

Safeguarding Children

(Child in Need and Child in Need of Protection)

Child Protection Policy

This policy should be read in conjunction with the following policies:

[Anti-Bullying Policy](#)

[Online Safety Policy](#)

[Recruitment Selection and Disclosure Policy](#)

[Staff Code of Conduct](#)

[Whistleblowing Policy](#)

References will be made to the Local Safeguarding Children Board (LSCB) which is [Bedford Borough Safeguarding Children Board](#) and the Bedford Borough Council website.

Contents

- 1 Introduction to Child Protection Policy
- 2 Aims of the Policy
- 3 Responsibilities:
 - i) Fundamental Principles
 - ii) Governing Body
 - iii) Designated Senior Person (DSP)/Designated Safeguarding Lead (DSL)
- 4 Definitions of Child Abuse:
 - i) Physical
 - ii) Neglect
 - iii) Emotional Abuse
 - iv) Sexual Abuse
 - v) Child Sexual Exploitation
 - vi) Female Genital Mutilation/Honour Based Violence/Forced Marriage/Breast Ironing
 - vii) Radicalisation
- 5 Procedures within the School:
 - i) Principles
 - ii) What to do if concerned about a child's welfare
 - iii) What to do if a child makes a disclosure
 - iv) General Principles of Confidentiality
 - v) Monitoring and Record Keeping
 - vi) Referrals to Social Services
 - vii) Child Protection Records and the Data Protection Act
 - viii) Supporting the Child
 - ix) Supporting Staff
 - x) Whistle-blowing
 - xi) Bullying and Peer Abuse
 - xii) Procedures for acting when abuse by a member of staff is alleged
 - xiii) Procedures for acting when abuse by the Head is alleged
 - xiv) Procedures for acting when abuse by a volunteer is alleged
 - xv) Procedures for acting when abuse by another student is alleged

- 6 Confidentiality
- 7 Power and Position of Trust
- 8 Documentation
- 9 Contacts
- 10 Appendices: Child Protection Summary and Safe Working Practice for the Protection of Children and Staff
- 1 Introduction to Child Protection Policy

Every Child Matters

The Every Child Matters agenda looks at the specific needs of children. At Bedford Modern School, pastoral care provides a structural framework which underpins the students' academic achievement. It supports each boy and girl through their school life and ensures that the five key areas below are addressed:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

In school, members of both the teaching and support staff constantly strive to make sure our students are happy, that they feel supported and are safe. Through the delivery of consistently good teaching, the promotion of fundamental British values to ensure students are taught about diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding and the implementation of support mechanisms, our students become successful, confident individuals who will, in time, enjoy a healthy approach to economic independence.

Life for young people today is very different from what it was a generation ago. Students can often feel more pressurized by a whole range of things whether this be the desire to achieve in school; life at home; relationships and the influence of friends; social media or simply what they see going on in the world around them. Their mental health is an aspect of growing up that requires careful attention and it is important that support is available on a variety of levels. At BMS we strive to offer this support and where necessary recommend outside agencies are involved where the individual requires more expert help. For more information and advice see below.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

We consider each member of our community to be equally important and will treat each with respect and patience and endeavor to help them develop coping mechanisms where this is necessary. Children with Special Educational Needs and disabilities may require more help and guidance in certain areas and we will ensure that each receives the most appropriate support given their individual circumstances.

All school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

As individual teachers we are aware when things are not going well for a child and it is our responsibility to ensure that any identified need is reported to either the Deputy Head of

Junior School, Head of Year, Deputy Head Pastoral, Deputy Head Academic, Director of Sixth Form, Senior Deputy or Headmaster as appropriate. In this way we can ensure that issues are fully discussed and the necessary guidance or referral made to support the child.

Regular attendance at school is a legal requirement. If attendance becomes a concern then appropriate actions will be undertaken to draw this to the attention of parents and if necessary communication will be made with the Education Welfare Service to inform them of our concern. Children missing education must be dealt with appropriately and in a timescale that will disadvantage the student least. We will make reasonable enquiries where a pupil is absent without the School's permission for a continuous period of 10 days or more or at any stage where there are concerns over the reasons for an absence.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Occasionally it is necessary to refer a Child in Need to appropriate services within the community. Our Child Protection Policy sets out the details of procedures to follow in the event of any form of Child Abuse.

The law with respect to Child Protection covers all children under the age of 18. Students who are 18+ may decide themselves whether to report abuse to the police, but they are still supported by the School.

