

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
-------------------------	---

Document Approved	October 2009
Date of Revision (if applicable)	September 2020
Date for Review	September 2021

Revision History

Version	Date Issued	Reason for Issue
1.0	29 th October 2009	Annual Review
2.0	29 th October 2010	Annual Review
3.0	1 st November 2011	Annual Review
4.0	6 th November 2012	Annual Review
5.0	4 th October 2013	Annual Review
6.0	6 th May 2014	New Statutory Guidance from DFE
6.1	28 th August 2014	Change in DSL
6.2	25 th September 2014	Change in external agency contacts
6.3	23 rd February 2015	Change in contact for the

Version	Date Issued	Reason for Issue
		LADO
6.4	27 th April 2015	KCSIE March 2015
6.5	15 th July 2015	Following compliance check
7.0	4 th September 2015	Annual review
7.1	12 th January 2016	ISI Guidance
8.0	1 st September 2016	KCSIE September 2016
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
8.3	23 rd July 2017	ISI Guidance
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
9.1	21 st January 2019	ISI Inspection
10	1 st August 2019	KCSIE September 2019
10.1	30 th October 2019	DSL Kent training – changes to local protocols.
11.0	1 st August 2020	KCSIE September 2020

Contents

1.	Introduction	4
2.	How the School promotes safeguarding.....	7
3.	Roles and Responsibilities	8
4.	Responding to Concerns	15
5.	Procedures for staff contacting outside agencies.....	17
6.	Allegations against Members of Staff – (See Part Four KCSIE 2020).....	21
7.	Information to be Recorded and Record Keeping	23
8.	Induction and Training	24
9.	Useful Contacts.....	26
10.	Glossary:	27
11.	Appendix 1: Missing Student	29
12.	Appendix 2: Definitions of Abuse	34
13.	Appendix 3: Signs of Abuse.....	44
14.	Appendix 4: Self-harm and Self-injury	47
15.	Positive Mental Health & Wellbeing at Bethany School	56
16.	Annex A: Further information and sources of support about common mental health issues	63
17.	Annex B: Guidance and advice documents	67
	Annex C: Data Sources	68
18.	Annex D: Sources or support at school and in the local community	68
19.	Annex E: Talking to pupils when they make mental health disclosures.....	71

1. Introduction

This policy is available to all parents, prospective parents, adults working at or on behalf of Bethany School (including supply / agency staff), 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 supply / agency staff, 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 (Multi-agency partners) to ensure robust 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 / agency 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. Peer to peer abuse may occur in many ways including but not exclusively; bully, on-line bullying, sexual violence, sexual harassment, physical abuse, upskirting, sexting or in initiations. Staff must be aware that upskirting is a criminal act, (2019) and should be vigilant for pupils becoming involved in other serious crimes or serious violence such as gang related crime, so-called County Lines crimes or other forms of exploitation including Child Sexual Exploitation (CSE) / Child Criminal Exploitation (CCE), and 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. On page 7 of KCSIE (2020) staff should pay particular attention to the section “What School and College Staff Should Look Out For” (paragraphs 18 to 38). This includes factors that increase the vulnerability of pupils that may require support through Early Help, indicators of abuse and neglect, peer on peer abuse including sexual abuse of children by children, indicators of pupils becoming involved in serious violence, FGM and is further supported by the additional information contained in Annex A which all staff should be familiar with. It also identifies the important links between mental health and safeguarding. See Appendix 6.

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 2020). 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), ‘The use of social media for on-line radicalisation’ (July 2015) and Teaching Online Safety in Schools (2019), the non-statutory guidance ‘Coronavirus (COVID-19) safeguarding in schools, colleges and other providers’ (March 2020), ‘Safeguarding and remote learning during Coronavirus (COVID-19)’, ‘Preventing and tackling bullying’, ‘Mental health and behaviour in schools’ and ‘Young people’s emotional health and wellbeing’.

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 2020, paragraph 2, page 5)

The Designated Safeguarding Lead (DSL), who has overall responsibility for child protection practice and procedures is the Deputy Head Pastoral, Mr Alan Sturrock, a member of the SMT. The deputy DSL is Miss Toni Carter (HR Manager), a member of SMT. 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. All members of the Committee receive bi-annual safeguard training.

