

Safeguarding & Child Protection Policy

BETHANY SCHOOL
CURTISDEN GREEN
GOUDHURST
KENT

Pupils' views on why Bethany has a Safeguarding & Child Protection Policy

Bethany has a safeguarding & child protection policy to stop abuse or any other unfair treatment to us by anyone.

Copy Location(s)	Master: DSL Copies: School website
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6.1	28 th August 2014	Change in DSL
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8.1	5 th October 2016	Change in LA contact details and wording in new guidance on 'sexting'.
8.2	26 th May 2017	Definition of CSE updated and name changes
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8.4	6 th September 2017	Changing of a name
8.5	9 th November 2017	Changes in local protocols
9.0	28 th August 2018	KCSIE September 2018

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Safeguarding & Child Protection Policy

1. Introduction

This policy is available to all parents, prospective parents, adults working at or on behalf of Bethany School, volunteers, contractors and the wider public on the School website in the tab “About Bethany” within the “Policies and provision of information” section.

The Governors, Headmaster and staff (this includes all adults working in proximity to children at Bethany School, including volunteers, contractors, visitors to the school and part-time staff) of Bethany School take seriously our responsibility under Sections 175 & 157 of the Education Act 2002 to safeguard and promote the welfare of all children; and to work together with other agencies to ensure adequate arrangements are in place within the School to identify, assess and support those children who are suffering harm or may be at risk of suffering from harm, ensuring that action is taken in a timely manner when required. There is a requirement that all adults including volunteers, part-time staff, supply staff, contractors and visitors will share this commitment. It is important to note that the potential for abuse to occur is greater in one to one situations such as music tuition or other tutorials and in a boarding environment, including peer to peer abuse. Staff must be aware that banter, sexting and other behaviours such as ‘birthday beats’ which can become in trend (“in trend” means that a behaviour may become popularised – through social media or you tube for example. Staff should be observant about such trends being taken up by the pupils.) can develop into safeguarding and child protection issues. All abusive comments and interactions will never be passed off as “banter”, “just having a laugh” or as “part of growing up”. As such the DSL must be informed of any concerns. Adults working at Bethany School must be familiar with the expectations of their conduct as presented in the Employment Manual found in Section L of the Staff Handbook.

This policy has been developed in accordance with the principles established by the Children Acts of 1989 & 2004 and related guidance. This includes DFE statutory guidance ‘Keeping Children Safe in Education’ (September 2018). It also includes ‘Working Together to Safeguard Children’ (July 2018), ‘What To Do If You Are Worried That A Child Is Being Abused, Advice for Practitioners’ (2015), the ‘Framework for the Assessment of Children in Need and their Families’ (2000), Children Missing Education statutory guidance (September 2016), ‘Teachers’ Standards’ (2012), ‘Disqualification under the Childcare Act 2006’ (July 2018), ‘The Prevent Duty: England and Wales’ (July 2015) and ‘The use of social media for on-line radicalisation’ (July 2015) .

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

(KCSIE September 2018, paragraph 2, page 5)

The Designated Safeguarding Lead (DSL), who has overall responsibility for child protection practice and procedures is the Pastoral Deputy, Mr Alan Sturrock, a member of the SMT. The deputy DSL is Miss Toni Carter (HR Manager), a member of SMT.

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Bethany School operates a Safeguarding Committee to support the DSL and deputy DSL in their role.

The Deputy DSL is trained to the same level as the DSL and is able to deputise in all aspects of the role but whilst the activities of the DSL can be delegated to the deputy, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility cannot be delegated.

The Safeguarding Committee meet termly to review and discuss current safeguarding and child protection issues both within the school and in general. This Committee also inputs into the Safeguarding and Child Protection Policy as well as protocols and procedures within the school.

The Safeguarding Committee comprises:

The DSL Alan Sturrock who is the Pastoral Deputy, The Assistant DSL Miss Toni Carter (HR Manager), The Headmaster – Mr Francie Healy, the Deputy Head - Mr Steve Winter, The Assistant Head (Academic) – Mrs Emily Hill, the Bursar – Mr Stuart Harris, the School Nurse – Sister Steph Ridout.

The Governors recognise and accept that it is their statutory responsibility to ensure that all aspects of the Safeguarding and Child Protection Policy are fully compliant. The nominated Governor for Child Protection is Mr Andrew Cunningham who will in the Autumn Term undertake an initial annual formal review of the effectiveness of the School's Child Protection/Safeguarding policies and procedures, instituted by and on behalf of the Governors. This review must be approved by the full board following full discussion. Furthermore, the Designated Safeguarding Lead will report to the full board at the November meeting of the Governing Body and give a summary of that academic year's child protection issues and training in order that governors are fully satisfied that all elements of Bethany School's Safeguarding and Child Protection policy are both fully compliant and effectively discharged in accordance with locally agreed interagency procedure.

The School requires that any deficiencies or weaknesses in Child Protection arrangements are to be remedied without delay.

The School is committed to:

- Maintaining children's welfare as our paramount concern
- Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
- Providing suitable support and guidance so that pupils have a range of appropriate adults who they feel confident to approach if they are in difficulties.
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

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- Working with parents to, build an understanding of the School's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication as laid out in this policy.
- Monitoring children and young people who have been identified as 'in need' including the need for protection; keeping separate confidential records which are stored securely and shared appropriately with other professionals. There is a distinction between children in need of extra support in order to develop towards successful adulthood and who may require interventions from a range of internal and external opportunities including learning support, Early Help interventions or family support from agencies outside of school; and those who have or continue to be at risk of significant harm or suffering from significant harm and requiring support from Children's Social Services.
- Developing effective supportive liaison with other agencies including contacting them, at the latest, within 24 hours of a disclosure or suspicion of abuse.
- Ensuring that safer recruitment practices are followed and that they are in accordance with the School's recruitment policy. Currently the staff trained in safer recruitment are; Mr Francie Healy (Headmaster), Mr Alan Sturrock (Pastoral Deputy), Mrs Emily Hill (Assistant Head Academic) and Miss Toni Carter (HR Manager) and at least one person in the interview process must have completed safer recruitment training as required by the School Staffing Regulations, 2009.
- Assurance is obtained that appropriate Child Protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site.

2. How the School promotes safeguarding

Staff will address safeguarding and child protection issues with pupils. This will be via the curriculum, in particular PSHCE (including Sex and Relationship Education), or school and house assemblies, Chapel and tutor time, as well as various policies and appropriate guidance. Pupils will be made aware of risks within British society and in the wider world context. They will be given opportunities to discuss and debate issues and to have experiences that develop their self-efficacy while encouraging their resilience and ability to make good choices, particularly with regard to radicalisation, staying safe on-line, sexual exploitation, peer to peer abuse. These will support the development of British Values and tolerance within the diverse community of Bethany School and Britain as a whole. **These could include the Anti-Bullying Policy, Behaviour and Discipline Policy, the Staff Handbook, the Staff Employment Manual (Section L of the Staff Handbook), Code of Conduct, Staff Recruitment Policy and Procedures, Health & Safety Policy, Risk Assessments and School Council or House Committee meetings.** Particular note must be made of the **E-safety Policy** and the potential harm that exists through the inappropriate use of technology, the internet, the potential dangers of social media and protecting your

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on-line reputation including the dangers of ‘youth produced sexual imagery’ (formally known as sexting). The School operates wi-fi across the campus with appropriate filtering of the school servers and monitoring of the use by pupils and staff. It is recognised that with 4G available staff need to remain watchful for the misuse of technology not provided by the school. Children should be informed of and be able to understand the risks posed by adults or young people, who use the internet to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Pupils and in particular boarders have access to contacts for support outside of school, including the Children’s Commissioner and the NSPCC.

Bethany School seeks to promote safeguarding awareness and issues with the pupils through the curriculum, PSHCE, extra-curricular activities and in all aspects of school life. This includes social media and internet safety and the potential for influence in both the real and cyber worlds using resources provided by organisations such as CEOP.

Year 12 are given Safeguarding and Child Protection training by the DSL at the start of the academic year and the Prefects are given a refresher course as part of their induction.

3. Roles and Responsibilities

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

(KCSIE September 2018 paragraph 3, page 5)

The School is responsible for ensuring that all action taken is in line with Kent’s Safeguarding Children Board Procedures. The main role of the School in this procedure is to contribute to the identification, referral and assessment of children in need; including those who may have suffered, those who may be suffering and those who are at risk of suffering significant harm. The School may also have a role to play in the provision of services to ‘children in need’ and their families using the Early Help services. **The School is aware and emphasises that anybody may refer to Children’s Services or the LADO as laid out in the sections on implementation of the policy but it is normal practice for concerns to be made using the internal systems as laid out this policy.** Parents and guardians should be aware that the school has a duty to report concerns relating to pupils at risk of significant harm or suffering significant harm, to Children’s Social Services and this may occur without consultation, immediately following a disclosure or the School becoming aware of a risk. Referral to Early Help in which the School is seeking extra support for a pupil in need will be carried out with consultation with parents and guardians. All staff should be aware that Looked After Children (LAC) or previously Looked After Children are more vulnerable and should therefore be proactive in monitoring these pupils. The school will work closely with outside agencies in supporting these children. The DSL

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will act as the point of contact with the Authority placing the child, the Virtual Head and Social Services in put place around the child.

All staff must be fully aware of the expectations of their behaviour and all policies that are in place within the school. Particular note should be taken of key policies that support the safeguarding of pupils: Behaviour Policy, Rewards and Sanctions, Anti-bullying Policy, the Use of Reasonable Force and the Acceptable Use of Technology Policy.