We believe that Bedford Modern School promotes the welfare, health and safety and guidance of every student through its positive, safe and stimulating environment. The School Committee of Governors and the Senior Leadership Team accept that they are responsible for ensuring that the School has a Child Protection policy and procedures in place to deal with incidents, consistent with the Local Safeguarding Children Board and with regard to 'Working together to Safeguard Children' March 2015 and 'Keeping Children Safe In Education' September 2016.

There are three main elements to our policy: -

- a) Prevention of abuse through the teaching and pastoral support offered to all students in our care;
- b) Procedures for identifying and reporting cases or suspected cases of abuse. School staff are well placed through their day-to-day contact with students to observe the outward sign of abuse; and
- c) Provision of support for students who may have been abused.

Our policy applies to all staff and to every adult who works with or comes into contact with students.

2 Aims of the Policy

It is the aim of Bedford Modern School to create a warm and supportive environment where students feel safe and secure. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult provide an essential framework within which our students can live increasingly independent lives.

Students are actively encouraged to talk and they are listened to sympathetically. Their view point is valued.

Teaching and support staff provide guidance through the pastoral system or as subject staff. All are aware of the need to safeguard children and of their responsibilities in identifying and reporting concerns regarding students' well being, including possible cases of abuse.

Through the Personal, Social, Health and Economic Education (PSHEE) programme, responsible attitudes to adult life and parenthood are engendered and students' awareness is raised. Students are made aware of a variety of support mechanisms.

Links with parents are very important and staff are encouraged to respond quickly to requests and concerns received from parents and guardians, either by telephone, e-mail or by personal appointment.

Parents' Evenings are also arranged to facilitate this common concern for pupil welfare and academic progress.

3 Responsibilities

i) Fundamental Principles

Bedford Modern School accepts the principles that:

- Abuse, in whatever form, always constitutes serious harm to the child.
- Suspicion, belief or evidence of abuse of a child, currently or in the past, must be passed to a person in authority in order for them to seek advice and evaluate the information.

It is accepted that child abuse can be a problem for children from all backgrounds and that any child may be in need of protection.

ii) Governing Body

The School Committee of Governors accepts their responsibility to:

- Follow the guidelines in Keeping Children Safe In Education (KCSIE) (September 2016).
- Ensure that all adults who have had a lapse in service of three months will be checked through the Disclosure and Barring Service.
- Review the policies and procedures for Child Protection annually, or more frequently where new legislation requires, through the Compliance Committee and at a School Committee of Governors' meeting to satisfy themselves that the duties outlined have been appropriately and efficiently discharged.
- Nominate a Governor to have responsibility for Child Protection. (This Governor is currently Dr Simon Lowe.)
- Remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to its attention without delay.

iii) The DSP/DSL

The Deputy Head Pastoral, Ian Grainger, is the Designated Senior Person also sometimes referred to as the Designated Safeguarding Lead (DSL). He is trained at least every two years in child protection and inter-agency working. He is also required:

- To be familiar with 'Protecting Children: the Bedfordshire and Luton Safeguarding Children Board Procedures' which is accessible on line to any staff who wish to refer to it at: http://www.proceduresonline.com/bedford_scb
- To keep written records of concerns about a child, even if there is no need to make immediate referral.
- To ensure that all such records are kept confidentially and securely and are separate from pupil records.
- To monitor the attendance of any pupil currently deemed to be at risk and refer concerns, when appropriate, to the Educational Welfare Service in the first instance.
- To ensure school staff, all teaching staff and those support staff who have contact with the students, are trained on joining the School and receive 'formal' refresher training every two years about their responsibilities with regards to

the school's Child Protection Policy. All staff will be updated on a more regular basis (at least once per year) as and when new information/changes come to light.

- All staff received an INSET course on Child Protection issues in September 2015. They will be due for a formal update in September 2017.
- All staff have received a copy of Part 1 Keeping Children Safe in Education (July 2015) and will receive a copy of Part 1 KCSIE September 2016 at the beginning of the Autumn term 2016 which staff will have to read and confirm that they have understood.
- All staff who have joined the School since September 2015 have also been appropriately trained.
- To meet with the Safeguarding Governor (Dr Simon Lowe) at least once per term who will then report termly to the governing body.

The following staff have been trained to Safeguarding Children and Inter-agency working (LSCB) Level 2:

The Deputy Head of Junior School Paula Pacyna, Heads of Years 7-11, the Welfare Liaison Manager Marian Jones and School Nurses Lesley Rochford and Jill Turner-Webb.

The Headmaster, Senior Deputy Head and the Head of Junior School have all been on the Level 2 training and have attended a half day refresher course (Updating our knowledge and practice (LSCB)).

