

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
Behaviour Policy
Sex and Relationships Policy
Academic Support Policy**

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Safeguarding and Child Protection Policy

This statutory policy sets out the arrangements made by the proprietors of the school as required by the Independent School Standards and Regulations 2014; Section 87(1) of The Children Act 1989, Section 157 of the Education Act 2002 (and any guidance issue by the Secretary of State) to safeguard and promote the welfare of pupils at the school.

This policy and its effectiveness will be fully reviewed at least annually by the Designated Safeguarding Lead and the Compliance Committee; it will also be reviewed whenever new legislation or guidance are issued. It is designed to act as a handbook for safeguarding at BMS and therefore its contents may be subject to amendments in response to specific incidents or general trends both internal and external.

Statement

Bedford Modern School is fully committed to safeguarding and promoting the welfare of children defined for statutory purpose as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow

up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

At BMS, we aim to create a warm and supportive environment where pupils feel safe and secure. Equally **all** school staff will be fully trained, encouraged to share concerns, supported in their safeguarding role and encouraged to adopt an 'it could happen here' approach. The school will take action to promote a safeguarding culture amongst all members of it's community.

1. Policy Principles

This policy is one of a series of policies that sets out how the school will safeguard its pupils and enable all children to have the best outcomes. It sits above and works alongside the following policies:

- Staff Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Recruitment Selection and Disclosure Policy
- Whistleblowing policy

This policy has been prepared using the guidance and principles set out in the following documents:

- Keeping Children Safe in Education 2018
- What to do if you're worried a child is being abused 2015
- Working together to Safeguard Children July 2018
- Protecting Children from Radicalisation: the Prevent Duty 2015
- Guidance from Local Safeguarding Partners (and LSCBs during the transitional phase) which include Beds Borough, Central Beds and Luton as well as any other partners from the areas in which students from the school reside.
- Sexual Violence and Sexual Harassment between children in schools and colleges 2018
- Preventing and Tackling Bullying July 2017
- SEND Code of Practice:0-25 years 2015
- Searching, Screening and Confiscation: advice for schools
- School Attendance September 2018
- Children Missing Education 2016
- Sexting in schools and colleges: UKCCIS

For the purposes of this policy the word child or children refers to any young person up to the age of 18. As BMS is located in Bedford Borough Local Authority, where appropriate the school will follow procedures and protocols for this area.

- 1.1 Safeguarding is everybody's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. The school expects all staff to share its commitment to create an open environment where staff and pupils feel able to raise concerns, where concerns will be listened to and where support services and other agencies are readily involved.
- 1.2 All professionals should make sure their approach is child centred and all staff must consider at all times, what is in the best interests of the child.
- 1.3 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 of authority in order for them to seek advice and evaluate

- the information. In most cases this will be to the DSL, Jude Goodacre. The school supports Government advice: Think it, Report it.
- 1.4 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. All children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection: to feel safe, secure, valued, respected, feel confident and know how to approach adults if they have a concern.
 - 1.5 It is recognised that some children are additionally vulnerable because of the impact of their previous experiences, level of dependency, communication needs or other issues.
 - 1.6 The school accepts that peer on peer abuse can also occur and may be a sign that further problems are happening in a child's life.
 - 1.7 The school accepts that no single professional can have a full picture of a child's needs and circumstances. The school will work with other agencies as soon as possible (such as Children's Services and the police) to support children who may benefit from early help (i.e. providing support either for a problem or to help stop a problem developing).
 - 1.8 The school is committed to ensuring effective record keeping enables the DSL and Deputies to have access to a complete picture of any safeguarding concerns. Staff will make appropriate use of online Child Protection Systems. Information sharing will take into account GDPR but this will not be a limiting factor when deciding what information should be shared.
 - 1.9 The school (including the Governors and Headmaster) will maintain an 'it could happen here' attitude and will be actively encouraged to report any concerns regarding other staff, including the Headmaster, via the appropriate channels (Whistleblowing).
 - 1.10 The school recognises the importance of safer working practices to keep all members of its community safe. All staff will be expected to read, sign and adhere to the School Staff Code of Conduct. In addition teachers should adhere to the Teacher Standards 2012.
 - 1.11 The school is committed to ensuring that children are kept safe from those that may do harm through its recruitment process and proper maintenance of its single central record. Potential staff will be checked as to their suitability, including verification of identity, qualifications and satisfactory DBS check (according to guidance). All volunteers, visitors and contractors will be subject to the appropriate checks as well as close supervision as deemed necessary.
 - 1.12 The school accepts its duty to safeguard children and young people from violent extremism and takes positive steps to instil fundamental British Values. The school recognises that the possible radicalisation of children and young people is a current and real threat and treats such concerns as a safeguarding issue.
 - 1.13 The school understands that the context in which children live can influence their ability to stay safe and should always be taken into account when making decisions about the best course of action when dealing with any safeguarding concerns.
 - 1.14 The school recognises the impact of online technology on young people and is committed to safeguarding children through education for themselves as well keeping parents as informed as possible.
 - 1.15 The school promotes vigilance in all admissions and leavers procedures promoting a safeguarding response to any children who may go missing in education.
 - 1.16 The school believes in creating a continuous learning environment and practice will constantly be reviewed and acted upon to ensure we always act in the best interests of the children.
 - 1.17 The school will always seek to actively support parents/guardians through any safeguarding process and inform them of any action taken as quickly as possible. Where necessary this will be on the advice and with the support of external agencies.