All adults in school have a role to play and all may make a referral to Children Services or the LADO in order to:

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

In situations where there are child protection concerns the role of the School is NOT to investigate but to recognise and refer or to acquire more information. Should employees at Bethany School make a referral then they must inform the DSL as soon as possible so that the School's Child Protection records may be kept up to date, unless they have good cause not to do so and must inform the Headmaster if not the DSL. (Under the guidance of KCSIE 2018, staff are required to report concerns relating to the LADO directly to the Headmaster and not the DSL – this would constitute good cause not to inform the DSL, or if the allegation related to the DSL or a more senior member of the school than the DSL).

The Designated Safeguarding Lead is responsible for:

See Appendix 4 – role of Designated Safeguarding Lead (KCSIE September 2018, Annex B)

- Maintaining the Safeguarding and Child Protection Policy and informing the authors of related policies of changes required due to updates in the policy. The policy will have an annual review and will be updated as required by changes in legislation and as required by regulation changes.
- Co-ordinating the child protection action within the school.
- Supporting children in need and being alert to specific needs of children in need, those with special educational needs and young carers.
- Referring to and liaising with other agencies and professionals (including but not exclusively Children's Social Services, LADO, DBS, Police, Channel, DBS.)
- Understand the assessment process for Early Help and Intervention with other external agencies within the local authority framework.

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- Have a working knowledge of how Kent County Council conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Informing the Headmaster and Governor for Child Protection each time external new advice has been sought from the LADO or another external source of advice
- Ensuring that procedures are followed; including the reporting and referral processes.
- Identifying children at risk of radicalisation, ensuring training is in place to ensure that the knowledge in school is appropriate and to work with the local authority to ensure the school is well informed of local issues and staff are well trained in the Prevent Duty and Channel.
- Have overall responsibility for online safeguarding and safety within the school setting and the promotion of safer use of technology.
- Support staff who make referrals to local KSCB or to the Channel programme and act as a source of support, advice and expertise for all staff.
- Making referrals as necessary to Early Help and Children's Social Services.
- Maintaining a confidential and secure recording system.
- Ensuring that the school is appropriately represented at inter-agency meetings, in particular Child Protection Case Conferences.
- Managing and monitoring the School's part in any child protection / care plans.
- Carrying out an induction on Safeguarding and Child Protection with all new staff. Induction will highlight; the Safeguarding and Child Protection Policy, the staff 'Code of Conduct' contained in the Employment Manual (Section L of the Staff Handbook), the 'Whistleblowing policy' also found in the Employment Manual (Section L of the Staff Handbook), KCSIE (latest version – part 1 and Annex A) and identify the DSL.
- Organising on an annual basis and / or delivering the training / briefing of new staff, as well as GAP assistants, the Prefect body, members of the LVI and new House monitors.
- Maintain lists of when initial briefings are given and training is carried out and who has carried the training out.
- Updating knowledge of Child Protection issues amongst serving staff (teaching and non-teaching) including ensuring that all adults have read and understand the latest version of KCSIE and maintain a list to evidence that all adults related to the school have read and understood the latest KCSIE document.
- Carryout training to Level 3 Child Protection Designated Person Course and attend Independent School Safeguarding for DSL Update training from KCC in alternate years. Ensure the Safeguarding Committee receives training regularly and ensuring the whole staff are regularly updated in the school Safeguarding and Child Protection Policy, school safeguarding procedures and are trained every three years by KCC.
- Encourage a culture in all adults working at the school of listening to pupils and taking their concerns seriously.
- Have a working knowledge of KCC procedures; access support and support from the Kent Safeguarding Children Board.

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- Ensuring that when a pupil, who is on the Child Protection Register is the subject of a CAF (Common Assessment Framework) or equivalent Local Authority referral, leaves the school their information is transferred immediately to their new school and that the pupil's Social Worker is informed.
- Ensure the policy is available publicly, including on the school website and that parents are aware of the policy and directed to it when appropriate.
- Help staff to access KCC training if a need is identified in relation to safeguarding issues.
- Ensuring all child protection files follow leavers who are under 18 or remain in education and that confirmation is received that such documents have been received by the destination DSL. Consider if it would be appropriate to share information with the new setting in advance of the child leaving to aid them in providing appropriate support as soon as they arrive.
- Ensure that in the event of a pupil becoming looked after by their local authority the DSL will co-ordinate with the relevant Local Authority to ensure that the pupils welfare needs are being met, progress is monitored care plans are followed in school and relevant meetings are attended by a representative of the school to ensure that assessment information is up to date. Contact arrangements with parents and delegated authority to carers are maintained.
- Ensure, in conjunction with Human Resources the Safer Recruitment policies support the safeguarding of the children in the school. This would include the recording and checking of guests speakers to the school, invited by staff or pupils. Further details can be seen in the Safer Recruitment Policy. All visitors to the school are required to be supervised if they have not been suitably vetted at all times by a member of staff, this includes visiting speakers.
- Have a monthly meeting with Human Resources Department to view the Single Central Register, ensure all briefings and training of new staff is complete for that month and ensure a knowledge of all adults not directly employed by the school, including contractors.
- Maintain and update the list "Where Can I Get Help Out of School" and ensure it is suitably posted in all the boarding houses, maintain contact with the appointed 'Independent Listeners' to ensure they are still aware of their role and are aware of who to contact in school if they are concerned about the safeguarding of a pupil in school.
- Convene a termly meeting of the Safeguarding Committee.
- Liaise with staff (especially pastoral support staff, school nurses, IT technicians and the Dyslexic Learning Support Department) on matters of safety and safeguarding, including online and digital safety.
- Be aware of the risks presented online, have the relevant knowledge and up to date capability required to keep children safe while they are online in school.
- Be aware of the additional risks to children with SEND online due to bullying, grooming and radicalisation and have the capability to keep SEND children safe online.

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He is supported in this role by the Deputy Designated Safeguarding Lead. Either the DSL, Deputy DSL or a member of the Safeguarding Committee will be available during term time at all times. The DSL is contactable throughout the term to support staff and pupils. Outside of term time a member of the Safeguarding Committee is available to be contacted in school and either the DSL or Deputy DSL is contactable.

All staff, volunteers, contractors, part-time staff and supply staff.

1. It could happen here Act in the best interests of the child. Never assume a colleague or other professional will take action, you are legally obliged to action yourself.
2. All adults working at Bethany School must receive a safeguarding induction prior to starting work with pupils or in the school environment and thereafter training which is regularly, attending regular and at least annual updates on changes in practice and at least every three years from KSCB and also make themselves aware of the information about Child Protection produced by KSCB as published on the safeguarding noticeboard in the upper staffroom or on the website www.kscb.org.uk. All part-time and voluntary staff should also receive appropriate induction and are made aware of the arrangements. In addition, extra guidance is available via the Government websites www.education.gov.uk
3. All staff should, further to the Safeguarding and Child Protection Policy, be aware of the systems in place through the Behaviour Policy, Anti-bullying Policy, Employment Manual (Code of Conduct, Whistleblowing), reporting children missing education or with low attendance at the point of starting work in the school setting.
4. All Staff should be aware of Early Help and the process for accessing support from Early Help Services. Staff should identify needs caused by disabilities (physical or learning), young carers, children being drawn into anti-social or criminal behaviour, gang involvement, truancy / going missing, misusing drugs or alcohol themselves or is seen to be vulnerable to modern slavery, trafficking or exploitation, has family circumstances presenting challenges for the child, the child has returned home from care, is showing early signs of abuse or neglect, is at risk of being radicalised or exploited or is privately fostered. The DSL will generally lead a referral to Early Help but staff should expect to support this process.
5. All adults working at Bethany School must be alert to changes in a pupil's behaviour pattern or of any physical injuries which might cause concern and conversations or questions which relate to interest in topics such as drug use, radicalisation or any of the identified elements listed in Appendix 2.
6. Any adult working at Bethany School must report a possible case of abuse as a matter of urgency to the Designated Safeguarding Lead or in their absence to the Deputy DSL or Headmaster. (Do not attempt to carry out an investigation yourself and if the concern is raised by a disclosure do not over confidentiality.)

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7. Complete a Green Form (Safeguarding incident / concern form) which can be found in the upper staffroom on the Safeguarding noticeboard or can be obtained from the DSL.
8. When considering safeguarding incident staff must build a contextual safeguarding picture, that is that staff must consider whether wider environmental factors are present in the child's life that are a threat to their safety and / or welfare.
9. Staff should be aware that with regard to Female Genital Mutilation (FGM) it is mandatory for teachers to report all known cases of FGM to the police and the DSL immediately. Staff may ask the DSL to inform the police (Female Genital Mutilation Act 2003).
10. The School will always refer to Children's Social Services if we suspect or believe that abuse has occurred or if the child has requested it. The Headmaster / Designated Safeguarding Lead / relevant Housemaster/mistress and other staff involved (eg medical staff) may also confer before the Designated Safeguarding Lead, the Deputy DSL or the Headmaster, decides to make a referral. To help the decision of referral a consultation with Children's Social Services or Specialist Children's Services without naming the child may be carried out or advice may be sought from the West Kent Area Safeguarding in Education Advisor. Written notes should be recorded on the Designated Safeguarding Lead's Safeguarding Record of Action / Contacts Form.
11. If a member of staff suspects, or is informed, about an allegation involving another member of staff or any adult working with pupils or for the School in any capacity, the School should not take action against the informer where he or she acted as a transmitter of information in good faith. Such an allegation is likely to indicate that a person would pose a risk of harm if they continue to work in regular or close contact with children. Government guidance (Keeping Children Safe in Education, September 2018) should be used in respect of all cases where it is alleged that a teacher or member of staff has:
 - Behaved in a way that has harmed or may have harmed a child
 - Possible committed a criminal offence against or related to a child
 - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.
12. Any allegation against / involving a member of staff will normally be referred directly to the **Headmaster**, unless the allegation pertains to the Headmaster in which circumstance the referral must be made directly to the **Chairman of Governors** chairofgovernors@bethanyschool.org.uk . See Section 6 for further details.
13. All staff need to be aware that it is a disciplinary offence, and potentially a criminal one, not to report concerns about the conduct of a colleague that could place a child at risk.
14. The School supports the immunity from "**whistleblowing**" when an allegation is made in good faith. The policy on "**whistleblowing**" can be seen in the Bethany School Employment Manual (Section L of the Staff Handbook).