The Senior Deputy Head (Sarah Davis) is the Deputy to the DSP in his absence. If both the DSP and SDH are absent then the Headmaster will be responsible for any concerns arising related to Safeguarding.

4 Definitions of Child Abuse

Abuse: 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. They may be abused by an adult or adults or another child or children.

i) Physical Abuse

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

- **Possible signs:**
Bruising [without satisfactory explanation], burns [often recurrent], bite marks, parent/carers frequently alleging illness in a child, body covered in hot weather, reluctance to do PE or shower, self-harm.
- **Impact of physical abuse:**
It can lead to neurological damage, physical injuries, disability and occasionally death. Harm may be caused directly by the abuse itself or by the abuse taking place in a wider family context of conflict. Physical abuse has been linked to aggressive behaviour, emotional and behavioural problems and educational difficulties.

ii) Neglect

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including

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

Neglect's 6 forms

1. Medical – withholding medical care including health and dental
2. Emotional – lack of emotional warmth, touch and nurture
3. Nutritional – lack of access to proper diet which can affect their development
4. Educational – poor school attendance prevents child from reaching their potential
5. Physical – failure to meet child's physical needs
6. Lack of supervision and guidance - putting child in dangerous situations

- **Possible signs of neglect:**

Constant hunger, poor personal hygiene, poor state of clothing, frequent lateness or non-attendance at school, untreated medical problems.

- **Impact of neglect:**

Severe neglect of young children is associated with major impairment of growth and intellectual development. Persistent neglect can lead to serious impairment of health and development, and long-term difficulties with social functioning, relationships and educational progress.

iii) Emotional Abuse

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including 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, although it may occur alone.

- **Possible signs of emotional abuse:**

Physical, mental and emotional development lags, over-reaction to mistakes, extremes of passivity or aggression, continual self-depreciation, self-harm, inappropriate emotional response to painful situations. It may be when an adult constantly behaves in an uncaring or hostile way towards a child or young person, perhaps by bullying, rejecting, frightening or criticising them.

- **Impact of emotional abuse:**

Emotional abuse has an important impact on a developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Domestic violence, adult mental health problems and parental substance misuse may be features in families where children are exposed to such abuse.

iv) 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.

- **Impact of sexual abuse:**

Self-harm, inappropriate sexualised behaviour, depression, loss of or a poor self-esteem, aggressive behaviour, lack of trust, running away from home.

In making professional judgements, take into account:

The frequency of bruising/injury, context of injury, explanation from child and adult, parent response.

N.B. 'Non-Accidental Injuries' may need to be followed up too. If injuries keep occurring, issues of neglect and level of supervision need to be discussed with appropriate agencies.

v) Child Sexual Exploitation

Child sexual exploitation (CSE): As defined in section A of DfE Child Sexual Exploitation document February 2017, "Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology." For more information click on link below:

http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/professionals/child_sexual_exploitation.aspx

vi) Female Genital Mutilation (FGM)/Honour Based Violence/Forced Marriage/Breast Ironing

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. For more information click on link below:

https://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/professionals/female_genital_mutilation_fgm.aspx

or look at Multi-agency statutory guidance on female genital mutilation (April 2016) below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Honour based abuse/violence

Is a collection of practices used to control behaviour within families in order to protect perceived cultural and religious beliefs and/or honour. Violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Women are predominantly (but not exclusively) the victims, which can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Males

can also be victims, sometimes as a consequence of their involvement in what is deemed to be an inappropriate relationship, if they are gay, or if they are believed to be supporting the victim. Honour based abuse cuts across all cultures, nationalities, faith groups and communities; usually where a culture is heavily male dominated. Relatives, including females, may conspire, aid, abet or participate in honour based abuse, for what might seem a trivial transgression. For more information click on the link below:

https://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/professionals/honour_based_abuse.aspx

Forced marriage

Forced marriage should not be confused with an arranged marriage. Arranged marriages often work very well. Forced marriages are where one or both people are 'forced' into a marriage that their families want, without the valid consent of both people, where physical pressure or emotional abuse is used. Victims are sometimes persuaded to return to their country of origin under false pretenses. For more information click on the link below:

http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/professionals/forced_marriage.aspx

Breast Ironing

Breast Ironing, also known as "Breast Flattening", is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education. For more information click on the link below:

http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/professionals/breast_ironing.aspx

vii) Radicalisation

Radicalisation: The Counter-Terrorism and Security Act, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

http://www.bedford.gov.uk/health_and_social_care/children_young_people/safeguarding_children_board/professionals/radicalisation_and_prevent.aspx

The Act will also place a duty on local authorities to ensure Channel panels* are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

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.