2. Aims

- 2.1 To demonstrate how the school will foster an active and positive safeguarding culture in all aspects of the school life and throughout the entire school community.
- 2.2 To clarify the processes in place for Child Protection in the event of suspected abuse.
- 2.3 To ensure all staff are aware of and have to access to the Key Contacts (including those responsible for Early Help) who will advise and guide in ensuring the best possible outcomes for all children and young people in the school.
- 2.4 To raise awareness of and provide guidance for the different types of abuse that occur including specific safeguarding issue such as FGM, forced marriage and sexting.
- 2.5 To set out the manner in which staff will be inducted and trained to enable them to carry out their safeguarding responsibilities.
- 2.6 To reinforce the importance of good communication, thorough record keeping and careful evidence taking to enable all professional agencies to act in the best interest of the child.

3. Roles, responsibilities and Key contacts.

3.1 The Governing Body

The Governing Body fully accepts their responsibility to comply with their duties under legislation and will ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times. A full description of the responsibilities can also be found in the Harpur Trust Safeguarding Policy 2018.

The Governing Body will:

- Promote a positive safeguarding culture with an attitude of 'it can happen here'.
- Maintain an overview of the systems, structures and curriculum (including co-curriculum) of the school to ensure it actively promotes safeguarding and enables the best outcomes for all children.
- Follow the guidelines as laid out in KCSiE (2018).
- Have a nominated Child Protection and Safeguarding Governor, Dr Simon Lowe.
- Review the policies and procedures for Child Protection and Safeguarding at least annually, or more frequently as required, through the Compliance Committee and at a School Committee of Governors meeting.
- Take proactive steps to satisfy themselves that the duties outlined have been appropriately and efficiently discharged.
- Remedy any deficiencies or weaknesses in regard to Child Protection without delay.
- Ensure the school pays due regard to Government Guidance when dealing with safeguarding matters.
- Ensure that the school operates a thorough safer recruitment process and that the SCR is kept up to date and reviewed regularly.
- Ensure the school has a safeguarding response to children who go missing in education.
- Through the Chair of Governors, Shirley Jackson, receive and act upon any concerns about the Headmaster via the whistleblowing process.
- Ensure the school is compliant with The Prevent Duty by maintaining an overview of how the school promotes Fundamental British Values.

3.2 The Headmaster

The Headmaster will:

- Promote a positive safeguarding culture with an attitude of 'it can happen here'.
- Ensure that the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- Inform the Local Authority Designated Officer (LADO) in all cases of suspected or alleged abuse in relation to allegations against staff.

3.3 The Designated Safeguarding Lead

The role of the Designated Safeguarding Lead sits with the Deputy Head Pastoral, Mrs Jude Goodacre, part of the school's Senior Leadership Team. The Deputy Safeguarding Lead will assume the responsibilities in the absence of the DSL and is the Senior Deputy Head, Mr Andrew Whomsley. The Designated Safeguarding Lead in the Junior School is Mrs Paula Pacyna and the Deputy Safeguarding Lead in the Junior School is Mrs Joanna Rex.

The Designated Safeguarding Lead will:

- Take lead responsibility for Child Protection and Safeguarding.
- Promote an 'it could happen here' culture and encourage all staff to 'Think it, Report it'
- Understand the process for providing early help as an intervention, for example locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how Local Authority conduct a child protection case conference and be able to attend and contribute as required.
- Be available to discuss any safeguarding concerns during term time and out of school hours as deemed appropriate by the Headmaster and Governing Body.
- Undergo formal training as provided and advised by the Local Safeguarding Partners at least every two years as well as taking active steps to keep up to date with new guidance, trends or safeguarding issues that are specific to the school.
- Liaise with other key members of school staff via the Safeguarding Committee to ensure that there is a thorough child centred approach to individual children. This list includes the DSL, Deputy DSL, Student Wellbeing and Welfare Lead, School nurses and where appropriate the Attendance Officer, Director of Sport and Heads of Year.
- Liaise with outside agencies including following the protocols for the local area Bedford Borough as well as from counties/areas in which the pupils reside; the police and schools liaison officer; the Local Authority Designated Officer and the Channel Programme.
- Maintain written (hand or electronic) records of any concerns relating to Child Protection, including those that do not require immediate referral and ensure the records are kept confidentially and securely, separate from pupil records.
- Transfer any pupil records to another school in a timely manner and in advance where to do so would promote better outcomes for those involved.
- Monitor attendance of all pupils and refer as appropriate to the Education Welfare Service in the first instance.
- Ensure process and procedures are in place to recognise and refer any children missing education.

- Ensure all staff receive effective induction training on safeguarding when they join the school and then further updates as necessary with formal training at least every two years.
- Liaise regularly with the Safeguarding Governor, Dr Simon Lowe, to ensure the Governing Body is kept up to date on any ongoing issues or concerns.
- Keep all staff well informed of any additional guidelines, updates, serious case reviews as and when necessary through regular briefings.
- Working closely with the e-Safety Co-ordinator, ensure that staff are aware of their responsibility with regard to online safety and ensure that all members of the school community have regular advice about keeping themselves safe online. Liaise with the e-Safety Co-ordinator and anti-bullying group as and when evidence suggests further review in both areas is necessary.
- Undergo and disseminate Prevent Training.