The Safeguarding Committee comprises:

The DSL Alan Sturrock who is the Deputy Head Pastoral, The Deputy DSL Miss Toni Carter (HR Manager), The Headmaster – Mr Francie Healy, The Deputy Head Academic – Mrs Emily Hill, the Bursar – Mr Stuart Harris, the School Nurses – Sister Steph Ridout and Mrs Penny Thompson.

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 and in line with the requirements of Working Together to Safeguard Children (2018) in relation to the 'three safeguarding partners' in Kent (Multi-agency working <https://www.kscmp.org.uk/>).

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.
- 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. This would include children known to have a social worker. 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), Mr Stuart Harris (Bursar) 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 and such staff are aware that the procedures and protocols laid out in this policy will be followed for all staff working at the School regardless of if they are directly or indirectly employed by the school.

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 Relationship and Sex Education which takes account of the mandatory content introduced for 2020 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)), 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 (particularly in view of the increase in school supported home learning), sexual and criminal exploitation and 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.** Particular note must be made of the **Acceptable Use Policy** and the potential harm that exists through the inappropriate use of technology, the internet, the potential dangers of social media and protecting your 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. All members of the Bethany community should be aware that abuse can happen wholly on-line or may be used to facilitate off-line abuse.

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 2020 paragraph 3, page 5)

With this understanding, the School will act to understand the full context of the children within the school to promote and protect their safeguarding. It is understood that a *contextual safeguarding* approach is required and that the context for a child operates beyond the school and family alone. The DSL will require as broad an understanding of the real and cyber worlds in which an identified child is operating.

The School is responsible for ensuring that all action taken is in line with Kent's Safeguarding Children Board Procedures (KELSI). 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 and the support of children known to have a social worker. **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 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:

- Protect 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 safeguarding or 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. (Staff are required to report concerns relating to concerns about adults working with children directly to the Headmaster and not to 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. Concerns being reported about the Headmaster should be referred to the Chair of the Governors).

The Designated Safeguarding Lead is responsible for:

See also Role of Designated Safeguarding Lead (KCSIE September 2020, 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.
- 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 safeguarding partners 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 and working with multi-agency partners.
- 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 Kent County Council Education Safeguarding Team also known as ‘The Education People’.

- Encourage a culture in all adults working at the school of listening to pupils and taking their concerns seriously.
- Have a working knowledge of local partner’s referral procedures; access support and support from the Kent County Council Education Safeguarding Team also known as ‘The Education People’.
- 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 Kent County Council Education Safeguarding Team also known as ‘The Education People’ 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 that pupils with appointed social workers are appropriately supported and that they are monitored to ensure they are fully safeguarded, including close monitoring of attendance.
- 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 Listener’ 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.
- Be aware of the Data Protection Act 2018 and GDPR with regard to the safe keeping and sharing of records and personal data within the safeguarding context.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf

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 take 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 Kent County Council Education Safeguarding Team also known as ‘The Education People’ and also make themselves aware of the information about Child Protection produced by local partners as published on the safeguarding noticeboard in the upper staffroom or on the website www.kelsi.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 website 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), and 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 (Digital Front Door electronic referral). 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, gang involvement, participation in serious crime or serious violence or any of the identified elements listed in Appendix 2 or Annex A of KCSIE 2020.
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.)
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 a 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 / Head of Year / Boarding Housemaster 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 2020) 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
 - Possibly 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.
 - Behaved in a way that indicates they may not be suitable to work with children – for example where an adult is involved in domestic violence out of school, they may be a threat to children within the school setting.
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 criminal offence not to report concerns about the conduct of a colleague or adult that could place a child at risk if their actions or behaviour meet the harm test and that lesser concerns not reported may become a disciplinary matter within the school.
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).

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child’s needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with the three safeguarding partners, other organisations, agencies and practitioners as required. School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children’s social care. (KCSIE September 2020 para 82). 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.”

Specific information; the details of procedures and the categories and definitions of abuse may be accessed or downloaded from the KELSI website:

<https://www.kelsi.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). All staff are also been issued Part 1 of the new statutory guidance KCSIE on release, in conjunction with Annex A and receive a briefing on the changes from the previous KCSIE document as required (Annex H).