* This 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

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

5 Procedures within the School (the following points are instructions for staff)

i) Principles

The staff summary sheet (Appendix 1) issued to new staff at the beginning of each academic year provides a quick reference for dealing with a case of abuse. This is available on the School intranet and the School website

Our school procedures for safeguarding children will be in line with Local Safeguarding Children Board guidance, 'Working together to Safeguard Children' March 2015 and with regard to 'Keeping Children Safe In Education (September 2016). Where necessary we will refer to 'What to do if you're worried a child is being abused' (March 2015)

We will ensure:

- All new members of staff including supply staff, part-time and voluntary staff who work with children will be given a copy of the summary sheet and a copy of 'Keeping Children Safe in Education (Part 1)' (September 2016) as part of their induction. Training for new staff will take place during the first term of entry to the school.
- Our procedures will be reviewed and updated annually and staff reminded of their responsibilities at the start of every academic year. Formal staff training will be undertaken at least once every two years but updates will be communicated on a more regular basis (at least once per year) as and when new information/changes come to light.
- We have a trained DSP for Child Protection (see section 3 above) who undertakes refresher training more frequently. He has a trained Deputy.
- All staff (including teaching and support staff) are familiar with Child Protection procedures and all cases of child abuse or suspected child abuse are reported immediately to the DSP; he has responsibility for referring suspected child abuse cases to Social Services within 24 hours.
- All parents/carers may obtain a copy of the Child Protection policy from the School website. All parents/carers therefore know the identity of the DSP and his Deputy.
- Through our links to other policies, for example, anti-bullying, we will help to develop self-esteem and self-assertiveness in our pupils.

ii) What to do if you are concerned about a child's welfare:

- Even if unsure always discuss your concerns with the DSP (i.e. Ian Grainger) or, in his absence, Senior School - the Senior Deputy (Sarah Davis) Junior School – Junior Deputy (Paula Pacyna).
- Put your concerns in writing (on the appropriate yellow forms) with dates and details of these suspicions and pass to Ian Grainger.
- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
- It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor

record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

iii) What to do if a child makes a disclosure:

- A disclosure may happen at any time.
- Do not panic and think things have to happen instantly. It is more important that the right decision is made and therefore immediate referral to the DSP is essential.
- It is important to remind the child that you will have to pass on their concern.
- Confidentiality should not be promised; make clear that staff have a responsibility to share relevant information with the Deputy Head Pastoral (who is the DSP).
- If you talk to a child, do so with tact and sympathy. Listen, but do not offer an opinion.
- Do not ask leading questions.
- When asking questions always ask open questions using the **TED** principle of **T**ell me, **E**xplain to me, **D**escribe to me.
- Do not let the child take the blame. A child cannot be held responsible for abuse received at the hands of an adult or older sibling or carer.
- Make careful and detailed legible notes (on the yellow form) – they may be needed later. Record the date, event, observation, disclosure and action taken.
- Pass the information and a written account to Ian Grainger (DSP) immediately.
- Ian Grainger (DSP) will either seek guidance from the LADO (Local Authority Designated Officer) or contact the Social Services Duty Desk. **He will decide whether it is appropriate to contact parents. Do not contact parents yourself.**

iv) General Principles of Confidentiality

- All staff should be aware that personal information about a child and his/her family is confidential and should only be given to an appropriate person.
- If abuse is suspected accurate information must be given to the DSP immediately.
- Other teachers need only know enough to prepare them to act with sensitivity to a distressed child.
- If a child makes a disclosure, the child should be kept informed of who knows and why.
- Promises of confidentiality must not be given as a teacher has a duty to protect a child from abuse; all abuse must be reported.
- Teachers should not, in any circumstances, remove a child's clothing. They should only note those marks which they have noticed or which are brought to their attention by the child.
- No further examination should be carried out.
- Teachers should not photograph the injury.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

If staff (teaching or support) hear worrying information about children from other parents, neighbours or even other children, this should be passed on to the DSP.

v) Monitoring and Record Keeping

The School can play a vital role in helping children and those who are suspected of being abused, by monitoring and recording certain aspects of the child's progress and behaviour in school.

Evidence from reports and reviews into the deaths of children indicate the vital importance of record keeping as indicated in the 'Working together to safeguard

children – a guide to interagency working to safeguard and promote the welfare of children March 2015. Early Help Assessment Referral Forms will be used by the school as well as references made to the referral thresholds as set by the Local Safeguarding Children Board to ensure support is provided as soon as a problem emerges at any point in a child's life. A chronology sheet will be used to make a written record of Child Protection activities and concerns.