3.4 All Staff

Keeping Children Safe in Education 2018 states that **all** school and college staff have a responsibility to provide a safe environment in which children can learn. They should also:

- Have read and understood KCSiE, at least Part 1.
- Promote a positive safeguarding culture for example by challenging anyone on the premises who cannot be identified by a visitor or staff lanyard or badge.
- Leaders and those who work directly with children should also read and understand Annex A.
- Be aware of systems within the school which support safeguarding. This includes the child protection and staff behaviour policies (Code of Conduct), Behaviour and Anti-bullying policy and have received Prevent Training.
- Understand the role of the designated safeguarding lead (DSL) and be clear on the identity of the DSL and deputies.
- Be aware of the early help process and be prepared to identify children who may benefit from early help.
- Be aware of the process for making referrals to social services understanding the importance of acting promptly if there is a concern about a child.
- Be aware of the signs of abuse and neglect, and of what to do if a child makes a disclosure.
- Receive appropriate child protection training which is regularly updated.
- Always act in the best interests of the child.
- Be aware of specific safeguarding issues such as radicalisation, child sexual exploitation, children missing education and mental health.
- **Teachers are required by law to report to the police known cases of female genital mutilation (FGM) involving a girl aged under 18.**
- Understand that appropriate internet filters and monitoring systems must be in place to keep pupils safe online.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.
- Know what to do if a child tells them he/she is being abused or neglected.
- If staff members have concerns about another staff member, then this should be referred to the Headmaster.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.
- Promote fundamental British Values as part of The Prevent Duty.

KEY CONTACTS

Bedford Modern School

DSL: Mrs Jude Goodacre jgoodacre@bedmod.co.uk
 Deputy DSL: Mr Andrew Whomsley awhomsley@bedmod.co.uk
 DSL Junior School: Mrs Paula Pacyna ppacyna@bedmod.co.uk
 Deputy DSL Junior School: Mrs Joanna Rex jrex@bedmod.co.uk
 Nominated Safeguarding Governor: Dr Simon Lowe nsg@bedmod.co.uk
 Chair of Governors: Mrs Shirley Jackson sjackson@bedmod.co.uk
 E-Safety co-ordinator: Mr David Donoghue ddonoghue@bedmod.co.uk
 School Nurse: nurses@bedmod.co.uk
 Student Welfare & Wellbeing Lead: Mrs Leigh-Anne Hussain
lhussain@bedmod.co.uk

Key Contacts	
Bedford Borough Multi Agency Safeguarding Hub (MASH) Out of hours	Multiagency@bedford.gov.uk 01234 718700 0300 300 8123
Central Bedfordshire Central Bedfordshire Access & Referral Hub The Emergency Duty Team (EDT) For emergencies outside of working hours contact	0300 300 8585 0300 300 8123
Luton Rapid Intervention and Assessment Team Out of hours	01582 547653 0300 3008125
LADO Bedford Borough	01234 276693 Lado@bedford.gcsx.gov.uk
Prevent	0207 340 7464 Counter.extremism@education.gsi.gov.uk
Police Liaison	Richard Denton SchoolsLiaison@bedfordshire.pnn.police.uk
Senior Education Welfare Officer, Bedford Borough Education Support Services	Jane Ward Tel: 01234 276625 jane.ward@bedford.gov.uk
CAMHS	Jo Meehan Tel: 01234 310040 Jo.meehan@sept.nhs.uk
Prevent Duty Bedfordshire Police Contact	Richard Denton Tel: (101) or 01234 275206 richard.denton@bedfordshire.pnn.police.uk Anti-Terrorism Hotline Tel: 0800 789 321 DfE Dedicated Contact Tel: 0207 340 7264 counter-extremism@education.gsi.gov.uk
Children Missing Education Officer	Debi Momi Tel: (01234) 228178, ext, 42178 debi.momi@bedford.gov.uk

Education Development Manager Harpur Trust	Hannah Oldridge Tel: 01234 369535 rpineda@harpurtrust.org.uk
NSPCC 24 Hour Helpline Childline	0800 800 5000 0800 1111

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.

4.1 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.

4.2 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 six 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.

4.3 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.

4.4 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.

- **Possible signs of sexual abuse:**

Genital pain or itching, bleeding, bruising, discharge, stomach pains, pregnancy, incontinence, UTI's or STD's.

- **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.

Table 1

Type of Abuse	Physical signs	Behavioural Signs
Physical: causing physical harm to a child, which includes fabricating or deliberately inducing illness.	Unexplained and unusual bruising, finger and strap marks, fractures, injuries, bite marks, cigarette burns, scalds, missing teeth	Fear of contact, aggression, temper, running away, fear of going home, reluctance to change or uncover body, depression, withdrawal, bullying or abuse of others
Emotional: persistent emotional maltreatment such as to cause adverse effects on a child's emotional development.	Weight change, lack of growth or development, unexplained speech disorders, self-harm	Unable to communicate, fear of mistakes, fear of telling parents, withdrawn, few friends
Sexual: forcing or enticing a child to take part in sexual activities whether or not the child is aware of what is happening.	Genital pain or itching, bleeding, bruising, discharge, stomach pains, pregnancy, incontinence, UTI's or STD's	Fear of someone, nightmares, running away, sexually explicit knowledge or behaviour, masturbation, bed-wetting, eating problems, substance abuse, unexplained money or gifts
Neglect: 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.	Hunger, dirty, ill-fitting clothes or inappropriate clothing, weight change, untreated conditions and continual minor infections	Being tired, early or late, absent, few friends, regularly left alone, stealing, no money, parent carer not attending
Bullying: the use of force, threat or coercion to abuse, intimidate or aggressively dominate others.	Weight changes, unexplained injuries and bruising, stomach and headaches, bed wetting, disturbed sleep	Anxiety about school, withdrawn, angry, few friends, truancy, missing items, distress and anxiety over receiving calls

4.1 Table 1 identifies the four main types of abuse as set out in KCSiE (2018) as well as drawing attention to Bullying (FA Safeguarding handbook). The Table is designed to alert staff not only to the types of abuse, but also the different ways in which they manifest in individuals.

5. Specific Safeguarding issues

5.1 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 CSE can affect young people from any social, cultural or economic background. Warning signs include: non age appropriate relationships; gifts including drugs, alcohol and money; use of inappropriate sexual terminology.