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As part of meeting a child's needs it is important to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of "Working together to Safeguard Children" and "Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers."

(KCSIE September 2018)

Specific information; the details of procedures and the categories and definitions of abuse may be accessed or downloaded from the Kent Safeguarding Children Board:

www.kscb.org.uk

Additional information and guidance may be accessed on various Government websites including:

www.education.gov.uk

www.saferinternet.org.uk

www.thinkyouknow.co.uk

counter-extremism@education.gsi.gov.uk

Also at:

www.kenttrustweb.org.uk

Child Protection resources containing hard copies of a range of information, including 'Keeping Children Safe in Education' and 'What to do if You're Worried a Child is Being Abused', are held by the Designated Safeguarding Lead and are published on the Safeguarding noticeboard in the staffroom.

Furthermore, all staff have access to the School's Safeguarding & Child Protection Policy and guidance which gives information on 'What to do if...,' as well listing the signs and symptoms of abuse on the Bethany School website (www.bethanyschool.org.uk). This is also available via the VLE. All staff have also been issued Part 1 of the new statutory guidance KCSIE, September 2018 in conjunction with Annex A and received a briefing on the changes from the previous KCSIE document.

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4. Responding to Concerns

Concerns for a child or young person may come to the attention of staff in a variety of ways:

- Observation of clear signs of changes in a child's behaviour (sudden signs of withdrawal or hyperactivity, patterns of nervousness or sudden anger, obsession with detail/control, excessively sexualised language)
- Observation of clear signs of physical neglect (unkempt appearance including hair and face and fingernails as well as clothing)
- Observation of clear signs of physical injury (to unusual places: cheeks, inner thigh, inner arm, wrists)
- A disclosure
- Information from other sources (including social media and cyberspace)

Any member of staff who has a welfare concern for a child or young person, however insignificant it might appear, must act on this immediately seeking support from the most appropriate staff within school; Housemaster, Medical Centre, SMT unless it is a safeguarding or child protection concern in which case this must be reported immediately to the Designated Safeguarding Lead to ensure that any intervention necessary is assessed as early as possible. Any adult can make a referral to the appropriate service but it is normal practice to use the structure of trained staff within Bethany School. If this has been carried out and you are concerned about any inaction then you should view the **Whistleblowing Policy found in the Employment Manual (Section L of the Staff Handbook)**. Bethany School promotes a culture of safety and raising concerns. In order to promote this culture staff should familiarise themselves with the **Whistleblowing Policy found in the Employment Manual (Section L of the Staff Handbook)**. **Whistleblowing** relates to the reporting and handling of concerns, including about poor or unsafe practice and potential failures in the school's safeguarding policy and procedures, provision for mediation and dispute resolution.

If a child or young person makes a disclosure of abuse to a member of staff they should:

- Allow the child or young person to make the disclosure at their own pace and in their own way
- Avoid interrupting except to clarify what was said
- Not ask leading questions or probe for information
- Reassure the child or young person that they have been heard and explain what you will need to do next
- The child's concern for confidentiality should be noted but the child should be reassured that their safety is paramount. **Confidentiality can never be promised.**
- Record the conversation as soon as possible and give a copy to the Designated Safeguarding Lead.
- Inform the Designated Safeguarding Lead.
- Seek support for oneself: receiving a disclosure can be deeply upsetting

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Further general guidance is available in the Bethany School Staff Handbook.

Allegations against another Pupil (Peer to Peer Abuse); See KCSIE section 5 (more information can be found in Appendix 1 on page 43 of this policy)

If a member of staff suspects, or is informed of, or there is a disclosure of, any form of abuse by one or more pupils against another; they should inform the Designated Safeguarding Lead or Headmaster who confer before deciding about referral to Children's Social Services – a referral must occur if the child has requested it, or there is serious concern that abuse has occurred. To help the decision of referral the Designated Safeguarding Lead may consult with Children's Social Care or KCC Children's Safeguards Service. Both the alleged victim(s) and the alleged perpetrator(s) should be treated as children at risk and suitable measures put in place to safeguard both. The local police may also be consulted in order to ascertain the most appropriate course of action, although KSCB advise that Children's Social Services be contacted at least in conjunction with contact with the police to ensure that both the victim(s) and perpetrator(s) are treated as requiring support. *Staff should be mindful of the potential for pupil relationships to harbour elements of peer abuse and that this risk is greater in a residential boarding environment in which pupils may be more vulnerable.* Staff and pupils must be made aware of what constitutes peer to peer abuse and specifically reference the DfE 'Sexual violence and sexual harassment between children in schools and colleges' (May 2018) publication. Staff should be confident in how to report sexual violence and harassment, using the DSL for support and guidance. Staff should be aware that peer to peer abuse is gendered and is often, but not always, perpetrated by boys against girls. Boys and girls will have specific education relating to how to ensure they do not become either a perpetrator or victim of peer to peer abuse in keeping with the School Diversity Policy.

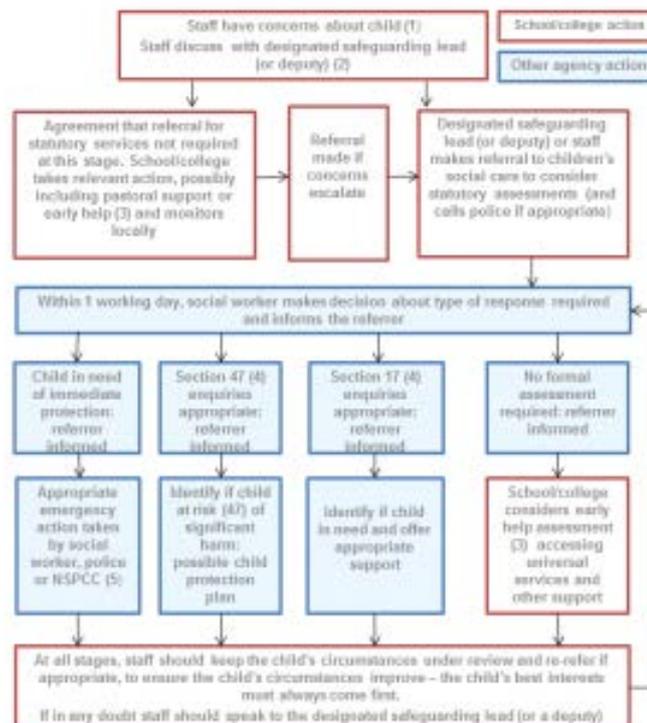
We note that **bullying** is not always defined as a form of abuse but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. For this reason it has been included in this policy. All staff and governors must, therefore understand that bullying may be a Safeguarding & Child Protection issue. Further information about how we deal with related matters may be found in our **Anti-Bullying Policy**, which is provided on the School Website and in hard copy at School. Bullying will be considered a child protection issue at the point there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. Further information may be found in the DFE publication 'Preventing and tackling bullying'.

Sexting (the sharing of youth produced sexual imagery) is a safeguarding matter and the School educates pupils with regard to the seriousness of sharing such images and when required utilises the UKCCIS guidance 'Responding to incidents and safeguarding young people' as well as seeking advice from KSCB.

5. Procedures for staff contacting outside agencies

Distinction between ‘children in need’ and ‘children at risk of harm’ should be clear prior to any referral. Children identified as in need may be referred to Early Help, CAMHS or other specific outside agencies. Children at risk of harm should be referred to the LADO if the risk is posed by an adult working with children or Children’s Social Services if the risk involves a child. *(Advice can be sought from the West Kent Area Safeguarding in Education Advisor, through a consultation call with Early Help or a consultation call with the LADO.*

Actions where there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- (2) If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.
- (3) Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on the early help process.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 and section 47 assessment. Chapter 1 of [Working together to safeguard children](#) provides detailed guidance on statutory assessments.
- (5) This could include applying for an Emergency Protection Order (EPO).