<http://www.bedford.gov.uk/earlyhelp>

All staff are responsible for passing the following information to the DSP:

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships (with peers and adults)
- Behaviour
- Statements made by the child, comments, stories, 'news', drawings
- General demeanour and appearance
- Home/family changes
- Medicals
- Response to PE/Sport
- Injuries/marks – past and present

The DSP will decide when to start and finish monitoring the child and decide upon further action to be taken.

vi) Referrals to Social Services (through MASH)

When the School makes a referral, thought must be given to the type of referral – child in need or child in need of protection.

Child in Need – use Early Help Assessment Referral Forms

<http://www.bedford.gov.uk/earlyhelp>

- Child Protection – ring The Multi Agency Safeguarding Hub (MASH) 01234 718700 Multiagency@bedford.gov.uk for emergencies outside of working hours contact The Emergency Duty Team (EDT) 03003008123
- When referring, anything said by the child should be written down as a verbatim report.
- Information will be recorded in factual, non-emotive, non-judgmental terms, with notes of the time, date and context of the events in question. A reference will be made on the child's file.
- The file will be kept centrally and confidentiality will be respected. Child Protection records will be kept securely locked. A reference should be made on a child's school file that a Child Protection File exists. When the child transfers to a new school, the Child Protection File will be forwarded to the receiving school.

vii) Child Protection Records and the Data Protection Act

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However, in cases of alleged child abuse which come to court, the court may require the School to provide its Child Protection records.

viii) Supporting the Child

If abuse is suspected, accurate information will be given only to the DSP. The School accepts that other staff need know only enough to prepare them to act with sensitivity to a distressed child.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self blame.

Bedford Modern School will endeavour to support the pupil through the provision of a positive, supportive and secure environment together with curriculum content which promotes self-esteem and self-motivation.

ix) Supporting Staff

We accept that staff working in school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSP and to seek further support.

x) 'Whistle-blowing'

The School provides an environment in which children and adults feel confident to express concerns regarding the behaviour of a member of staff.

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Senior Leadership Team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

xi) Bullying and Peer Abuse

Our policy on anti-bullying is set out in a separate policy document, which acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures.

Some children are thought to be particularly vulnerable to physical, sexual and emotional abuse by their peers. Such abuse is taken as seriously as abuse perpetrated by an adult.

Abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. Our aim is to protect all of our students. The use of mobile phones and cameras is restricted to before and after school and at break times but is only acceptable when used with consideration for others. Inappropriate use, for the purpose of intimidating, belittling or bullying is strictly prohibited. Sexting is unacceptable as is sexually touching or being the subject of initiation/hazing type of violence. Any form of abuse or bullying via mobile phone, camera or social media will be investigated thoroughly and appropriate action undertaken to protect the abused and educate the abuser.

Students are taught how to keep themselves safe on-line via assemblies with outside speakers and through ICT and PSHEE lessons. (Refer to School's Online Safety policy)

When there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, any such abuse will be referred to the Local Authority as a Child Protection Concern.

All disclosures will be referred to the LADO or Social Services where advice will be sought re further action.

xii) Procedures for acting when abuse by a member of staff is alleged

If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The School will not undertake their own investigations of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory

investigations. In borderline cases discussions with the LADO can be held informally and without naming the school or individual.

All allegations are to be reported straight away, normally to the Head but the DSP is designated also to receive referrals. In their absence it would be reported to the Chair of Governors who would ensure that the LADO is informed without delay.

Note: any member of staff may make a referral to external agencies.

A yellow (concern) form **must** also be completed and passed to the DSP.

Details of the LADO are given later in the policy.

Consideration should be given as to whether the member of staff should be suspended from their duties while an investigation is carried out.

ALL action **MUST** be carefully recorded.

If a pupil makes an allegation against the DSP with responsibility for Child Protection, the member of staff receiving the allegation must immediately inform the Headmaster who will inform the Chair of Governors, or the Governor with specific responsibility for Child Protection, currently Dr Simon Lowe. They will ensure the LADO is informed without delay.

In case of serious harm, the police should be notified from the outset.

The Disclosure and Barring Service (DBS) will be notified within one month of any person leaving the School whether employed, contracted, a volunteer or student whose services are no longer used because he or she is considered unsuitable to work with children.

Where qualified teachers are registered with the National College for Teaching and Leadership (NCTL) any misconduct referrals (that is those which are not child protection related) must be reported.