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; Head of Year, 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. The NSPCC have a dedicated point of contact in relation to whistleblowing: contact 0800 028 0285 or help@nspcc.org.uk

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

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

Allegations against another Pupil (Peer to Peer Abuse); See KCSIE 2020 page 91 (more information can be found in Appendix 1 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 Services or Kent County Council Education Safeguarding Team also known as 'The Education People'. 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 Front Door Services 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. Staff should be aware that 'upskirting' is a criminal offence: The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

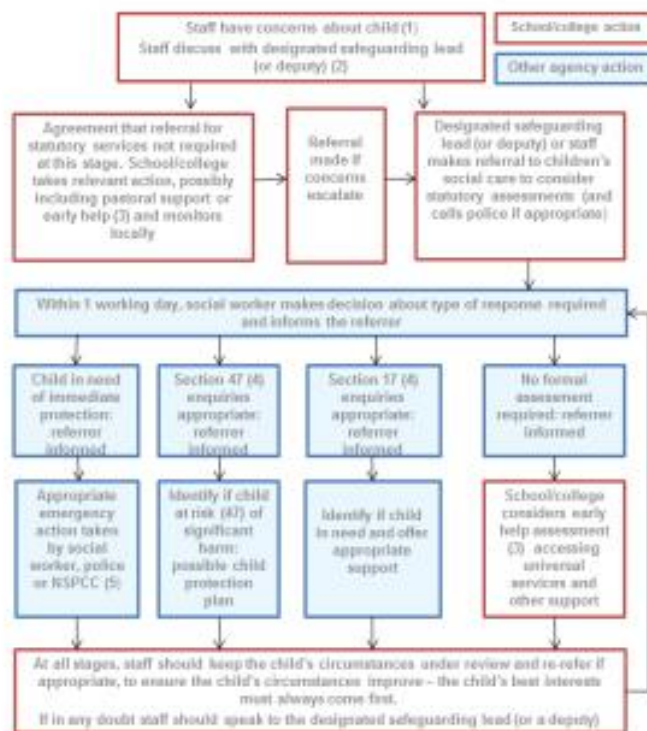
We note that **bullying** is not always defined as a form of abuse but there is clear evidence that it is abusive and will include at least one, if not two, three or all four, of the defined categories of abuse. For this reason it has been included in this policy. All staff and governors must, therefore 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 local partners.

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. Using the Digital Front Door electronic referral service pupils in need can be referred to Early Help Services or to Children's Social Services using the appropriate referral form. Referrals relating to adults working with Children will be referred by the Headmaster to the LADO on the required referral form. Consultation prior to a referral may occur.

Actions where there are concerns about a child



The original copy of this flowchart can be accessed in KCSIE 2020, page 17.

- (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 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.**
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 submitted via the ‘Front Door’ – 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 Kent County Council Education Safeguarding Team also known as 'The Education People' 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 to the Digital Front Door.
 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 subject of a CAF (Common Assessment Framework) referral or equivalent Local Authority referral – it is noted that not all pupils reside in Kent and may be subject to different structures in their home county or borough. 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 (Integrated Front Door) on 03000 411111 (out of hours 03000 419191) or for advice on safeguarding issues in education the Tunbridge Wells 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.

6. Allegations against Members of Staff – (See Part Four KCSIE 2020)

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.
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 Kent County Council Education Safeguarding Team also known as the 'Education People'.
13. More detailed information and guidance regarding the implementing of procedures will be found in 'Keeping Children Safe in Education' Section 4 (September 2020). 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 2020) 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 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 2020).
 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 dbsdspatch@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.

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 to 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 and H. Further safeguarding and child protection information is available on the Safeguarding noticeboard in the staffroom and through the KELSI website <https://www.kelsi.org.uk/>.

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 and H 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.
8. Safeguarding Newsletters released by Kent County Council Education Safeguarding Team also known as 'The Education People' 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.*

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)

Tunbridge Wells 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

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.
The Education People	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 disabled. (Children's 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 Children'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.

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 Department using the reporting framework.

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
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.

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 duty log. 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.

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 Wellness 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 Wellness 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.
- 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 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.

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 2019 Paragraph 20)

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

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.