1. The Designated Safeguarding Lead, or the Headmaster or relevant member of staff should speak to the child and should listen, reassure (do not ask leading questions) and indicate that other people’s advice or involvement will be needed if the they consider that the child is at risk of significant harm. The child’s concern for confidentiality should be noted but the child should be reassured that their safety is paramount. **Confidentiality must not be promised.**

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2. Written notes should be recorded as soon as possible using the Green Form (Initial Safeguarding Incident / Concern Form) by the interviewer to ensure accuracy in recalling events later (should this be necessary). These should be given to the Designated Safeguarding Lead if they are not the interviewer. A Safeguarding File is opened / continued.
3. Referrals to Children's Social Services are made using the Kent inter-agency referral form – electronic copies are held by the Designated Safeguarding Lead. In urgent situations, or those of grave concern a telephone referral may be made prior to completing and submitting the form electronically. A consultation call may be made to Children's Social Services or advice sought from the West Kent Area Safeguarding Advisor (Education) prior to the referral.
4. The person making the referral and the Designated Safeguarding Lead or appropriate person liaises with Children's Social Services regarding further arrangements, including further interviews and contact with parents.
5. The Headmaster / Designated Safeguarding Lead or appropriate person ensures that people within the School community, who need to be aware, are informed of developments so that the child is supported appropriately.
6. The Headmaster / Designated Safeguarding Lead informs the Governor responsible for Safeguarding and Child Protection..
7. In the event of media interest only the Chairman of Governors, Headmaster or a deputy appointed by them, should speak to the press. If any other members of staff are approached by the media they should refer the matter to the Headmaster or their appointed deputy.
8. The Headmaster, Designated Safeguarding Lead or an appropriate member of staff ensures that long-term follow-up and support is available for the child concerned.
9. The Headmaster or Designated Safeguarding Lead ensures that support is provided for any member of staff or other child/children who may have been caused distress through involvement in any incident.
10. All Early Help referrals will be submitted by the Designated Safeguarding Lead although supporting information may be provided by other staff. It is important that parent and child consent is given in writing prior to the submission of a referral.
11. If **sexual abuse** of a child is suspected (or disclosed) the Designated Safeguarding Lead, Headmaster or appropriate member of staff should contact, as a matter of urgency, Children's Social Services or the LADOS office. The Team Manager will advise as to whether it will be appropriate for any further action to be taken by Children's Social Services locally or in the area where the child lives. In the case of serious harm or when a crime has been committed it should be confirmed that the police have also be informed from the outset. If this is not the case then the police should be informed including the details of who is dealing with the incident from the referral to Children's Social Services.
12. These details should be confirmed in writing as soon as possible and placed in the Child Protection File with the Green Form.
13. If a **form of abuse, other than sexual**, is suspected (or disclosed) - emotional or physical abuse or neglect – the Designated Safeguarding Lead / Headmaster should check whether the child is on the School Child Protection Register or is the

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subject of a CAF (Common Assessment Framework) referral or equivalent Local Authority referral. If this is not so, the Designated Safeguarding Lead / Headmaster should inform the Children's Social Services as soon as possible and confirm in writing using the electronic referral form. If there is a file open, the Designated Safeguarding Lead / Headmaster should inform the Children's Social Services Department or Social Worker involved immediately.

14. In all cases where arrangements have been made for the child to be medically examined, the Designated Safeguarding Lead, Headmaster or relevant member of staff will follow advice from Children's Social Services or the police.
15. The Headmaster, Designated Safeguarding Lead or an appropriate person will be available to attend any subsequent case conference.
16. If the case is brought to the attention of the Designated Safeguarding Lead, Headmaster any other member of the Safeguarding Committee outside normal office hours, contact should be made with the **Social Services Emergency Duty Team / Social Worker on 03000 411111 (out of hours 03000 419191) or for advice on safeguarding issues in education the West Kent Area Safeguarding Team (Education) 03000 412284.**
17. Should there be any subsequent injury to a child on the Child Protection Register the Designated Safeguarding Lead, Headmaster or relevant member of staff must inform immediately Children's Social Services.
18. In all cases the Designated Safeguarding Lead, Headmaster or relevant member of staff must complete the necessary inter-agency referral forms within 24 hours and send them to the relevant outside agency, usually Children's Social Services.

As part of meeting a child's needs it is important to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of "Working together to Safeguard Children" and "Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers."

6. Allegations against Members of Staff – (See Part Four KCSIE)

1. This part of the policy relates to allegations made against an adult working for the School (including volunteers) suggesting they pose a risk of harm to children or may be unsuitable to work with children. That is to say they have behaved in a way that has harmed a child, or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children. The alleged abuse may not have taken place in the place of current employment but it remains the duty of Bethany School to report to the LADO and other services all allegations it is made aware of. Allegations made against a member of staff no longer employed by the school must be reported to the police.
2. The procedures for dealing with allegations require a judgement of whether the criteria for reporting to external agencies are required or whether the matter is a disciplinary matter that would require the disciplinary procedures to be applied. This can be aided by viewing the harm test on the DBS website (GOV.UK).
3. The Headmaster, will inform the LA designated officer (LADO) immediately of any allegations or disclosures regarding members of staff. Consultation with the police and social services will occur if appropriate often by arranged conference call. Discussions should be recorded in writing and any communication with the individual and the parents of the child/ children should be agreed with the external agencies. **The school has a maximum of 24 hours to inform the LADO but it should look to respond with urgency and in as short a time frame as possible. (03000 410888)**
4. Any allegation against / involving a member of staff must be referred directly to the Headmaster who after consultation with the LADO will then inform the Chairman of Governors, unless the allegation pertains to the Headmaster in which circumstance the referral must be made directly to the Chairman of Governors chairofgovernors@bethanyschool.org.uk who will immediately contact the LADO.
5. The initial contact with the LADO will establish the context of the allegation and a course of action.
6. Any pupils involved in the allegation must not be interviewed without this being agreed in the action plan by the LADO.
7. The Headmaster and the LA designated officer, in conjunction with the other agencies, where appropriate, will discuss how to and who will inform the parents of the pupil / pupils concerned. This should be as soon as practicable.
8. The Headmaster or appointed Case Manager must inform the member of staff who is the subject of any allegation as soon as possible after contacting the LADO – if other agencies are to be involved they need to be consulted about what information may be disclosed to the member of staff. In some circumstances the member of staff may not be informed at the request of the external investigation lead.
9. Unless the LADO office authorises such action, the Headmaster or Case Manager should **not** interview the member of staff implicated in the allegation.

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10. If the member of staff is a member of a professional association / union they should be advised to contact that organisation at the outset when they are informed an allegation has been made against them.
11. The LADO will lead any investigation, usually in conjunction with the Police and / or Social Services unless he/she is happy for the School to conduct the interviews itself. The Headmaster will need to consider if the circumstances warrant the suspension of the member of staff but suspension should not be a default position and if a reasonable risk assessment can be brought into place this should be considered where this is not contra to the disciplinary policy.
12. In the event of an allegation against a member of staff working with boarders and who is suspended pending an investigation that person will be moved into alternative accommodation away from children. For all staff the School in conjunction with the LADO will need to consider if the member of staff should be suspended and an appropriate risk assessment made. Support in creating the risk assessment may be sought from the West Kent Area Safeguarding Team (Education).
13. More detailed information and guidance regarding the implementing of procedures will be found in 'Keeping Children Safe in Education' Section 4 (September 2018). This can be seen on the Safeguarding noticeboard in the staffroom or a copy held by the Designated Safeguarding Lead.
14. When determining the outcome of allegation investigations, the following definitions should be used:
 - a. Substantiated – there is sufficient evidence to prove the allegation
 - b. Malicious – there has been a deliberate act to deceive and there is sufficient evidence to disprove the allegation
 - c. False – there is sufficient evidence to disprove the allegation
 - d. Unsubstantiated – there is insufficient evidence to either prove or disprove the allegation
 - e. Unfounded – to reflect cases where there is no evidence or proper basis which supports the allegation being made.
15. With the exception of malicious allegations, the outcomes of investigations into allegations are to be kept in summary form on the confidential personnel file of the member of staff against whom the allegation has been made for a period of ten years.
16. The School recognises its duty of care to employees and will offer appropriate support to an individual against whom an allegation has been made. The School will make every effort to maintain confidentiality and guard against unwanted publicity relating to the identification of a teacher who is accused. This will not be maintained after the point at which the accused is charged with an offence or the DfE / TRA publish information about an investigation or decision in a disciplinary case. Detailed information and guidance on this matter will be found in 'Keeping Children Safe in Education' (September 2018) and Working Together to Safeguard Children (2018). This can be accessed via the Government website or a 'hard copy' held by the Designated Safeguarding Lead.
17. The Headmaster will advise the accused to seek support through a trade union rep. or a by having an appropriate colleague present. Further details on support for

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staff can be seen in the Employment Manual (Section L in the Staff Handbook). Guidance on suspensions, references and the actions following the conclusion of an investigation can be found in 'Keeping Children Safe in Education' Section 4 (September 2018).

18. The School will report to the Disclosure and Barring Service (DBS) within one month of leaving the School any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he / she is considered unsuitable to work with children. This includes: dismissal, non-renewal of a fixed-term contract, no longer engaging/refusing to engage a supply teacher provided by an employment agency, terminating the placement of a student teacher or other trainee, no longer using staff employed by contractors, no longer using volunteers, resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering.
The address for referrals is PO Box 181, Darlington, DL1 9FA
(tel: 0300 123 1111 email dbsdispatch@dbs.gsi.gov.uk)
19. The School has a duty to make a referral to the Teaching Regulation Agency where a teacher has been dismissed or would have been dismissed if he/she had not resigned and a prohibition order may be appropriate to generate. The referral will be sent to 'Teacher Qualification, Regulation and Exam Delivery Support Division, Teaching Regulation Agency, 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH.'
20. Following a substantiated allegation the School will review the circumstances in co-ordination with the LADO and other involved agencies to identify and amend procedures in the school to reduce the risk of a recurrence.

As part of meeting a child's needs it is important to recognise the importance of information sharing between professionals and local agencies. Further details on information sharing can be found in Chapter one of "Working together to Safeguard Children" and "Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers."