Allegations found to be malicious are removed from personnel record; records are kept of all other allegations but those not substantiated, unfounded or malicious are not referred to in employer references.

xiii) Procedures for acting when abuse by the Head is alleged

Procedures follow those specified in section xii above, except that the abuse should be reported to the Chairman of Governors without informing the Head or DSP first. The Chairman of Governors or DSP will inform the LADO without delay within 24 hours and any action taken should be by the Chair or other members of the Governing Body.

xiv) Procedures for acting when abuse by a volunteer is alleged

Procedures follow those specified in section xii above.

xv) Procedures for acting when abuse by another student is alleged

Procedures follow those specified in Section 5 (above) 'Procedures within the School' including contacting Social Services (MASH) within 24 hours of disclosure.

6 Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information.

- They should never use confidential or personal information about a pupil or her/his family for their own, or others', advantage (including partners, friends, relatives or other organisations).

- Information must never be used to intimidate, humiliate, or embarrass the pupil.
- Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.
- There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities.
- If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff.
- Any media or legal enquiries should be passed to the Senior Leadership Team.

7 Power and Position of Trust

- Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.
- Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Bedford Modern School does not use corporal punishment.

8 Documentation/Useful Information

Protecting Children: the Bedfordshire and Luton Safeguarding Children Board Procedures.
http://www.proceduresonline.com/bedford_scb

School's Safeguarding Children Policy (copy on the intranet and website)

'Working together to Safeguard Children' (March 2015)

'Keeping Children Safe in Education' (September 2016) (KCSIE)

'What to do if you're worried a child is being abused' (March 2015)

9 Contacts

Senior Education Welfare Officer (EWO)	Jane Ward	01234 276625
	E-mail	jane.ward@bedford.gov.uk
	Website:	www.bedford.gov.uk
Multi Agency Safeguarding Hub (MASH)	Multiagency@bedford.gov.uk	
		01234 718700
Children's Social Care – Bedford Borough		01234 223599
Bedford Borough Safeguarding Children Board (LSCB)		0300 300 6455
		www.bedfordshirelscb.org.uk
Central Bedfordshire Access & Referral Hub		0300 300 8585
The Emergency Duty Team (EDT) For emergencies outside of working hours contact		0300 300 8123
Public Protection Unit Support Team		01234 846960
PPUST (Child Protection) (Police)		cpt2@bedfordshire.pnn.police.uk
Designated Officer for Safeguarding Children & Young People		
Bedfordshire Clinical Commissioning Group		
Helena Hughes		01525 864430/07814 390908
Local Authority Designated Officer –		01234 276693

Bedford Borough (LADO - Child Protection) lado@bedford.gcsx.gov.uk
Mr Chris Jennion

National Society for the Prevention Of Cruelty to Children 0808 800 5000
help@nspcc.org.uk

Further information is available from the following websites:

www.dcsf.gov.uk
www.nspcc.org.uk
www.ofsted.gov.uk

DBS referrals address:

PO Box 181
Darlington
County Durham
DL1 9FA

Helpline Tel: 01325 953 795

Ian Grainger
Deputy Head (Pastoral)
Designated Senior Person (DSP) for Child Protection
Interim review June 2017
Full Review date 1 September 2017

Child Protection Summary

The following checklist of the main points concerning child protection may be useful to you if you are dealing with any suspicions or disclosures of abuse, whether this is neglect, physical, sexual or emotional abuse; whether it relates to CSE, FGM or potential Radicalisation and whether the suspected abuser is an adult at home, an adult in school, another child or an unknown person:

If you **suspect** that a child is being abused but you don't know for sure, speak to the DSP for Child Protection, the Deputy Head Pastoral, Ian Grainger, who will advise on the best course of action. In his absence, you should speak to the Senior Deputy Head, Sarah Davis, or the Headmaster. In the Junior School talk initially to the Deputy Head, Paula Pacyna, or if she is absent then Ian Grainger. You will subsequently need to document your concern in writing. If the abuse has been perpetrated by another child, refer both children. You should then continue to monitor the situation and report any developments.

If you **know** that a child is being abused, you must speak **immediately** to Ian Grainger, or, in his absence, Sarah Davis or the Headmaster. **Do not delay your report.**

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care (MASH) immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

If a child wants to make a disclosure, receive the account and pass on the details, as above. Reassure the child but never probe. Write down what happened, very soon after the disclosure.

Never guarantee confidentiality and never refuse to hear parts of disclosures.

Avoid giving physical comfort, especially if you are alone with the child.