5.2 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

Teachers are required by law to report to the police known cases of female genital mutilation (FGM) involving a girl aged under 18

5.3 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

5.4 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 pretences. 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

5.5 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

5.6 Sexting

Sexting is defined as images or videos: by young people under the age of 18 or of young people under the age of 18 that are of a sexual nature or are indecent. These images are shared between young people and/or adults via mobile phone, handheld device or website. A young person is breaking the law if they: take an explicit photo or video of themselves or a friend; share an explicit image or video of a child, even if it's between children of the same age; possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created. As of January 2016, Police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Sexting disclosures should follow the normal safeguarding practices and protocols, the guidance set out in the online safety policy. Where sexting is suspected or possible; the school will always follow the procedures laid out in UK Council for Child Internet Safety. Staff who become aware of sexting or youth-produced sexual imagery should be also aware of [Searching, Screening and Confiscation Advice](#) (January 2018). The key consideration is for staff not to view or forward illegal images of a child.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

5.7 Children who may be particularly vulnerable

Some children have an increased risk of abuse. It is important to understand that this increase in risk is due to more societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

The school takes steps to protect children who may be particularly vulnerable through identification, close monitoring and mentoring and the use of a nurture list and through the use of an online system CPOMS.

Children who may have an increased risk of abuse:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Children with SEND can face additional safeguarding challenges. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying.
- Communication barriers and difficulties overcoming these barriers.

Staff are trained to be alert to these concerns and act where necessary. All staff have guidance from the SENCO and there is a comprehensive list of students who have SEND available to all teachers.

5.8 Contextual safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Therefore children's social care practitioners need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

5.8 Private Fostering

Private Fostering occurs when someone other than a parent or a close relative cares for a child (under the age of 16 or under the age of 18 if the child is disabled) for a period of 28 days or more, with the agreement of the child's parents. By law, children's services must be informed in such cases.

5.9 Children Missing from Education

[A child missing from education](#) is a child of compulsory school age who is not on a school roll or being educated elsewhere. A child going missing from education is a [potential indicator of abuse or neglect](#) and such children are at risk of being victims of harm, exploitation or radicalisation.

Children missing in Education (Including safeguarding response)

BMS fully accepts its responsibilities to provide a safeguarding response to Children Missing in Education and understands as a school it plays a key role in ensuring children do not become CME.

A child missing from education is not in itself a child protection matter, and there may be an innocent explanation for this. However, regular school attendance is an important safeguard and unexplained non-attendance can be an early indicator of problems, risk and vulnerability.

Schools should endeavour to deal with this problem in three ways:

- By preventing poor school attendance and truancy;
- By acting once absence occurred to establish children's safety and try to get them back to school;
- By taking action to trace children whose whereabouts are not known.

BMS will inform both **Bedford Borough and the relevant Local Authority** (i.e. the one in which the child resides) when a child's name is about to be deleted from the admission register under all fifteen grounds outside the standard transition points (Junior School - Year 6 into 7 and Senior School Year 11 into 12).

When removing a name, the notification to the Local Authority will include (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

The school will **make reasonable enquiries** to establish the whereabouts of the child jointly with Local Authority before deleting the pupil's name from the register if the deletion is under regulation 8 (1), sub paragraphs (f) (iii) and (h) (iii).

BMS will notify the Local Authority **within five days** of adding a pupils name to the admission register at a **non-standard** transition point.

As an independent school, BMS does not use the CTF files. However, where these files are sent by a pupils' previous school, BMS will either accept or reject the file.

A child may be removed from the school following a written request from parents to educate at home. In the event of this happening, the relevant Local Authority and Early help service will be informed.

If any member of the school staff has reason to believe a child is missing from or about to be missing from education, they must inform the DSL. The DSL will then inform the Local Authority, Early Help, or in the case of a Child in Need or a Child in Need of Protection MASH or the police.

In the following circumstances, a referral to Children's Services and /or the police should always be made promptly:

- The child may be the victim of a crime;
- The child is subject of a Child Protection Plan;
- The child is subject of Section 47 enquiries;
- The child is looked after;
- There is a known person posing a risk to children in the household or in contact with the household;
- There is a history of the family moving frequently;
- There are serious issues of attendance.

All Practitioners should follow the appropriate Local Authority CME procedures.

5.10 Prevent Duty

Schools are required under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'.

Protect children from radicalisation by: building their resilience, promoting fundamental British Values should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The Leaders and Governors of Bedford Modern School ensure that Fundamental British values are promoted throughout the school both implicitly and explicitly for example through the structure of the Student Government or during the Remembrance Day Service. Where the school has a programme of individual speakers (for example in the Sixth Form), care is taken to ensure there is a balanced view, especially on controversial topics and each speaker will be risk assessed and recorded on the central register.

The DSL acts as the Single Point of Contact for Prevent. The school ensures that preventative measures are in place such as ensuring appropriate restrictions on internet sites are in place.

5.11 Channel

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Staff should be particularly aware of the dangers of social media and the internet in the radicalisation of young people.

Any child suspected of becoming radicalised should be reported via the normal safeguarding procedures. All relevant staff receive online Prevent training.

5.12 Peer on Peer Abuse

The school works hard to promote tolerance and respect through its PSHEE Programme, anti-bullying strategy, assemblies and in the culture all staff promote around the school. The School recognises that children are capable of abusing their peers. This often takes the form of bullying although it can include all types of abuse

including sexual harassment and sexual violence. An incident of peer on peer abuse (including cyber-bullying) should be treated as a child protection concern when there is *'reasonable cause to suspect a child is suffering, or likely to suffer, significant harm'*. The School will follow guidance published in *Keeping Children Safe in Education* and *Working Together to Safeguard Children* along with the advice outlined in *What to do if you're worried a child is being abused*.