Regard should also be given to areas identified in KCSIE 2020 Annex A:

Further information on child sexual exploitation

Child Criminal Exploitation (CCE) CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- 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.

Child Sexual Exploitation (CSE) CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

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’ abuse and Female Genital Mutilation

So-called ‘honour-based’ abuse (including Female Genital Mutilation and Forced Marriage)

So-called ‘honour-based’ abuse (HBA) encompasses incidents or 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. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. 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 HBA, or already having suffered HBA.

Actions If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will 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 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 mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either

through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures

Forced marriage Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

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 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.

Minor concerns – Local Authority Prevent Co-ordinator or the LOCAL PARTNERS.
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)

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/

Upskirting

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. Part five in KCSIE 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

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 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.

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence.

Online safety – taking into account the move to increased remote teaching (see Appendix 5)

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.

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
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
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: Self-harm and Self-injury

Introduction

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
- 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
- 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.

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 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.

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.

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/youreemotionalhealth/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

Appendix 5 – Extra safeguarding procedures and protocols for distance teaching.

Bethany School **Temporary Safeguarding and Child Protection requirements during** **distance learning due to Covid-19 school closure.**

This document is to act in addition to the Bethany School Safeguarding and Child Protection Policy which can be found on the school website [here](#) and is not in place of this policy.

With the requirements of distance learning, some additional risks may occur and staff must pay additional attention to these risks; to themselves, to the pupils of Bethany School and to children in the wider community.

ISI state that there is, “the potential for safeguarding issues to arise, whether due to poor technical understanding, an intention to abuse, weak online security or for any other reason.” Bethany staff must take measures to mitigate these factors.

The DSL and DDSL remain available at all times to the staff to raise concerns and, while they are working with IT to ensure we are aware of and have mitigated against the risks, if staff encounter any concerns or identify risks that cause concern then they should report these. Email asturrock@bethanyschool.org.uk or hr@bethanyschool.org.uk or call the SMT mobile phone which is held by the DSL 07459 884420.

The Deputy Head Academic is the lead on distance learning and will work with the DSL to ensure that safeguarding is a priority in the delivery of the curriculum. The school has chosen to deliver the curriculum through Microsoft Teams and related technology. If any member of staff uses a different platform for their department that allows communication with pupils, this should be identified with the school (usual platforms used in normal in school teaching do not need to be raised, for example Doddle, Seneca, Hegarty maths). Staff must use their school laptops and if they use a personal device, they must understand that the school would require them to investigate any use of the device for contact with pupils in the event of an allegation. Staff must only use school arranged contact platforms such as Microsoft Teams / VLE, with pupils rather than personal platforms such as the pupil’s social media platforms.

Staff must be mindful not to have any one to one contact with pupils outside of lessons or tutor times and should ideally have meetings with more than one child. If this is not

possible then staff should consider how they would respond to any allegation which could be made at the time or in the future. To mitigate against this staff must log all one to one meetings with pupils that occur frequently, or are for more than five minutes at a time. Staff can help themselves here by ensuring that pupils they are working with are in a room in their house in which other people may be at any given time without their knowledge. Staff must not have one to one contact with a pupil who is using their bedroom as their place of work – ask the pupil to move to a more public room.

Staff must consider where in their home they are working from. This should be an appropriate room and staff should maintain the professional rapport and standards that are required when working in the classroom and as outlined in the Staff Handbook / Employment Manual.

Cover should be requested and managed through contact with the Deputy Head Academic. Staff must ensure all content they place on-line is appropriate and has been checked, for examples Youtube video clips.

Staff should be aware that other staff, line managers and / or SMT may ‘drop in’ on any lesson or tutor meeting and ensure that this is enabled. Staff should also ensure they report any recording of their lesson they become aware of by pupils. SMT will ensure such material is removed and parents are made aware of the behaviour of their child. Recorded material must not be shared outside of the staff and pupils who are required to see it. Any breaches must be reported to the DSL.

If staff record any live lessons which include other pupils to be shared this should be raised with the pupils in the lesson, logged by the member of staff and once it has been used it must be deleted.

All parents received on-line safeguarding advice from the School in relation to the filters and other safeguarding matters for their homes to protect their children during the period of distance learning.