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7. Information to be Recorded and Record Keeping

The Initial Safeguarding Incident / Concern Form should be signed and dated. If it is not possible to do this then the documentation submitted to the Designated Safeguarding Lead must be signed and dated or have clear provenance electronically. It is important to remember that Child Protection issues must be kept confidential and other staff should be informed only on a 'need to know' basis.

The Designated Safeguarding Lead opens (or continues) a Safeguarding File which includes:

- Child or young person's name and date of birth
- The incident / concern which triggered the process
- The Initial Form record of conversation and any other record of what the child or young person has said
- A body map indicating bruising / injuries – if appropriate NB Staff must only view areas of the body that are normally visible.
- The action taken is recorded using the Safeguarding Record of Action / Contacts Form which acts as an ongoing chronology of the case.

These basic details are vital to the information gathering process and do not in themselves constitute an investigation.

The Designated Safeguarding Lead holds and stores securely all of the written information in a location separate from main files. The Designated Safeguarding Lead keeps the Headmaster informed. Other staff will have information shared with them on a strictly 'need to know' basis.

There now follows detailed implementation procedures for Bethany School, including guidelines for any referrals to Children's Social Services, managing allegations against members of staff, briefing and training details as well as what to do if a child goes missing.

The DESIGNATED SAFEGUARDING LEAD keeps a central log of all possible child protection issues, regardless of whether they are referred or not.

8. Induction and Training

Training of staff

Staff are provided regular training and updates in Safeguarding and Child Protection. The DSL will carry out briefings when changes occur to legislation and in particular Keeping Children Safe in Education. Staff will be required to sign to say they have received, read and understood Part 1 of KCSIE which is distributed in hard copy along with Annex A. Further safeguarding and child protection information is available on the Safeguarding noticeboard in the staffroom and through the KSCB website.

New staff will receive induction from the Designated Safeguarding Lead, Deputy DSL or when necessary a member of the Safeguarding Committee on the school safeguarding procedures, highlighting KCSIE by issuing Part 1 and Annex A of the latest document which will be signed for and recorded in a log, showing the Safeguarding and Child Protection Policy and where to find it on the school website, raise important issues such as Prevent, FGM, CSE and the whistleblowing policy found in the Employment Manual (Section L of the Staff Handbook). Staff will be made aware of the support that can be gained through Early Help and the role of the DSL, Deputy DSL and Safeguarding Committee will be made clear. Staff will also be made aware of the importance of monitoring attendance and their duty as part of the school within the reporting of children missing education, Children Missing Education, September 2016.

1. The Designated Safeguarding Lead & Deputy DSL must ensure that they attend and receive appropriate Level 3 Child Protection Training every two years, including inter agency training from within Kent. Both will be equally well trained in their roles.
2. The Safeguarding Committee are given Level 3 Safeguarding training every two years.
3. The Designated Safeguarding Lead must ensure that appropriate Child Protection inductions are given, as part of whole school INSET, to all staff on an annual cycle and at any other appropriate times through the year.
4. The Designated Safeguarding Lead must ensure that appropriate Child Protection induction is given, as part of their overall induction, to all new members' staff – including GAP Assistants on taking up their appointment.
5. The Designated Safeguarding Lead must ensure that appropriate Child Protection briefing is given to all new members of ancillary, domestic, estates and maintenance staff on joining the school staff.
6. The Designated Safeguarding Lead will brief the Holroyd Howe Manager in Child Protection.
7. The Designated Safeguarding Lead must ensure that appropriate Child Protection briefing is given, as part of their induction, to the new Prefect body and members of the LVI on an annual basis.

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8. Safeguarding Newsletters released by KCC Safeguarding Team are placed on the Safeguarding noticeboard in the upper staffroom.
9. All Pupils are given training in safeguarding themselves throughout the curriculum and the extra-curriculum. Specific areas of safeguarding are addressed whenever appropriate including e-safety issues, bullying and cyber-bullying and online safety in a wider context.
10. *This briefing and training should include not only dealing with alleged, suspected or disclosed abuse - as in the above policy guidelines – but also with safeguarding one’s self from any possible, potential allegations of abuse. Further information regarding professional conduct is given to all staff in their induction material and is also available in the Code of Conduct in the Employment Manual found in section L of the Staff Handbook.*

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9. Useful Contacts

DESIGNATED SAFEGUARDING LEAD

Mr Alan Sturrock
01580 211273, Ext 208

DEPUTY DSL

Miss Toni Carter Ext 225
01580 211273

Headmaster

Mr Francie Healy
01580 211273, Ext 209

Nominated Governor for Child Protection

Mr Andrew Cunningham
c/o Bethany School

Chairman of Governors

Mr Roger Stubbs
c/o Bethany School
chairofgovenors@bethanyschool.org.uk

LADO Office

03000 410888
kentchildrenslado@kent.gov.uk

Social Services County Duty Service

03000 411111 (out of hours – 03000 419191)

West Kent Area Safeguarding Advisor (Education)

03000 412284

West Kent Police – Child Abuse Investigation Unit

01892 502146 or call the police on 101

Kent Early Help 03000 419222

West Kent Early Help 03000416200 (T. Wells)

ISI

Cap House, London, EC1A 9HA
020 7776 8849

NSPCC Whistleblowing helpline 0800 028 0285

help@nspcc.org.uk

OFSTED safeguarding children 0300 123 4666

Kent Channel Co-ordinator

channel@kent.pnn.police.uk

UK Anti-terrorist Hotline

0800 789 321

DfE dedicated telephone helpline for non-emergency advice about radicalisation for staff and governors

020 7340 7264 counter-extremism@education.gsi.gov.uk

DBS Service

PO Box 181, Darlington, DL1 9FA
01325 953795
dbdispatch@db.gsi.gov.uk

TRA

53–55 Butts Road, Earlsdon Park, Coventry, CV1 3BH
0370 000 2288
misconduct.teacher@education.gov.uk

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10. Glossary:

DSL	Designated Safeguarding Lead – the member of staff in the school who is in charge of safeguarding and child protection.
Safeguarding	The umbrella under which children are kept safe and are prepared to face the challenges appropriate to their age. This involves developing the child in terms of knowledge, skills, resilience, esteem etc and the maintenance of an appropriately safe environment in which to grow at Bethany School.
Child Protection	This is the mechanism by which we identify and report children in need or children at risk of significant harm.
LADO	Local Authority Designated Officer – the office to be contacted with regard to allegations of abuse carried out by adults.
Children's' Social Services	Deal with all aspects of abuse relating to significant harm of children that do not involve adults. Also known as Specialist Children's Services.
West Kent Safeguarding Advisor (Education)	This office will give advice on all aspects of safeguarding children and support services for children in need or at risk of significant harm not involving adults.
Prevent Duty	Prevent is the national strategy to deal with the increasing issue of radicalisation of children in the UK, both through cyber contact and person to person contacts.
Channel	As part of the Prevent strategy Channel is the reporting mechanism for concerns about radicalisation in the local area.
Extremism	Promoting or acting on extreme beliefs that are linked to violence.
Radicalisation	How a person may end up promoting and acting upon extreme violent beliefs.
Whistleblowing	This is the act of reporting poor practice to a more senior member of the organisation. The policy is contained in the Employment Manual (Section L of the Staff Handbook) and shows how the school will respond to information passed on about concerns within the organisation.
Child in Need	A Child in Need is defined as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is

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disables. (Childrens' Act, 1989). Children would be assessed under section 17 of the Children's Act, 1989)

Significant Harm Children suffering or likely to suffer significant harm are assessed supported under section 47 of the Childre's Act, 1989.

Contextual safeguarding

This refers to the importance of all staff and in particular the DSL in ensuring they build a full picture of the context both inside and outside of school when considering the threats to their safety.

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11. Appendix 1: Missing Student

Children Missing from Education.

Children in England may leave education at the age of 16 but until the age of 18 children are expected to either start an apprenticeship or work as a volunteer while in part-time education. Children going missing from education is a potential indicator for abuse or neglect. Pupils at Bethany are required to attend school during term time. Absences are required to be marked on the register and tutors will be aware of the reasons for any absence which will be marked as an authorised absence. Staff should be watchful for patterns of absence or long term absence and if they are concerned should raise these concerns with the Designated Safeguarding Lead.

If a pupil leaves the school and is deleted from the admissions register for the following reasons then the DSL should inform KCC:

- They have been taken out of school by their parents and are being educated outside of the school system eg home educated.
- They have ceased to attend school and no longer live within reasonable distance of the school at which they registered
- They have been certified as medically unfit to attend school before ceasing to be of compulsory school age, and neither they or their parents has indicated the intention to continue to attend Bethany after ceasing to be of compulsory school age
- They are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
- They have been permanently excluded

The DSL must be informed of any pupil who fails to attend school regularly, or has been absent from the school without permission for a continuous period of 10 school days or more and report this to the relevant Local Authority.

Details of the school response to a pupil going missing from school during attendance at the school can be found below:

If the school suspects that a student is missing it will follow procedures to identify the whereabouts of the pupil as laid out below. If a pupil is not successfully found through the procedures this would become a child protection issue. If a student is missing school regularly or school absence is noted with other concerning behaviours then a referral should be made to the appropriate agency or agencies.

○ **Checking Routines & Missing Student Procedures**

Checking Routines

- Checking students on their return at the end of the school day and at prep time

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The Housemaster/mistress or Assistant Housemaster/mistress must make certain that they have checked that the students have returned to the House at the end of the school day/or after supper (depending on age groups and supper timings) and that they have checked with the prep monitor that all students are present during prep.