Incidents of this kind may indicate that a pupil (perpetrator or victim) requires support under the Early Help category. As such the School will refer to the Local Safeguarding Protocols (either Bedford Borough Safeguarding Board or the Local Childrens Safeguarding Board local to the child during transition) and seek advice or refer accordingly. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Bullying, harassment, victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the wide community. Please see our Anti-Bullying Policy for further details including types of bullying, indicators and strategies for responding and preventing bullying.

Any kind of bullying is unacceptable and the School keeps a record of any incidents. Records will be kept in the online management system CPOMs for individual children. In addition to this the school keeps records of serious behaviour incidents and bullying. These records (redacted) are reviewed by Governors and any trends identified and action taken where possible in response.

Where allegations of abuse or assault have been made against one or more pupil the School will undertake a thorough risk-assessment of the situation and risk-based decision-making will be carried out with a view to ensuring the safety of all pupils involved. Both the victim and perpetrator will be provided with appropriate support.

A pupil (or pupils) against whom an allegation of abuse has been made may be suspended from the School during the investigation. A pupil may also be removed from certain classes or sleeping arrangements rearranged if the alleged incident occurs on a school trip. The School will take advice from the Bedford Borough Safeguarding Board on the investigation of such allegations and will take all the appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Local Safeguarding Partners, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

5.13 Sexual violence and sexual harassment

Any allegations of sexual violence or harassment will be treated seriously and any victim will be supported and kept safe. All staff will be aware that any such allegation should be treated as a safeguarding concern for all involved and the DSL should be informed immediately.

When dealing with such allegations, the guidance, *Sexual violence and sexual harassment between children in schools and colleges 2018* and *KCSiE 2018* will be followed. Where necessary a risk assessment will be put in place to protect those involved.

Support from the police, 'What If' at MASH or from Social Services may be sought or the school may decide to it is most appropriate to handle the decision internally. In this case it will be a discussion between the DSL, Headmaster and Senior Deputy Head. Decisions

and discussions will be recorded at all times using CPOMS. Whatever the decision, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

5.13 Cyber-Bullying

In recent years, there has been a rapid rise of a new type of bullying, one that harnesses the modern technology that all teenagers use - mobile phones, email and web-based chat rooms. The school recognises that abuse can take place wholly online or technology can be used to facilitate offline abuse. The school has a specific online safety policy, which covers specific issues in more detail.

Cyber-bullying is covered in more detail in the Anti-Bullying Policy. Following the advice in Preventing and Tackling Bullying, the school will take disciplinary action where cyber bullying occurs. It may be treated as peer on peer abuse.

6. Training and Induction

The school accepts the importance of thorough training and induction for all staff. The DSL, working with the Senior Deputy Head and the Deputy Head of the Junior School, takes responsibility for ensuring that all staff have training to recognise the signs of abuse and neglect and know what to do if they have a concern about a pupil or a member of staff.

Induction:

All new staff are required to read and complete a quiz on KCSiE (2018) Part A and Prevent Strategy prior to starting employment. All new staff will receive either bespoke Safeguarding Training by the DSL or whole school bi-annual training with a follow up session as part of the Induction Programme. New teaching staff are also assigned a mentor who acts as a support for any questions or concerns and makes sure the schools protocols and systems are understood.

- All teaching staff and support staff who have contact with the pupils, receive 'formal' refresher training every two years about their responsibilities with regards to safeguarding and Child Protection. All staff will be updated on a more regular basis (at least once per year) as and when new information/changes come to light.
- An INSET course for all staff on Safeguarding takes place bi-annually (last one held in September 2017, formal update due in September 2019.). In addition, all staff receive a safeguarding training handbook, which clearly sets out the schools policy and procedures. Clear records are kept which are constantly updated and any staff who were unable to attend training will attend an additional session or complete an online course.
- Safeguarding bulletins are sent out every term and an 'e-safety' briefing is also sent out to staff and parents at least twice a year.
- All staff received a copy of Part 1 KCSiE September 2018 at the beginning of the Autumn term 2018 which staff read and confirmed that they understood. All staff who work directly with children also receive a copy of KCSiE Annex A.

In addition to the DSL and the Senior Deputy Head, the Junior School Head, Junior School Deputy Head, Student Wellbeing and Welfare Lead, Heads of Year and CCF Contingent Commander/Outdoor Education Co-Ordinator, have also attended the two day safeguarding inter agency training from the LCSB (Central Beds/Luton/Beds borough). Rachel Lloyd, School Nurse, has been recently trained by the Local Authority in her previous role as a School Nurse. The DSL attended the Pan Bedfordshire Mental Health Conference and DSL (Junior School) attended the DSL training at Bedford Borough all in June 2018.

The school is committed to being reflective, and reviews any serious cases both internally and within the Harpur Trust to ensure lessons are learned and best practice is in place.

7. Whistleblowing

The School promotes 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.

These procedures should be read in conjunction with the Harpur Trust Whistleblowing policy.

If a member of staff feels unable to follow the school protocols on whistle blowing, they may contact the NSPCC whistleblowing helpline on 0800 028 0285 or email help@nspcc.org.uk

7.1 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 to the Headmaster. In his 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 or incident added regarding any child involved **must** also be completed and passed to the DSL.

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 DSL 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 pupil whose services are no longer used because he or she is considered unsuitable to work with children.

Where qualified teachers are registered, any misconduct referrals (that is those which are not child protection related) must be reported to the Teaching Regulation Agency.

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.

7.2 Procedures for acting when abuse by the Headmaster is alleged

Procedures follow those specified in section xii above, except that the abuse should be reported to the Chair of Governors without informing the Headmaster or DSL first. The Chair of Governors 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.

7.3 Procedures for acting when abuse by a volunteer is alleged

Procedures follow those specified in section 7.1 above.