Teachers should maintain high expectations for behaviour. All concerns should be shared with the tutor of the pupil(s) to be followed up. Serious concerns should be shared with Housemasters / mistress and SMT as appropriate. The potential for on-line bullying is raised and staff should be engaged and should listen out to pick up on any concerns. Tutors should continually reinforce behavioural expectations.

Staff must be aware of GDPR and ensure that personal data is not shared. Any GDPR issues should be reported to the Bursar sharris@bethanyschool.org.uk.

Registration is operating through lessons and all absences must be reported to the tutor. As a tutor if a pattern of absence emerges and parents are not responding to your contact, the Housemaster / mistress must be informed. Persistent non-attendance to a particular lesson

should be reported to the Deputy Head Academic. Persistent absence from distance learning and no response from the parent should be reported to the DSL. The school will still be operating the Children Missing Education protocols as laid out by Kent County Council.

All staff must be guided in all matters by Keeping Children Safe in Education (September 2019).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Appendix 6

15. Positive Mental Health & Wellbeing at Bethany School

15.1 Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

At Bethany School, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. In the definition above from the WHO we would remove the word normal from the second line because it is not possible to have a definition for normal stresses with such broad differences in what causes stress in our community.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health practices and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Mental health issues can, in some cases, be an indicator that a child has suffered abuse or is suffering abuse, neglect or exploitation. Staff must consider reporting concerns about a pupils mental health through one or more of the pastoral, medical or safeguarding routes established in school.

15.2 Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This guidance is intended as just that, guidance for all staff including non-teaching staff, governors and parents.

This document should be read in conjunction with other school policies and links with the provision of the PSHCE programme. Key policies would be the Safeguarding and Child Protection Policy which also highlights the school approach to self-harm and eating disorders as well as clearly identifying the need for all concerns to be shared with the appropriate member of staff.

15.3 The Aims:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health in themselves and in the school community.
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

15.4 Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- Alan Sturrock - designated child protection and mental health lead.
- Grainne Hashemi - Senior Counsellor
- Sister Steph and Sister Penny - Medical Centre Team
- Alan Sturrock & Housemaster team - pastoral leads
- Katie Harper - Head of Learning Support
- Claire Mills - Head of PSHCE
- Carly Shapland – Head of Sixth Form

Any member of staff who is concerned about the mental health or wellbeing of a pupil must speak to the most appropriate member of staff listed above in the first instance, remembering if it is a safeguarding or child protection issue this must always be reported to the designated safeguarding lead using the Green Form. If the student presents a medical emergency, then the Medical Centre should be contacted immediately.

Where a referral to CAMHS, Early Help or other outside agencies is appropriate, this will be led and managed by Alan Sturrock, mental health lead in conjunction with the appropriate outside agencies, such as the GP.

15.5 Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

15.6 Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHCE curriculum and are supported in whole school assemblies, house assemblies, tutor time, the curriculum of certain departments and through supportive day to day interactions. The school also invites outside speakers to address issues of student wellbeing, resilience and mental health issues.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the [PSHE Association Guidance](#)¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

15.7 Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in Appendix D.

We will display relevant sources of support in communal areas such as common rooms and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of member of our community help-seeking by ensuring they understand:

¹ [Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#)

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

15.8 Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs must **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with the most appropriate member of staff identified in this document.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- 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
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

15.9 Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure as outlined in the Safeguarding and Child Protection Policy.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?' For more information about how to handle mental health disclosures sensitively see appendix E.

All disclosures should be recorded on a Green Form if safeguarding is a concern or sent by email to ensure a record is kept including:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

15.10 Confidentiality

We should be honest with regards to the issue of confidentiality. If we it is necessary for us to pass our concerns about a student on then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent.

It is always advisable to share disclosures with a colleague, usually Alan Sturrock or the Medical Centre team as this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Pupils should be encouraged to tell their parents themselves or be present when an identified adult from the school informs the parent. If this is the case, the student should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them. In the case of overseas pupils parents may be contacted by staff by phone with the pupil present. Email should only be used if other forms of communication have failed.

If a child gives us reason to believe that there may be underlying safeguarding or child protection issues at home that may cause matters to escalate, parents should not be informed, but the designated safeguarding lead must be informed immediately and further decisions will be made in the child's best interests and possibly with the advice of outside agencies.