Checking students at night

- The Housemaster/mistress or Assistant Housemaster/mistress must make certain that they have checked and personally seen all students at night time/lights out in their bed.

Checking students on return from other boarding houses/specialist areas of school

- The 'signing in and out' book should be checked at the time students are due to have returned. Within 15 minutes for the younger pupils and between 30 and 45 minutes for the older pupils, all students need to have been seen by the member of staff in charge. Never rely on another student telling you that they have seen someone whom you have not seen personally.

Checking students on return from weekends, holidays and periods of absence from school

- After a weekend, holiday or period of absence from school the Housemaster/mistress or Assistant Housemaster/mistress should check personally that students are back at the times agreed. If they have not returned as agreed please begin investigating within 45 minutes.

Checking students on return from off-site visits – shopping, matches, theatre etc

- After day time/early evening visits/matches organised by a member of staff, using coaches, mini-buses or cars, students should have checked into their Houses within 15 minutes of their arrival back at school – 30 minutes if they have gone straight into supper.
- After late evening visits (e.g. theatre visits) an accompanying member of staff should escort the students into their Houses. House staff will probably wish to 'wait up' to check younger pupils but possibly not for older pupils if they have been escorted into the House by another member of staff.
- For visits organised by the students themselves using for example, taxis or private cars, students should use the 'signing in and out' book and be seen on their return, during 'daylight hours', by a member of House staff within 30 to 45 minutes. For late evening returns the students(s) should still use the 'signing in and out' book but should also check in directly on their return with their Housemaster/mistress or Assistant Housemaster/mistress.

In all of the above scenarios members of staff and students alike should be actively encouraged to keep in contact with House staff by mobile phone to advise them of unforeseen delays etc.

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Missing Boarding Student Procedures

- Boarding houses carry out regular registrations in order to be sure that boarders are present in School and ensure their well-being. All boarders are accounted for at their bedtimes, after which they are expected to remain in the boarding house. Boarding houses will have a staff presence throughout the night, with occasional and random checks to ensure boarders are present, are well and are asleep.
- If a boarder is found to be missing following their bedtime the procedures laid out below should be followed.
- In the event of a boarder leaving the boarding house during the night and Housestaff being made aware, Housestaff should immediately contact the member of SMT on duty to report a missing pupil. The procedure laid out below will then be followed.
- Registration is carried out in boarding houses either prior to breakfast or in breakfast for all except Orchard/Acorns. If a boarder fails to register boarding houses will ensure they are present on site. If this is not the case the procedures below will be followed. For Orchard/Acorns registration is carried out by tutors at 8.30 am.

Missing students – evening / weekend daily routine

- The duty member of House staff should instigate the following procedures and keep a record of events in the House day book. A copy of these notes may then need to be passed on to SMT.
- Firstly ascertain that the student is not in the boarding house or its environs
- Check whether other students know of the missing student's whereabouts
- Try to contact the student via their mobile phone
- Phone the other boarding houses for them to check their visitor's 'signing in and out' book and to conduct a search of their areas
- Check the specialist areas of the school, i.e. Music School, Chapel, that can be legitimately visited
- Check the Medical Centre
- Check other buildings and areas of the school and grounds
- Enlist the help of other House colleagues/GAP assistants/Prefects/House monitors as appropriate to help search.
- Contact a relevant member of the SMT using their weekly 'on-site' proforma
- If after 30 to 45 minutes the student still cannot be accounted for then SMT will confer and then contact parents or guardians and police as appropriate.
- SMT should keep a record of events and actions using the Initial Safeguarding Incident / Concern Form and also add the initial notes from the House day book.

If it is rumoured that a parent has collected their youngster without letting House staff know, and you believe it is a possibility, then do phone them.

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Missing students – after weekends, holidays, periods of absence

- If after the 30 to 45 minutes the student still cannot be accounted for then please ensure that you contact the parents/guardians/hosts to find out what has happened.

Parents/guardians/hosts should be actively encouraged to make contact with House staff to advise them of unforeseen delays etc.

- If you have been unable to make contact with parents/guardians/hosts after the 45 minutes continue trying whilst instigating the procedures above.

Contact numbers

- A list of student mobile phone numbers should be compiled, checked and updated on a regular basis by House staff and the records kept on file in the House Office.
- Parents/guardians contact numbers should also be checked and updated on a regular basis - *parents/guardians should be actively encouraged to advise House staff of these changes*
- Host family contact numbers should also be checked – *regular host families should be actively encouraged to advise House staff of any changes.*
- Students/parents/guardians/hosts should have the appropriate contact numbers for the House to hand/programmed into their phones.

Missing Student Procedures - During the School Day

- In the first instance ascertain, by checking with your other students, whether the missing student is for example; just merely delayed from another lesson, in the Medical Centre, having a music lesson, left School early for a fixture.
- Double check with a colleague if other students are missing.
- Check with the School Office, via phone if at all possible or by using a ‘runner’, whether the missing student has ‘signed out’, is on an ‘off-site’ list or is in the Medical Centre.
- Contact a member of the SMT, via the School Office, phone or a ‘runner’.
- Buildings and other areas of the school and grounds are checked and searched.
- Enlist the help of other colleagues / Estates Team / GAP assistants / Prefects / House monitors as appropriate to help checking and searching.
- Try to contact the student via their mobile phone.

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- The member of staff instigating the search in the first instance should write appropriate notes and pass them on to SMT / DSL.
- If after 30 to 45 minutes the student still cannot be accounted for the SMT will confer and then contact parents or guardians and police as appropriate.
- SMT should keep a record of events and actions using the Initial Safeguarding Incident / Concern Form and also add the member of staff's initial notes.
- SMT / DSL to contact Children's Social Services or Police – if appropriate.
- Headmaster contacts Chairman of Governors – if appropriate.

If it is rumoured that a parent has collected their youngster without letting staff / school office know and they have not signed out, and you believe it is a possibility, then do phone them.

If it is rumoured that a Sixth Former has driven home / off-site without signing out then check the car parks for their vehicle (list on staff room board and with THD/MJP) and then phone their mobile and / or their home number.

Contact numbers

- A list of student mobile phone numbers should be compiled, checked and updated on a regular basis by Tutors and stored on iSAMS on a confidential basis.

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12. Appendix 2: Definitions of Abuse

There are four types of child abuse. They are identified under the following headings and further information can be found on the NSPCC website:

1. **Physical abuse**
2. **Emotional abuse**
3. **Sexual abuse**
4. **Neglect**

All school and college staff should be 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. (KCSIE, September 2016 Paragraph 35)

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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.

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. It may involve seeing or hearing the ill-treatment of another. 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.

Sexual Abuse

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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. Youth Produced Sexual Imagery (Sexting) can count as a form of sexual abuse. Bethany School recognises that **Child Sexual Exploitation (CSE)** can sometimes manifest no external signs of the abuse which the child is suffering.

NB It should be noted that sexual abuse of children by other children is a specific safeguarding issue in the education setting.

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.

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Regard should also be given to the following:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- Children required to give evidence in court
- Child criminal exploitation (county lines)
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage and honour based crime.
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- homelessness
- mental health
- missing children and adults strategy
- peer on peer abuse
- private fostering
- preventing radicalisation – and Annex A
- relationship abuse
- Sexual violence and sexual harassment between children
- Youth Produced Sexual Imagery (sexting)
- trafficking

Further information on child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. 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 (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 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.

Child Sexual Exploitation – Definition and a guide for practitioners (February 2017)

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for ‘normal adolescent behaviours’. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don’t comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

Signs of CSE could be:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

Further information on so-called 'honour based' violence and Female Genital Mutilation

So-called '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 so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

FGM mandatory reporting duty

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 with long-lasting harmful consequences.

FGM may constitute a number of different types of abuse as detailed below. There is a range of potential indicators that a child or young person may be at risk of FGM, including disclosure, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. These indicators may include:

- Unorthodox absences from school
- A lengthy stay overseas in an area known to practice FGM
- Difficulty sitting or standing for long periods of time.
- Urinary infections and menstrual problems.
- Depression/withdrawal.
- Reluctance to seek medical help.
- Evidence of a visiting female elder
- Discussion of a procedure which 'marks womanhood'.(Source: HM Government, Multi-Agency Practice Guidelines, Female Genital Mutilation, 2010.)

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Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. In a suspected case of FGM the School will contact both Children's Services and Kent Police. The school must also inform Kent Police immediately if it discovers any evidence of an act of FGM.

Further information on preventing radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their

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assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel.

All adults working at Bethany School should be aware of the Prevent Duty. Staff should be aware of the Prevent strategy of which Channel is part. Staff can gain further information by carrying out the Channel general awareness training. The DSL and the deputy DSL will have training in the Prevent Duty.

The following factors place people at risk of radicalisation:

- Peer Pressure
- Influence from other internet users
- Bullying, crime and anti-social behaviours
- Family tensions
- Race/ hate crime
- Lack of self-esteem or identity
- Personal or political grievances

The following may be signs of radicalisation:

- Changes in behaviour (withdrawn / aggression)
- Claiming terrorist and other violent acts are justified
- Associating with known violent extremists
- Viewing violent extremist material on-line
- Possessing violent extremist literature (leaflets)

Any concerns about pupils who may become or who are showing an interest in radicalisation should be reported to the DSL who will work with the appropriate outside agencies.

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Minor concerns – Local Authority Prevent Co-ordinator or the KSCB.