8. Promoting Safeguarding and Prevention

It is the aim of Bedford Modern School to create a warm and supportive environment where pupils 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 pupils can live increasingly independent lives.

Pupils are actively encouraged to talk and they are listened to sympathetically. Their viewpoint 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 pupils' 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 pupils' awareness is raised. Pupils are made aware of a variety of support mechanisms in place to help them keep safe.

The School has both a vertical and horizontal structure to support children develop and thrive. Heads of Year, assisted by Assistant Heads of Year, manage teams of tutors who are responsible for the day to day pastoral care of the pupils. In the Sixth form tutor groups are divided into clusters which are overseen by Senior Tutors and ultimately the Director of Sixth Form. The House system is run by the senior pupils, overseen by Heads of House and the Senior Head of House. It's vertical ethos encourages younger pupils to mix with older pupils in a safe and supportive environment.

Peer to peer support is at the heart of the school's success. Each year group has a team of monitors, led by the Senior Monitors and Head Boy and Girl and their deputies. The monitors are on duty at break and lunchtime and work to promote social interaction and communication within the Year group. They also act as role models and mentors to the younger pupils.

We believe that Bedford Modern School promotes the welfare, health and safety and guidance of every pupil through its positive, safe and stimulating environment.

8.1 Early Help

All staff are trained to be alert to the signs of abuse and encourage to record any concerns.

Bedford Modern School is completely committed to Early Help as defined in Working Together to Safeguard Children (2018):

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. Providing Early Help is more effective in promoting the welfare of children than reacting later.

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. 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.

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 pupil 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. Pupils who are 18+ may decide themselves whether to report abuse to the police, but they are will still be supported by the School.

9. What to do if you are concerned about a child's welfare:

If you **suspect** that a child is being abused, speak to the Designated Safeguarding Lead, the Deputy Head Pastoral, Jude Goodacre, who will advise on the best course of action. In her absence you should speak to the Senior Deputy Head, Andrew Whomsley. In the Junior School talk initially to the Deputy Head, Paula Pacyna, or if she is absent Jude Goodacre. You will subsequently need to document your concern in writing on the yellow Cause for Concern form as soon as possible. If the abuse has been perpetrated by another child, refer both children.

If you **know** that a child is being abused you must speak immediately to the DSL, Jude Goodacre, or, in her absence the Senior Deputy Head, Andrew Whomsley, or the Headmaster. **Do not delay your report.**

If, at any point, there is a risk of serious harm to a child, a referral should be made to children's social care immediately. You can call the emergency numbers listed in this handbook. Anyone can make a referral. If there is an immediate risk to the child's safety, call the police. You can also call the NSPCC 24 hour helpline.

- Even if unsure always discuss your concerns with the DSL, Jude Goodacre, or, in her absence, Senior School, the Senior Deputy Head (Andrew Whomsley), Junior School, Junior Deputy Head (Paula Pacyna). If you think it, report it.
- Put your concerns in writing either using the yellow Cause for Concern Form or using CPOMs Yellow Form section) with dates and details of these suspicions and pass to Jude Goodacre.
- 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.

10. 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 DSL 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 DSL).
- 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 the DSL, Jude Goodacre, immediately.
- The DSL, Jude Goodacre, will either seek guidance from the LADO (Local Authority Designated Officer) or contact the Social Services Duty Desk. **She will decide whether it is appropriate to contact parents. Do not contact parents yourself.**

11. 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 DSL 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 DSL.

11.1 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 2018. 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 Partners (LCSB in the transition period) in which the child resides, to ensure support is provided as soon as a problem emerges at any point in a child's life.

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

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

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

The online management system CPOMs will be used to record all relevant information. All teaching staff, and where appropriate support staff, will have access to CPOMs and should input any concern however small using the 'add an incident' button.

11.2 Referrals to Social Services (through MASH)

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

For 'What if' ring MASH and ask for 'What if' advice.

Child in Need – use Early Help Assessment Referral Forms

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

- Child Protection – ring The Multi Agency Safeguarding Hub (MASH) for the area in which the child resides.
- 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.

11.3 Child Protection Records, the Data Protection Act and GDPR

Child Protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1984. From September 2018, all CP records will be kept online in CPOMS. 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. The school is fully GDPR compliant and recognises and promotes that a fear of breaching data protection regulations should not stop staff taken action where necessary for the purposes of safeguarding and child protection.

11.4 Supporting the Child

If abuse is suspected, accurate information will be given only to the DSL. 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.

12. Safer recruitment

Bedford Modern School is committed to safer recruitment and acts at all times in compliance with the Independent Standards Regulations. In addition to its safe recruitment procedures as set out in KCSIE (2018), members of staff (including contractors where appropriate, school proprietors and Governors are subject to the necessary child protection checks before starting work. A single Central Register is in place to record this.

All visitors are supervised at all times and required to wear a visitor badge or lanyard. All staff including Governors wear a lanyard or their staff badge when in school.

13. Online safety.

It is the duty of Bedford Modern School to ensure that every pupil and member of staff in its care is safe; and the same principles apply to the digital world as apply to the real world. IT and online communications provide unrivalled opportunities for enhanced learning in addition to traditional methods, but also pose greater and more subtle risks to young people. Our pupils are therefore taught how to stay safe in the online environment and how to mitigate risks, including but not limited to the risk of identity theft, bullying, harassment, grooming, stalking, radicalisation and abuse. Both the online safety policy and the ICT AUP are available online and cover both

fixed and mobile internet devices provided by the school (such as PCs, laptops, webcams, tablets, whiteboards, digital video equipment, etc.), as well as all devices owned by pupils and staff brought onto school premises (personal laptops, tablets, smart phones, etc.). All users whether staff, governors, pupils or guests must read this policy and the ICT AUP prior to using their provided login details; upon their first login they must click/accept these policies. All parts of this Online Safety Policy and ICT AUP should be understood fully prior to acceptance and any questions that arise should be directed to the e-Safety Coordinator or the ICT Services and Innovations Manager.

