 Ensuring that every member of staff (employed directly or indirectly via another organisation; permanent and temporary), volunteer and governor is aware of this policy together with other relevant safeguarding policies or guidance and that they are also aware of their own role in safeguarding/ promoting welfare and of the identity and role of the designated person/s.
- 4.8 Requiring **all** staff and volunteers, to report **any** safeguarding concerns, **in writing**, to the Designated Person for Child Protection, regardless of whether or not they feel that the concern is either serious or substantiated. This expectation will be communicated through regular training, staff briefings and induction training.
- 4.9 Enabling the Designated person for Child Protection to make decisions regarding the action to be taken following a concern being brought to his/her attention. (Where appropriate, this may follow consultation; for e.g. with Children's Social Care or the Authority's safeguarding advisors).
- 4.10 Ensuring that where there is a suspicion that a child might have suffered or be at risk of suffering significant harm, the matter will be referred to Children's Social Care or the Police Service in accordance with ***Keeping Children safe in Education – statutory guidance for schools and colleges (September 2018)***. This will normally be done via the Designated Person for Child Protection or their deputy; unless they are not available and to wait for them to become available would pose a delay which would be unacceptable given the individual circumstances of the case. **The relevant number is 0300 300 8585**
- 4.11 Sharing information in line with information sharing – March 2015 with relevant professionals in order to monitor, support and protect children thought to be at risk of harm.

- 4.12 Ensuring that where the Designated Person believes that a decision made by another professional exposes a child to risk/continuing risk of significant harm, they will ensure that the fact that they disagree with that decision is recorded; both by them and where possible on relevant minutes and case papers held by other professionals involved. They will also escalate the matter, as per the Local Authority Protocol.
- 4.13 Making the Designated Person/s for Child Protection responsible for creating and maintaining written records in respect of all children for whom child protection concerns have been identified, regardless of whether there is a need to make an immediate referral. These confidential records, which will be kept securely and separate from the main pupil file, will include a chronology of events. The pupil's main file will indicate the existence of a separate safeguarding/child protection file.
- 4.14 Providing and, as appropriate, soliciting additional support from other professionals, for all vulnerable pupils including those with disabilities, minority status and those with a history of abuse. Where a child is believed to be a 'child in need' of additional support/services and the threshold for significant harm or Children's Services Social Care intervention is not met, the Designated Person will seek the consent of parents/carers/child/young person (as appropriate) to assess the needs and solicit support as appropriate. Needs may sometimes be met within the schools' communities or by making a single agency referral or through multi-agency collaboration via the 'Early Help Assessment process (EHA) and Team around the Child (TAC) process as appropriate. **The relevant number is the same telephone number, 0300 300 8585.**
- 4.15 Ensuring that issues of confidentiality are understood by all staff, including the need not to offer confidentiality in certain situations. This will be communicated through training and revisited annually.
- 4.16 Developing effective links with agencies which provide support to our vulnerable pupils and co-operate as required with their enquiries regarding child protection matters.
- 4.17 Providing advice and support for all staff members who are dealing with a pupil for whom their concerns are stressful and upsetting via coaching/ counselling with the Head teacher/ Deputy
- 4.18 Supporting the Authority's policies on school attendance and children missing education and in particular by adhering to the missing children procedures.
- 4.19 The schools provides information for parents to advise them about what to do if you think a child is being abused/ how to report any concerns.
- 5. Support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:**

- 5.1 Maintaining close communication between the Designated Person and allocated social worker and ensuring that the social worker will be informed of any issue that gives cause for concern.
- 5.2 The Head Teacher having responsibility for ensuring that sufficient resources and time are allocated to safeguarding and that staff are released to participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).
- 5.3 Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- 5.4 Completing activities as required in accordance with a child protection/care plan.
- 5.5 Ensuring (through the Designated Person for Child Protection) that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- 5.6 Ensuring that where there are concerns about the absence from either school of a child for whom there are child protection concerns, the designated person will bring the absence to the immediate attention of the Access and Inclusion Service. In these circumstances, a Local Authority School Attendance Officer will prioritise a visit to the child's home. Where the child is an open case to Children's Services Social Care, they should also be notified.
- 5.7 Notifying children's social care duty number (0300 300 8585) if made aware of children being cared for in 'private fostering arrangements'.
- 5.8 Making the Designated Person/s for Child Protection responsible for arrangements to ensure that a **copy** of a pupil/student's child protection file (where one exists) is securely transferred in a timely fashion to the Designated Person at the receiving school/college when a pupil/student transfers. This file will be transferred separately from the main pupil record. The original file will be retained by the transferring school.
- 5.9 Ensuring that where a child has an allocated social worker, the Designated Person takes responsibility for notifying the social worker or their office, of any change in that child's circumstances, including any changes to schooling arrangements.

6. Having measures in place to facilitate and promote the safe use of technology by:

- 6.1 E-Security: keeping the electronic data we hold about pupils and families secure by restricting access and having routinely updated password access.
- 6.2 E-Safety: Promoting e-safety awareness amongst children and their parents/carers by via an e-safety curriculum and ensuring all members of the schools' communities know their access rights and responsibilities in using ICT.

- 6.3 Having an Acceptable Use Policy in relation to the use of technology (including mobile phones and photographic equipment) in the schools (by staff, visitors and contractors) and which contains the detail of how we will achieve e-security and promote e-safety.
 - 6.4 Conducting, through the Governing Body, an annual review of the schools' Acceptable Use Policy.
 - 6.5 Ensuring that the schools' internet connection and any system connected to it, is filtered using a filtering system which is accredited to current approved standards thus ensuring inappropriate content of whatever nature is blocked (including racist, discriminatory and hate material, material which promotes violence or attacks on individuals or institutions on the basis of disability, race, religion/belief, gender, gender reassignment or sexual orientation grounds).
 - 6.6 Ensuring that all members of staff with access to ICT systems are responsible for taking the appropriate steps to select and secure their passwords.
 - 6.7 Making staff and pupils/students aware that all school ICT activity and on-line communications may be monitored, including any personal and private communications made via the schools' networks.
 - 6.8 Conducting an annual assessment of information risks, which will be reported to the Safeguarding Governor and /or the Chair of Governors.
 - 6.9 Making all staff and pupils aware that they have a responsibility to report e-safety or e-security incidents.
 - 6.10 Establishing an incident reporting procedure and recording reported incidents in an Incident Log. The Incident Log shall be formally reviewed and any outstanding actions delegated, by the Senior Leadership Team at a minimum frequency of once per term. Through this review process, management shall update risk assessments in light of new incidents as appropriate.
 - 6.11 Carrying out, through the Safeguarding governor and/ or the Chair of Governors, an annual review of this Incident Log and accompanying action plans.
- 8.0 We will use appropriate levels of filtering and consult with the relevant IT providers and provide training where necessary.
- 9. We will monitor and review our safeguarding and child protection practices and procedures in line with this policy by:**
- 9.1 Ensuring accountability by placing ultimate responsibility for safeguarding, child protection and this policy with the Governing Body and responsibility for the implementation of this policy with the Head Teacher.
 - 9.2 Ensuring that the Designated Governor for Safeguarding and child protection has regular meetings with the Designated Member of Staff for Child Protection, in order

to monitor and assess the effectiveness of the schools' response to safeguarding and promoting welfare, in line with this policy. As necessary, action plans will be formulated to address areas for development. This will happen as required or in any case, as a minimum, once every term.

9.3 Identifying and responding to new/revised guidance issued by government bodies, the Local Safeguarding Children Board and the Local Authority.