15.11 Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face?
- Where should the meeting happen?
- Who should be present?
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

15.12 Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school VLE
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make this document easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through identified outside agencies and inviting them in to hear outside speakers

15.13 Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or

group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

15.14 Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

We will host relevant information on our VLE for staff who wish to learn more about mental health. The [MindEd learning portal](#)² provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Where the need to do so becomes evident, we will carry out staff INSET for staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Alan Sturrock, who can also highlight sources of relevant training and support for individuals as needed.

15.15 Review

This document will be reviewed every year as a minimum.

² www.minded.org.uk

16. Annex A: Further information and sources of support about common mental health issues

16.1 Prevalence of Mental Health and Emotional Wellbeing Issues³

- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self-harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- 3.3% or about 290,000 children and young people have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society.

Below, we have sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents but they are listed here because we think they are useful for school staff too.

Support on all of these issues can be accessed via [Young Minds](http://www.youngminds.org.uk) (www.youngminds.org.uk), [Mind](http://www.mind.org.uk) (www.mind.org.uk) and (for e-learning opportunities) [Minded](http://www.minded.org.uk) (www.minded.org.uk).

16.2 Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely

³ Source: [Young Minds](http://www.youngminds.org.uk)

to pick or scratch at wounds, pull out their hair or bang or bruise themselves. See the Safeguarding and Child Protection Policy for Bethany School specific responses to self-harm.

16.2.1 Online support

[SelfHarm.co.uk](http://www.selfharm.co.uk): www.selfharm.co.uk

[National Self-Harm Network](http://www.nshn.co.uk): www.nshn.co.uk

16.2.2 Books

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

Attention Deficit Disorder & Attention Deficit and Hyperactivity Disorder

Online support

www.addiss.co.uk/

16.3 Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

16.3.1 Online support

[Depression Alliance](http://www.depressionalliance.org/information/what-depression): www.depressionalliance.org/information/what-depression

16.3.2 Books

Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

16.4 Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

16.4.1 Online support

Anxiety UK: www.anxietyuk.org.uk

16.4.2 Books

Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

16.5 Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

16.5.1 Online support

OCD UK: www.ocduk.org/ocd

16.5.2 Books

Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

Susan Connors (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers*. San Francisco: Jossey-Bass

16.5.3

16.6 Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly

discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

16.6.1 Online support

[Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)

[On the edge: ChildLine spotlight report on suicide: www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/on-the-edge-childline-spotlight/)

16.6.2 Books

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Terri A.Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

16.7 Eating problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey. Seek advice from the Medical Centre for school specific advice on eating disorders.

16.7.1 Online support

[Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)

[Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children](http://www.inourhands.com/eating-difficulties-in-younger-children)

16.7.2 Books

Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders?: A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2012) *Eating Disorders Pocketbook*. Teachers' Pocketbooks

Jenny Langley (2006) *Boys Get Anorexia Too: Coping with Male Eating Disorders in the Family*. Lucky Duck Books.

17. Annex B: Guidance and advice documents

[Mental health and behaviour in schools](#) - departmental advice for school staff. Department for Education (2014) Updated March 2016

[Counselling in schools: a blueprint for the future](#) - departmental advice for school staff and counsellors. Department for Education (2015)

[Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#) (2015). PSHE Association. Funded by the Department for Education (2015)

[Supporting pupils at school with medical conditions](#) - statutory guidance for governing bodies of maintained schools and proprietors of academies in England. Department for Education (2014)

[Healthy child programme from 5 to 19 years old](#) is a recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing. Department of Health (2009)

[Future in mind – promoting, protecting and improving our children and young people's mental health and wellbeing](#) - a report produced by the Children and Young People's Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people. Department of Health (2015)

[NICE guidance on social and emotional wellbeing in secondary education](#)

[What works in promoting social and emotional wellbeing and responding to mental health problems in schools?](#) Advice for schools and framework document written by Professor Katherine Weare. National Children's Bureau (2015)

Annex C: Data Sources

[Children and young people's mental health and wellbeing profiling tool](#) collates and analyses a wide range of publically available data on risk, prevalence and detail (including cost data) on those services that support children with, or vulnerable to, mental illness. It enables benchmarking of data between areas

[ChiMat school health hub](#) provides access to resources relating to the commissioning and delivery of health services for school children and young people and its associated good practice, including the new service offer for school nursing

18. Annex D: Sources or support at school and in the local community

18.1 School Based Support

Pastoral Support

Support is available to all pupils through the pastoral structure of the school. All staff at Bethany are committed to supporting the pupils in the school and each other.