More serious concerns – Contact police or Anti-terrorist Hotline or Channel.

The DSL will have clear contacts within the Local Authority in order to have a clear understanding of the risk perceived by the Local Authority for Bethany School. As part of the Prevent Duty all visiting speakers and guests of the school, invited by pupils or staff will be made known to the Human Resources Manager. If there are any concerns under the Prevent Duty, specific checks will be carried out. Supervision is always put in place for visitors except where appropriate checks have been previously carried out and are in place. A record of all such individuals will be maintained as part of the Single Central Register by the Human Resources Manager. This is referred to further in the Safer Recruitment Policy.

Peer-on-peer abuse

When dealing with abuse by young people on peers, schools should follow the key safeguarding documents, Keeping Children Safe in Education and Working Together to Safeguard Children, even where an alleged perpetrator is a child. This will entail:

- effective implementation of the school's usual safeguarding and anti-bullying policies (and

recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);

- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;

- following the advice for practitioners in: What to do if you're worried a child is being abused;

- effective information sharing with any agencies or other professionals involved;

- where allegations of abuse or assault have been made against one or more of its own pupils,

a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;

- good record keeping of related conversations, meetings and communications.

Staff should be aware that the following peer to peer behaviours (not an exhaustive list) can be abuse and must be reported to the DSL if the member of staff has concerns that they are beyond the remit of the Anti-bullying Policy and Behaviour Policy.

Bullying (including cyber bullying)

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Physical abuse such as hitting, kicking, shaking..... or otherwise causing physical harm
Sexual violence and sexual harassment
Sexting / youth produced sexual imagery
Initiation type violence or rituals/

Any matters of this nature should be recorded in writing and the DSL informed if the matter is deemed to be beyond the normal pastoral disciplinary policies of the school. If staff are in doubt about if the behaviours constitute a safeguarding concern they must discuss this with the DSL, the Deputy DSL or a member of the Safeguarding Committee.

Further information on Child on Child sexual violence and sexual harassment.

Sexual Violence is any behaviour that is identified in the Sexual Offences Act 2003:

Rape
Assault by Penetration
Sexual assault

Within this context consideration needs to be given to whether consent was given, if the victim was able to consent freely or cohesion or any other form of power imbalance is in play and if consent was withdrawn.

Sexual harassment is seen to be ‘unwanted conduct of a sexual nature’ that can occur online or offline. Sexual harassment is likely to: violate a child’s dignity, and /or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive of sexualised environment. This could include but is not limited to:

Sexual comments
Sexual jokes or taunting
Physical behaviour such as deliberately brushing past someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature.
Online sexual harassment (such as unwanted sharing of sexual images, sexualised online bullying, unwanted sexual comments, CSE, coercion or threats.

Staff should be aware of child on child violence and sexual harassment. This is an identified area of significant concern with instances being reported more frequently. Detailed guidance can be found at Sexual violence and sexual harassment between children in schools and colleges on the DFE website.

Issues are likely to be complex and the DSL should be informed before investigations begin to ensure a strategy is fully considered prior to implementation. This may involve a consultation with the West Kent Safeguarding in Education Advisor.

All parties in any allegation should be reassured as the facts have not been established. Staff must minimise the number of other people they inform about the allegation, never promise confidentiality, record appropriately and attach to a Green Form, be aware of not viewing illegal images of children (seek guidance from the DSL), have meetings with two

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staff present whenever possible. The DSL will generate a risk assessment and may require your input to assess the risks, when and where they may occur and how to negate the identified risks. The risk assessment should consider the alleged victim, alleged perpetrator and the risk to other children. Referrals to Children's Social Services, the police and other services must be considered. Parents should be informed unless this would place a child at risk of harm.

The DSL will consider the wishes of the victim in all decisions, the nature of the allegation, has a crime been committed, the ages of the children, the developmental stages of the children, any power imbalances, if it is a one off incident or a pattern of behaviour, what are the potential ongoing risks and any contextual safeguarding issues in and out of school.

Any report of sexual harassment must not be passed off as 'banter'. It must always be seen as unacceptable. Even where a referral has been made the victim must be protected immediately, even when waiting to see a response from an outside agency.

Online safety

The use of technology has become a significant area for staff to be aware in how they keep children safe. CSE, radicalisation, sexual predation, creation of youth produced sexual imagery, cyber-bullying and other forms of harassment all occur through different technological platforms.

Consider the following areas when dealing with online threats:

Content: being exposed to illegal or inappropriate or harmful material

Contact: being subjected to harmful online interactions with other users

Conduct: personal online behaviour.

13. Appendix 3: Signs of Abuse

Signs of abuse

Recognising child abuse is not easy. It is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk of harm from someone. You do however, have both a responsibility and duty, as set out in your organisation's child protection procedures, to act in order that the appropriate agencies can investigate and take any necessary action to protect a child.

The following information should help you to be more alert to the signs of possible abuse.

Physical Abuse Most children will collect cuts and bruises as part of the rough-and-tumble of daily life. Injuries should always be interpreted in light of the child's medical and social history, developmental stage and the explanation given. Most accidental bruises are seen over bony parts of the body like parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental.

Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given, or visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern, although this can be more complicated with burns, as these are often delayed in presentation due to blistering taking place sometime later.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises- in clusters, often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks,
- multiple burns with a clearly demarcated edge.

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home.

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Emotional Abuse

Emotional abuse can be difficult to measure, as there are often no outward physical signs. There may be a developmental delay due to a failure to thrive and grow, although this will usually only be evident if the child puts on weight in other circumstances, for example when hospitalised or away from their parents' care. Even so, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the form of children not being allowed to mix or play with other children.

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

Sexual Abuse

Adults who use children to meet their own sexual needs abuse both girls and boys of all ages, including infants and toddlers. Usually, in cases of sexual abuse it is the child's behaviour that may cause you to become concerned, although physical signs can also be present. In all cases, children who tell about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

It is also important to remember that it not just adult men who sexually abuse children – there are increasing numbers of allegations of sexual abuse of children against women and sexual abuse can also be perpetrated by other children or young people.

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language

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bedwetting
eating problems such as overeating or anorexia
self-harm or mutilation, sometimes leading to suicide attempts
saying they have secrets they cannot tell anyone about
substance or drug abuse
suddenly having unexplained sources of money
not allowed to have friends (particularly in adolescence)
acting in a sexually explicit way towards adults

Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

constant hunger, sometimes stealing food from other children
constantly dirty or 'smelly'
loss of weight, or being constantly underweight
inappropriate clothing for the conditions.

Changes in behaviour which can also indicate neglect may include:

complaining of being tired all the time
not requesting medical assistance and/or failing to attend appointments
having few friends
mentioning being left alone or unsupervised.

Bullying

Bullying is not always easy to recognise as it can take a number of forms. A child may encounter bullying attacks that are:

physical: pushing, kicking, hitting, pinching and other forms of violence or threats
verbal: name-calling, sarcasm, spreading rumours, persistent teasing
emotional: excluding (sending to Coventry), tormenting, ridiculing, humiliating.

Persistent bullying can result in:

depression
low self-esteem
shyness
poor academic achievement
isolation
threatened or attempted suicide

Signs that a child may be being bullied can be:

coming home with cuts and bruises
torn clothes
asking for stolen possessions to be replaced
losing dinner money
falling out with previously good friends
being moody and bad tempered
wanting to avoid leaving their home
aggression with younger brothers and sisters

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doing less well at school
sleep problems
anxiety
becoming quiet and withdrawn

These definitions and indicators are not meant to be definitive, but only serve as a guide to assist you. It is important too, to remember that many children may exhibit some of these indicators at some time, and that the presence of one or more should not be taken as proof that abuse is occurring. There may well be other reasons for changes in behaviour such as a death or the birth of a new baby in the family or relationship problems between parents/carers. In assessing whether indicators are related to abuse or not, the authorities will always want to understand them in relation to the child's development and context

Source: NSPCC

Procedures for dealing with all forms of bullying can be found in the School's anti-bullying policy.

14. Appendix 4: Designated Safeguarding Lead Job Description - KCSIE September 2018

Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

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Work with others

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCO or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.

Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school’s or college’s child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁰
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and

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- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately; • Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have the support in place for when the child arrives.

Availability

- During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

15. Appendix 5: Self-harm and Self-injury

Introduction

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Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours. Working in partnership with parents, our aim is to support students who Self-Harm and those around them.

- Aims**
- To provide support to students who self-harm and their peers and parents/carers
 - Use a whole school approach to increase understanding and awareness of self-harming behaviours
 - To provide support and information to staff who come into contact with students who are engaging in self-harming behaviours or who are at risk of doing so
 - To also ensure that staff have robust guidelines to assist with management of students
 - To help all students improve their self-esteem and emotional literacy.