Whilst this policy attempts to cover all eventualities, it is vital that it is always viewed in conjunction with Government advice for schools and statutory guidance.

Jude Goodacre
Deputy Head (Pastoral)
Designated Safeguarding Lead

Interim review May 2019
Review Date September 2019

SAFEGUARDING TRAINING HANDBOOK 2018-19

This handbook is designed to support the 2018-19 safeguarding training at BMS.

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THINK IT. REPORT IT

What to do in case of abuse.

If you **suspect** that a child is being abused, speak to the Designated Safeguarding Lead, the Deputy Head Pastoral, Jude Goodacre, who will advise on the best course of action.

In her absence you should speak to the Senior Deputy Head, Andrew Whomsley. In the Junior School talk initially to the Deputy Head, Paula Pacyna, or if she is absent Jude Goodacre.

You will subsequently need to document your concern in writing on the yellow Cause for Concern form as soon as possible. If the abuse has been perpetrated by another child, refer both children.

If you **know** that a child is being abused you must speak immediately to the DSL, Jude Goodacre, or, in her absence the Senior Deputy Head, Andrew Whomsley or the Headmaster. Do not delay your report.

If, at any point, there is a risk of serious harm to a child, a referral should be made to children's social care immediately. You can call the emergency numbers listed in this handbook. Anyone can make a referral. If there is an immediate risk to the child's safety, call the police. You can also call the NSPCC 24 hour helpline.

Whistleblowing

All school staff and volunteers have a responsibility to behave in a way that keeps children safe. If you have concerns about the behaviour of a member of the school staff including volunteers or contract staff you should report your concerns directly to the Headmaster. If your concerns are about the Headmaster it should be reported to the Chair of Governors.

You can also contact the NSPCC Whistleblowing advice line.

KEY CONTACTS

Bedford Modern School

DSL: Mrs Jude Goodacre jgoodacre@bedmod.co.uk

Deputy DSL: Mr Andrew Whomsley awhomsley@bedmod.co.uk

Junior School: Mrs Paula Pacyna ppacyna@bedmod.co.uk

Nominated Safeguarding Governor: Dr Simon Lowe nsg@bedmod.co.uk

Chair of Governors: Mrs Shirley Jackson sjackson@bedmod.co.uk

E-Safety co-ordinator: Mr David Donoghue, ddonoghue@bedmod.co.uk

School Nurse: nurses@bedmod.co.uk

Student Welfare and Wellbeing Lead: Mrs Leigh Anne Hussain lhussain@bedmod.co.uk

Key Contacts	
Bedford Borough Multi Agency Safeguarding Hub (MASH) Out of hours	Multiagency@bedford.gov.uk 01234 718700 0300 300 8123
Central Bedfordshire Central Bedfordshire Access & Referral Hub The Emergency Duty Team (EDT) For emergencies outside of working hours contact	0300 300 8585 0300 300 8123
Luton Rapid Intervention and Assessment Team Out of hours	01582 547653 0300 3008125
LADO Bedford Borough	01234 276693 Lado@bedford.gcsx.gov.uk
Prevent	0207 340 7464 Counter.extremism@education.gsi.gov.uk
Police Liaison	Richard Denton SchoolsLiaison@bedfordshire.pnn.police.uk
NSPCC 24 Helpline Childline	0800 800 5000 0800 1111
Children Missing Education Officer	Debi Momi Tel: (01234) 228178, ext, 42178 debi.momi@bedford.gov.uk

What are my responsibilities?

Keeping Children Safe in Education 2018 states that **all** school and college staff have a responsibility to provide a safe environment in which children can learn. They should also:

- Be aware of systems within their school which support safeguarding and have these explained to them during induction. This includes the child protection and staff behaviour policies, and the role of the Designated Safeguarding Lead (DSL).
- Be aware of the early help process and be prepared to identify children who may benefit from early help.
- Be aware of the process for making referrals to social services.
- Be aware of the signs of abuse and neglect, and of what to do if a child makes a disclosure.
- Receive appropriate child protection training which is regularly updated.

- Always act in the best interests of the child.
- Be aware of specific safeguarding issues such as radicalisation, child sexual exploitation, children missing education and mental health.
- **Teachers are required by law to report to the police known cases of female genital mutilation (FGM) involving a girl aged under 18.**
- Understand that appropriate internet filters and monitoring systems must be in place to keep pupils safe online.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead.
- Know what to do if a child tells them he/she is being abused or neglected.
- If staff members have concerns about another staff member, then this should be referred to the Headmaster.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

Prevent Duty

Schools are required under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'.

Protect children from radicalisation by: building their resilience, promoting fundamental British Values should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Channel

Channel is about ensuring that vulnerable children and adults of any faith, ethnicity or background receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist related activity.

Staff should be particularly aware of the dangers of social media and the internet in the radicalisation of young people.

Disqualification by Association (February 2015)

School staff are disqualified from working in a school, when they 'live or work in the same household' as someone who is barred from working with children, even if they would not otherwise be disqualified themselves. Staff are covered by the Act if they are employed and/or provide childcare in either the early years (up to and including reception age) and later years (children up to the age of 8).

Peer on Peer Abuse

In most instances, the conduct of pupils towards each other will be covered by the schools behaviour policy. Some allegations maybe of such a serious nature that they become safeguarding concerns and should be dealt with as such, by following the procedures set out in the Safeguarding Policy.