Pupils can access any member of staff but specifically will have an appointed tutor to whom they can relay any concerns about their wellbeing. Years 7 to 11 will have a Housemaster or Housemistress who oversees the pastoral support for the pupils in their House while the 6th Form have the Head of Sixth Form or if they are a boarder the Orchard Housemaster/mistress. Support can also be accessed through the Pastoral Deputy who oversees all pastoral issues within the school.

Support in school can be accessed by speaking to any of the staff, emailing staff or by raising concerns through the anonymous reporting of concerns in the boarding houses or using the red box in the dining room. Parents wishing to raise a concern should contact the Tutor, Housemaster or the Pastoral Deputy.

Medical Centre and Counselling

Support can be sought through the Medical Centre either from the school nurses or through the counselling service operated by the school. This is suitable for all pupils and is accessed by attending the Medical Centre.

Independent Listeners

Boards can contact the appointed Independent Listeners. Caroline Turvey who lives near Goudhurst can be contacted by phone 07969 323384 or email at carolineturvey.gk@gmail.com. OR Father Vic MacClean can be contacted on 01580 211268

Human Resources

Staff can seek support through the HR Manager who is contactable in school on 225 or by email (hr@bethanyschool.org.uk) and can also seek support from line managers or senior staff as they see fit.

Benenden Health Care

Staff can access support through the Benenden Health Care package. This can be access through direct contact: 24/7 GP Advice Line and 24/7 Psychological Wellbeing Helpline 0800 414 8247.

DAS school insurance counselling service

Staff can access a confidential phone counselling service for any school employee or any member of their immediate family who lives with them: 0117 934 2121

18.2 External Support

Early Help and Preventative Services can be accessed through the school via the referral service. This gains access to a wide range of support services through KCC. Referrals are made electronically by the Pastoral Deputy.

Childline 0800 1111

Samaritans 0345 909090

DocReady is a service aimed at helping you prepare for speaking to a doctor for the first time about a mental health issue: www.docready.org

Relate offers children and young people's counselling: 0300 100 1234

KCC confidential counselling service provided by an independent charity: 0800 107 0160

Young Minds is a charity that aims to improve emotional and mental wellbeing in young people and will support with issues such as bullying in school: www.youngminds.org.uk

Mental Health and Wellbeing Apps

Woebot is an interactive app that learns more about you the more interaction you have with it.

MindShift is an app designed to help teens and young adults cope with anxiety.

Happyhealthy shows things that may affect your mood and provides information on improving wellbeing.

InHand helps tackle stress and low mood.

Pacifica helps with mindfulness and relaxation to reduce stress, anxiety and depression.

Well Happy provides advice on mental health, sexual health drugs, alcohol and smoking cessation.

Live Happy is a goal setting app based on positive psychology.

Head space is a mindfulness app.

Gratitude Diary is a simple app to note things that make you happy.

19. Annex E: Talking to pupils when they make mental health disclosures

The advice below is from pupils themselves, in their own words, together with some additional ideas to help you in initial conversations with pupils when they disclose mental health concerns. This advice should be considered alongside relevant school policies on pastoral care and child protection and discussed with relevant colleagues as appropriate.

19.1.1 Focus on listening

“She listened, and I mean REALLY listened. She didn’t interrupt me or ask me to explain myself or anything, she just let me talk and talk and talk. I had been unsure about talking to anyone but I knew quite quickly that I’d chosen the right person to talk to and that it would be a turning point.”

If a student has come to you, it’s because they trust you and feel a need to share their difficulties with someone. Let them talk. Ask occasional open questions if you need to in order to encourage them to keep exploring their feelings and opening up to you. Just letting them pour out what they’re thinking will make a huge difference and marks a huge first step in recovery. Up until now they may not have admitted even to themselves that there is a problem.