Never contact parents. There may be information that you do not know. It is likely that parents will be spoken to before referral but only the Deputy Head Pastoral or the Headmaster should speak to parents, although you may be required to be present at interviews with parents. The Deputy Head Pastoral or the Headmaster will liaise with external agencies as appropriate.

Don't overlook the trivial: report all concerns so that we can see patterns when necessary. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Be vigilant and listen well: abuse can and does happen to children in all types of schools. The child's welfare is the single most important factor.

Pass on information promptly.

The School's full policy and more detailed information and advice (above) can be found on the staff intranet and the School website.

Bedford Modern School does not use corporal punishment.

Ian Grainger
Deputy Head (Pastoral)
Designated Senior Person (DSP) for Child Protection
Interim Review June 2017
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Safe Working Practice for the Protection of Children and Staff

1 Underpinning Principles

- The welfare of the child is paramount (Children Act 1989).
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Staff should work, and be seen to work, in an open and transparent way.
- Staff should discuss and/or take advice promptly from their line manager or another senior member of staff over any incident which may give rise to concern.
- Records should be made of any such incident and of decisions made/further actions agreed, in accordance with school policy for keeping and maintaining records.
- Staff should apply the same professional standards regardless of gender or sexuality or any of the other 'protected characteristics'¹
- All staff should know the name of their DSP for Child Protection (see above), be familiar with local child protection arrangements and understand their responsibilities to safeguard and protect children and young people.
- Staff should be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

2 Duty of Care

Teachers and other education staff are accountable for the way in which they exercise authority, manage risk, use resources and protect pupils from discrimination and avoidable harm.

All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical and emotional harm. This duty is in part exercised through the development of respectful, caring and professional relationships between staff and pupils and also through the behaviour demonstrated by staff which reflects integrity, maturity and good judgement.

Local Authorities (LAs), schools and parents have legitimate expectations about the nature of professional involvement in the lives of pupils. When individuals accept a role that involves working with children and young people, they must understand and acknowledge the responsibilities and trust inherent in that role.

3 Exercise of Professional Judgement

This guidance cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the child or young person which could contravene this guidance or where no guidance exists. Individuals are expected to make judgements about their behaviour in order to secure the best interests and welfare of the children in their charge and, in so doing, will be seen to be acting reasonably. Ideally individuals should:

- Discuss any proposed action with a senior colleague whenever possible.
- Record the events and any discussions/actions taken with reasons.

4 Power and Position of Trust

¹ age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in educational settings are in positions of trust in relation to the young people in their care. **A relationship between a member of staff and a pupil cannot be a relationship between equals.** There is potential for exploitation and harm of vulnerable young people and staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

- Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.
- Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

5 Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given additional highly sensitive or private information.

- They should never use confidential or personal information about a pupil or her/his family for their own, or others', advantage (including partners, friends, relatives or other organisations).
- Information must never be used to intimidate, humiliate, or embarrass the pupil.
- Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need to know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.
- There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass on information without delay, but only to those with designated child protection responsibilities.
- If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a senior member of staff.
- Any media or legal enquiries should be passed to the Senior Leadership Team.

6 Propriety and Behaviour

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children and young people. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

Staff should never:

- Make sexual remarks to a student (including in email, text messaging, chat room, phone or letter communication).
- Discuss their own sexual relationships with, or in the presence of, students.
- Humiliate or demean a student or encourage others to do so.

7 Dress and Appearance

A person's dress and appearance are matters of personal choice and self-esteem. However, staff should consider:

- The manner of dress and appearance appropriate to their professional role which may be different from that adopted in their personal life.
- Staff should ensure that they are dressed decently (not viewed as offensive, revealing or sexually provocative), safely and appropriately for the tasks they undertake.

- Those who dress or appear in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegation.

8 Infatuations

Staff must be aware that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop an infatuation. All situations should be responded to sensitively to maintain the dignity of all concerned. Staff should also be aware that such circumstances always carry a high risk of words or actions being misinterpreted or for allegations to be made against staff.

A member of staff who becomes aware that a pupil may be infatuated with them, or with a colleague, should discuss this at the earliest opportunity with a senior colleague so that appropriate action can be taken. In this way, steps can be taken to avoid hurt, embarrassment and distress for all concerned.

9 Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued.

Staff should not give their personal details such as home phone number or home email address to pupils unless the need to do so is agreed with the Senior Leadership Team.

Internal email systems should only be used in accordance with school policy.

10 Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. When physical contact is made with pupils this should be in response to their needs at the time, limited in duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils.