Definition of Self-Harm

Self-harm is a coping mechanism and is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
 - Swallowing inedible objects
 - Taking an overdose of prescription or non-prescription drugs
 - Swallowing hazardous materials or substances
 - Burning or scalding
 - Hair-pulling
 - Banging or hitting the head or other parts of the body
 - Scouring or scrubbing the body excessively
 - Episodes of alcohol/drug abuse or over/undereating at times may be acts of deliberate Self-Harm.
- **Not necessarily indicative of suicidal intention**

Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm: Individual Factors:

- Low self-esteem
- Anxiety/depression

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- Poor problem-solving/communication skills
- Recent trauma
- Drug/alcohol abuse and other risk taking behaviour
- Sudden changes in behaviour and academic performance

Family Factors:

- Unreasonable expectations
 - Neglect or physical, sexual or emotional abuse
 - Poor parental relationships and arguments
 - Depression, self-harm or suicide in the family
- ### Social Factors:
- Difficulty in making relationships/loneliness
 - Being bullied or rejected by peers

Other causal or risk factors

- inappropriate advice or encouragement from internet websites or chat-rooms
- experimentation, 'dares' or bravado, 'copycat behaviour'
- concerns by a girl that she may be pregnant (including an attempt to terminate this)
- domestic abuse and/or substance misuse in the home
- media influence
- issues surrounding religious or cultural identity

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should always be taken seriously and staff observing any of these warning signs should liaise with the medical centre and/or the Pastoral Lead

Possible warning signs include:

- Inappropriate clothing for warm weather and/or pulling sleeves over hands
- Changes in eating/sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope

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- Changes in appearance e.g. ‘becoming’ a goth

Suicide

Although Self-Harm is non-suicidal behaviour and relied on as an attempt to cope and manage, it must be recognised that the emotional distress that leads to self-injury can also lead to suicidal thoughts and actions. It is therefore important that all incidents of Self-Harm are taken seriously and that the underlying issues and emotional distress are thoroughly investigated and necessary emotional support given in order to minimise any greater risk. Any mention of suicidal intent should always be taken seriously and the school policy for Child Protection and safeguarding should be followed immediately. The biggest priority of staff’s response being to ensure the student is placed in a safe environment before all else.

What keeps the self-harm cycle going?

Once self-harm, particularly cutting, is established, it may be difficult to stop. Self-harm can have a number of functions for the student and it becomes a way of coping, for example:

- Reduction in tension (safety valve)
- Distraction from problems
- Form of escape
- Outlet for anger and rage
- Opportunity to feel real
- Way of punishing self
- Way of taking control
- To not feel numb
- To relieve emotional pain through physical pain
- Care-eliciting behaviour
- Means of getting identity with a peer group
- Non-verbal communication (e.g. of abusive situation)
- Suicidal act.

When a person inflicts pain upon him or herself, the body responds by producing endorphins, a natural pain-reliever that gives temporary relief or a feeling of peace. The addictive nature of this feeling can make the stopping of self-harm difficult. Young people who self-harm still feel pain, but some say the physical pain is easier to stand than the emotional/mental pain that led to the self-harm initially.

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How to respond

Immediate response to self-harm

When a young person presents themselves with concerns about self-harm or when we are asked to look into a concern about a child our immediate response needs to be calm and measured. The professional should indicate they feel confident they can be supportive (no matter how anxious they may feel) as this will gain the student's confidence. Initially acknowledge the courage it has taken for the student to seek help and let them know the limits of your confidentiality. Explain the reason why the information needs to be shared in order to keep them safe before doing so.

It is important to inform the medical centre of the student's details, any background information available to you regarding the self-harm incident or preceding events and arrange an appropriate time for the student to be assessed there.

Required responses by medical centre / pastoral lead

Parents will be contacted by the designated lead or the medical centre, depending on the nature of and to whom the incident or suspicion was reported. Concerns will then be discussed with the student's parents, unless to do so would place the student at further risk (see Child Protection Procedures and school safeguarding policies and procedures). If parents/carers are not contacted the reason must be documented and consultation with an Early Help Advisor is available.

The school will support the carers/parents in helping the student.

The Medical Centre will maintain a register of pupils known to self-harm both currently and in the past. Any student deemed to be "at risk" will be encouraged to attend sessions with the school's allocated psychotherapist or their own counsellor.

Students must adhere to the schools policy that any self-inflicted wound is kept covered and fellow students are not exposed to it. They should in absolutely no circumstance photograph or make references to their self-inflicted wound and publically share so as not to incite copycat behaviour.

Parents should be aware of the role of the School in supporting students and support the decision made by the School in the best interests of the pupil. This will include the need for the pupil to return home if they are deemed to be at risk of harming themselves in school or unnecessarily exposing their wounds.

Roles and Responsibilities

Bethany School will appoint a designated member of staff (DSL) to oversee all issues of self-harm in the student body. The Pastoral Deputy will fulfil this role when it is believed that there are no pupils at risk with regard to Child Protection. All matters of a Child Protection nature **MUST** be reported immediately to the Designated Senior Person with responsibility for Child Protection.

The Medical Centre will play a significant role in the support of the pupil and some issues of self-harm may become apparent through confidential support in the Medical Centre. The Sister will coordinate communication with the GP responsible for the pupil. The Sister will inform the DSP if any Child Protection issues are evident or are suspected. The Sister in conjunction with any other

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agency deemed required will assess the risk to a pupil while in school, complete the 'Self-Harm Risk Assessment Form 1' and issue to staff if required a 'Self-Harm Risk Assessment Form 2' for the regular monitoring of a pupil at risk.

If the Medical Centre becomes aware of a pupil self-harming they will assess the need for a Child Protection referral to the DSL. The Medical Centre will insist on the collection of the pupil by parents or guardians in the case of boarders and insist that the pupil be examined by their own GP. The School will not allow the pupil to return to school until they have made contact with the GP and the GP has agreed that the pupil is both being supported appropriately and is not at immediate risk. The pupil will be asked not to return while they have overt signs of having harmed themselves. They should encourage the sharing of the information with the Pastoral Deputy and the parents if no Child Protection issue is apparent.

The Pastoral Deputy (Designated member of staff with responsibility for self-harm) will keep records of incidents of self-harm, liaise with the Medical Centre as well as appropriate outside agencies, contact parents, know where to seek help from outside of school and be able to support the needs of the pupil in school.

On being made aware of self-harming the Pastoral Deputy will; inform the Medical Centre so that an assessment can be made of the student's physical and emotional health; insist on the collection of the pupil by parents and that the pupil be examined by their own GP; if required they will make a referral on grounds of Child Protection. The School will not allow the pupil to return to school until a member of Bethany staff has made contact with the GP and the GP has agreed that the pupil is both being supported appropriately and not at any immediate risk. The pupil will be asked not to return while they have overt signs of having harmed themselves.

If the Designated Senior Person for Child Protection becomes aware of any self-harming issues related to any referral they will make a judgement in conjunction with the Social Services if any information should be shared wider in the School.

The Bethany School Staff are expected to be aware of the signs of self-harm and be alert to all emotional distress displayed by pupils within their care. They should report all apparent or suspected self-harm to the Assistant Head – Pastoral within 24 hours of determining that a problem may exist. Pastoral staff may be required to complete a regular evaluation 'Self-Harm Risk Assessment Form 2' to aid in the monitoring of a vulnerable pupil.

If a member of staff becomes aware that a pupil has self-harmed through the pupil approaching them they should listen carefully to the pupil, not making any promises of confidentiality and ensuring that they do not ask leading questions. They should try to write notes on the conversation as soon as possible after the meeting and report the conversation immediately to the Pastoral Deputy.

If a member of staff becomes aware that a pupil has self-harmed because they have seen wounds or injuries they should report this immediately to the Pastoral Deputy. If the situation is affecting others (eg the pupil is showing off injuries or is discussing how they harmed themselves) the pupil should be removed from wider school circulation.

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Support Staff –

- Be observant and note any out of character behaviour / unexplained signs of injury to the student.
- Report all concerns (no matter how seemingly insignificant) to the student's **tutor/housemaster/Pastoral Deputy**. It may be a vital part in a bigger “picture” relating to the student's current situation
- Try to write down any conversation that you may have had with the student that gave you reason for concern ensuring the student is quoted word for word.

Teaching staff –

- Be observant and note any out of character behaviour or impact of friendship groups
- Note any change to the student's appearance, including their weight. Have they started wearing extra layers of clothing to hide marks/ or to cover for significant weight loss
- Report all concerns (no matter how seemingly insignificant) to the **Pastoral Deputy**. It may be a vital part in a bigger “picture” relating to the student's current situation
- If you are given reason to believe that a student is self-harming, though have not any personal reason to suspect – this still needs to be reported to the Pastoral Deputy

Pupils will be expected to ensure any wounds are hidden from view and are cleaned and well dressed, maintain a dialogue with an appropriate member of staff or appointed person, alert staff to concerns about fellow pupils and understand that confidentiality must be broken in some situations. Must never photograph and/or share images of their self-harm/ injury.

Parents are expected to support the School in its response to self-harm and work in partnership with the School to support its actions.

Parents/carers must understand that if the school's policy is not upheld then the school have the right to remove the student on the grounds of the protection and best interests of their child's fellow students.

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National Advice and Help Lines

Childline 24hrs helpline for children and young people under 18 providing confidential counselling
0800 1111 www.childline.org.uk

PAPYRUS Offers a helpline to give support, practical advice and information to anyone who is concerned that a young person may be suicidal HOPELineUK 0800 068 41 41 www.papyrus-uk.org

National Self-Harm Network Support for people who self-harm, provides free information pack to service users. www.nshn.co.uk Samaritans Confidential emotional support for anybody who is in crisis.

The Samaritans are piloting a project at KS3/4 in a number of schools which supports staff in working with young persons who selfharm/experience suicidal thoughts www.samaritans.org/youremotionalhealth/workinschools. The site includes other ideas and support strategies. 08457 90 90 90 www.samaritans.org.uk

Young Minds Information on a range of subjects relevant to young people. www.youngminds.org.uk Young Minds Parents Information Service 0808 802 5544

The Site There are many other projects out there traceable through phone directories, web searches etc. www.thesite.org