19.1.2 Don’t talk too much

“Sometimes it’s hard to explain what’s going on in my head – it doesn’t make a lot of sense and I’ve kind of gotten used to keeping myself to myself. But just ‘cos I’m struggling to find the right words doesn’t mean you should help me. Just keep quiet, I’ll get there in the end.”

The student should be talking at least three quarters of the time. If that’s not the case then you need to redress the balance. You are here to listen, not to talk. Sometimes the conversation may lapse into silence. Try not to give in to the urge to fill the gap, but rather wait until the student does so. This can often lead to them exploring their feelings more deeply. Of course, you should interject occasionally, perhaps with questions to the student to explore certain topics they’ve touched on more deeply, or to show that you understand and are supportive. Don’t feel an urge to over-analyse the situation or try to offer answers. This all comes later. For now your role is simply one of supportive listener. So make sure you’re listening!

19.1.3 Don't pretend to understand

"I think that all teachers got taught on some course somewhere to say 'I understand how that must feel' the moment you open up. YOU DON'T – don't even pretend to, it's not helpful, it's insulting."

The concept of a mental health difficulty such as an eating disorder or obsessive compulsive disorder (OCD) can seem completely alien if you've never experienced these difficulties first hand. You may find yourself wondering why on earth someone would do these things to themselves, but don't explore those feelings with the sufferer. Instead listen hard to what they're saying and encourage them to talk and you'll slowly start to understand what steps they might be ready to take in order to start making some changes.

19.1.4 Don't be afraid to make eye contact

"She was so disgusted by what I told her that she couldn't bear to look at me."

It's important to try to maintain a natural level of eye contact (even if you have to think very hard about doing so and it doesn't feel natural to you at all). If you make too much eye contact, the student may interpret this as you staring at them. They may think that you are horrified about what they are saying or think they are a 'freak'. On the other hand, if you don't make eye contact at all then a student may interpret this as you being disgusted by them – to the extent that you can't bring yourself to look at them. Making an effort to maintain natural eye contact will convey a very positive message to the student.

19.1.5 Offer support

"I was worried how she'd react, but my Mum just listened then said 'How can I support you?' – no one had asked me that before and it made me realise that she cared. Between us we thought of some really practical things she could do to help me stop self-harming."

Never leave this kind of conversation without agreeing next steps. These will be informed by your conversations with appropriate colleagues and the schools' policies on such issues. Whatever happens, you should have some form of next steps to carry out after the

conversation because this will help the student to realise that you're working with them to move things forward.

19.1.6 Acknowledge how hard it is to discuss these issues

"Talking about my bingeing for the first time was the hardest thing I ever did. When I was done talking, my teacher looked me in the eye and said 'That must have been really tough' – he was right, it was, but it meant so much that he realised what a big deal it was for me."

It can take a young person weeks or even months to admit they have a problem to themselves, let alone share that with anyone else. If a student chooses to confide in you, you should feel proud and privileged that they have such a high level of trust in you. Acknowledging both how brave they have been, and how glad you are they chose to speak to you, conveys positive messages of support to the student.

19.1.7 Don't assume that an apparently negative response is actually a negative response

"The anorexic voice in my head was telling me to push help away so I was saying no. But there was a tiny part of me that wanted to get better. I just couldn't say it out loud or else I'd have to punish myself."

Despite the fact that a student has confided in you, and may even have expressed a desire to get on top of their illness, that doesn't mean they'll readily accept help. The illness may ensure they resist any form of help for as long as they possibly can. Don't be offended or upset if your offers of help are met with anger, indifference or insolence, it's the illness talking, not the student.

19.1.8 Never break your promises

"Whatever you say you'll do you have to do or else the trust we've built in you will be smashed to smithereens. And never lie. Just be honest. If you're going to tell someone just be upfront about it, we can handle that, what we can't handle is having our trust broken."

Above all else, a student wants to know they can trust you. That means if they want you to keep their issues confidential and you can't then you must be honest. Explain that, whilst you can't keep it a secret, you can ensure that it is handled within the school's policy of confidentiality and that only those who need to know about it in order to help will know about the situation. You can also be honest about the fact you don't have all the answers or

aren't exactly sure what will happen next. Consider yourself the student's ally rather than their saviour and think about which next steps you can take together, always ensuring you follow relevant policies and consult appropriate colleagues.