It is not possible to be specific about the appropriateness of each individual occurrence of physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible and copies given to the DSP for Child Protection.

If it is necessary to restrain or control a pupil then the amount of force used must not be more than is needed for the individual to regain control of themselves.

11 Activities which may require Physical Contact

Some staff; for example, those who teach PE and games, or those who offer music tuition, will on occasions have to initiate physical contact with pupils in order to support a child so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

12 Showers and Changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and also to ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Staff would therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

13 Pupils in Distress

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance she/he should seek further advice from a senior manager.

14 Behaviour Management

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Equally, staff should not use any form of degrading treatment to punish a pupil. The use of humour can help to defuse a situation. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation.

15 Sexual Contact with Young People

Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and to manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

16 One to One Situations

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and should plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

- Ensure all meetings whenever possible take place in an open area and not in remote or secluded locations around the School.
- Ensure there is visual access and/or an open door in one-to-one situations.
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
- Always report to a senior colleague any situation where a student becomes distressed or angry.
- Pre-arranged meetings with pupils away from the School premises should not be permitted unless approval is obtained from their parent and the Headmaster or other senior colleague with delegated authority.

- Staff should avoid conveying a student in a private vehicle unless advice has been sought from a senior manager or arrangements made with the parents of the child.

17 Physical Contact with Pupils

It is unrealistic to suggest that teachers should never touch pupils, and they have the right to restrain and control pupils in certain circumstances.

If it is necessary to restrain or control a pupil then the amount of force used must not be more than is needed for the individual to regain control of themselves.

All staff must clearly understand the need to maintain a professional relationship with students at all times. Teachers must make sure appropriate boundaries are maintained during their dealings with students. This includes the type of language they employ and also their conduct, which should not be such that it gives rise to comment or speculation.

18 Overnight Supervision and Examinations

There are occasions during examination periods when timetables clash and arrangements need to be made to preserve the integrity of the examination process. In these circumstances, staff may be asked to volunteer to supervise students perhaps in their own homes. Only if all over 18 members of the household have enhanced CRB/DBS clearance, will this be allowed.

Some LAs and some unions do not endorse this practice. Where there are no staff volunteers, the examination awarding bodies allow for alternative supervisory arrangements to be made.

When staff do volunteer, efforts should be made to balance the purpose of the arrangement with the need to safeguard and protect the wellbeing of all parties.

19 Educational Visits and After School Clubs

Staff should take particular care when supervising pupils in the less formal atmosphere of a residential setting or after-school activity.

During school activities that take place off the School site or out of school hours, a more relaxed discipline or informal dress and language may be acceptable.

However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship.

Where out of school activities include overnight stays, careful consideration needs to be given to sleeping arrangements. Pupils, staff and parents should be informed of these prior to the start of the trip.

Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity.

20 Internet Use

The School has a clear policy for access and use of the Internet (refer to Online Safety Policy).

Under no circumstances should adults in school access inappropriate images. Accessing child pornography or indecent images of children on the internet, and making, storing or disseminating such material, is illegal and, if proven, will invariably lead to the individual being barred from working with children and young people.

Using school equipment to access inappropriate or indecent material, including adult pornography, is a breach of the School's ICT usage policy and is likely to result in disciplinary action being taken.

21 Whistle-blowing

Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion.

Staff should acknowledge their individual responsibilities to bring matters of concern to the attention of the Senior Leadership Team and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

22 Sharing Concerns and Recording Incidents

All staff should be aware of the School's Child Protection procedures, including procedures for dealing with allegations against staff.

Staff who are the subject of allegations are advised to contact their professional association.

In the event of an incident occurring, which may result in an action being misinterpreted and/or an allegation being made against a member of staff, the relevant information should be clearly and promptly recorded and reported to senior staff. Early discussion with a parent or carer could avoid any misunderstanding.

Members of staff should feel able to discuss with their line manager any difficulties or problems that may affect their relationship with pupils so that appropriate support can be provided or action can be taken.

It is a requirement to report to the Disclosure and Barring Service (DBS) within one month of leaving the School, any person (employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context, ceasing to use a person's services includes: dismissal, non-renewal of a contract, no longer using a teacher from a supply agency, terminating a student's placement, no longer using staff employed by contractors, no longer using volunteers, resignation or voluntary withdrawal from any of the above.

Where qualified teachers are registered with the NCTL any misconduct referrals (that is those which are not child protection related) must be reported.

It may be necessary to suspend a member of staff from duty while an investigation is carried out.

Bedford Modern School does not use corporal punishment.

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