Risk Management Plan (or Risk Assessment)

On occasion, some pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Sexting

Sexting is defined as images or videos: by young people under the age of 18 or of young people under the age of 18 that are of a sexual nature or are indecent. These images are

shared between young people and/or adults via mobile phone, handheld device or website. A young person is breaking the law if they: take an explicit photo or video of themselves or a friend; share an explicit image or video of a child, even if it's between children of the same age; possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created. As of January 2016, Police can choose to record that a crime has been committed but that taking formal action isn't in the public interest.

Sexting disclosures should follow the normal safeguarding practices and protocols, the guidance set out in the online safety policy. Where sexting is suspected or possible; the school will always follow the procedures laid out in UK Council for Child Internet Safety. Staff who become aware of sexting or youth-produced sexual imagery should be also aware of [Searching, Screening and Confiscation Advice](#) (January 2018). The key consideration is for staff not to view or forward illegal images of a child.

Sexual violence and sexual harassment

Any allegations of sexual violence or harassment will be treated seriously and any victim will be supported and kept safe. All staff will be aware that any such allegation should be treated as a safeguarding concern for all involved and the DSL should be informed immediately.

When dealing with such allegations, the guidance 'Sexual violence and sexual harassment between children in schools and colleges 2018' and 'KCSIE 2018' will be followed. Where necessary a risk assessment will be put in place to protect those involved.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Children who may be particularly vulnerable

Some children have an increased risk of abuse. It is important to understand that this increase in risk is due to more societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

Children who may have an increased risk of abuse:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;

- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Private Fostering

Private Fostering occurs when someone other than a parent or a close relative cares for a child (under the age of 16 or under the age of 18 if the child is disabled) for a period of 28 days or more, with the agreement of the child's parents. By law, children's service must be informed in such cases.

Children Missing from Education

[A child missing from education](#) is a child of compulsory school age who is not on a school roll or being educated elsewhere. A child going missing from education is a [potential indicator of abuse or neglect](#) and such children are at risk of being victims of harm, exploitation or radicalisation. The school has procedures in place to help safeguard children who are missing from education which can be found in the Attendance policy and the Child Protection Policy .

Early Help

The term Early Help is used to describe the process of taking action early and as soon as possible to tackle problems emerging for children, young people and their families. Effective help can occur at any point in a child or young person's life. All staff should be committed to Early Help.

TYPES OF ABUSE

Type of Abuse	Physical signs	Behavioural Signs
Physical: causing physical harm to a child, which includes fabricating or deliberately inducing illness.	Unexplained and unusual bruising, finger and strap marks, fractures, injuries, bite marks, cigarette burns, scalds, missing teeth	Fear of contact, aggression, temper, running away, fear of going home, reluctance to change or uncover body, depression, withdrawal, bullying or abuse of others
Emotional: persistent emotional maltreatment such as to cause adverse effects on a child's emotional development.	Weight change, lack of growth or development, unexplained speech disorders, self-harm	Unable to play, fear of mistakes, fear of telling parents, withdrawn, few friends
Sexual: forcing or enticing a child to take part in sexual activities whether or not the child is aware of what is happening.	Genital pain or itching, bleeding, bruising, discharge, stomach pains, pregnancy, incontinence, UTI's or STD's	Fear of someone, nightmares, running away, sexually explicit knowledge or behaviour, masturbation, bed-wetting, eating problems, substance abuse, unexplained money or gifts

Neglect: 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.	Hunger, dirty, ill-fitting clothes or inappropriate clothing, weight change, untreated conditions and continual minor infections	Being tired, early or late, absent, few friends, regularly left alone, stealing, no money, parent carer not attending
Bullying: the use of force, threat or coercion to abuse, intimidate or aggressively dominate others.	Weight changes, unexplained injuries and bruising, stomach and headaches, bed wetting, disturbed sleep	Anxiety about school, withdrawn, angry, few friends, truancy, missing items, distress and anxiety over receiving calls

Dealing with a disclosure

Do be reassuring and make it clear you are taking the disclosure seriously

Do aim to get as much information as you can – the child has chosen you because they trust you

Do use the WWWWH or TED approach (Who When Where What How) or Tell Explain Describe

Do take accurate and detailed notes, which are written up as soon as possible where necessary using the yellow Cause for concern form

Do inform the DSL as soon as possible

Do ask advice if you are unsure

Do always report

Don't promise confidentiality.

Don't ask Leading questions.

Don't think that DSL or HOY will be better or able to get more information than you.

Don't contact parents without speaking to DSL or gaining advice.

Don't decide what is or is not important – if it gives you concern – you must report.

If your concern is regarding a member of the school staff or a volunteer working in school, you should adopt the attitude 'It could happen here' and follow the 'whistleblowing' procedures.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

KEY DOCUMENTS

All staff must be familiar with:

Safeguarding Policy

Keeping Children Safe in Education 2018

Staff Code of Conduct

Online Safety Policy

Acceptable Usage Policy

Prevent Duty

OTHER USEFUL DOCUMENTS

Working together to Safeguard Children (2018)

Guidance for Safer working practices

What to do if you are worried a child is being abused (2015)

USEFUL WEBSITES www.nspcc.org.uk

www.youngminds.org.uk

www.thinkuknow.co.uk

www.childline.org.uk

www.bedfordshirelscb.org.uk

Appendix 2

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 DSL 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

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

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

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 pupil (including in email, text messaging, chat room, phone or letter communication).
- Discuss their own sexual relationships with, or in the presence of, pupils.
- Humiliate or demean a pupil 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 DSL 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 pupil 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 pupil 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 pupils at all times. Teachers must make sure appropriate boundaries are maintained during their dealings with pupils. 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 pupils 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 pupil) 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 pupil'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.