Safeguarding Children Policy
(Child in Need and Child in Need of Protection)

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 its 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 2019
- 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 (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 2017
- School Attendance July 2019
- Children Missing Education 2016
- Sexting in schools and colleges: UKCCIS
  Guidance on safer working practices 2019

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 Head) will maintain an 'it could happen here' attitude and will be actively encouraged to report any concerns regarding other staff, including the Head, 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 2019.

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 (2019).
- 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 Head 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 Head

The Head 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 and Student Progress, 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 Head 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, Pastoral Care Lead, School nurses and where appropriate the Attendance Officer, Director of Sport, Assistant Heads 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 2019 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 2019, 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 Head.
- 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.
- Be aware that abuse, neglect and Safeguarding issues are rarely standalone events.

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
Pastoral Care Lead: Mr Philip Bailey pbailey@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 abus**e:
  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 (2019) 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 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.

5.2 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.

5.3 Peer on Peer Abuse

The school works hard to promote tolerance and respect through its PSHE 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.

5.4 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.

5.5 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

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

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

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 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.

5.7 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.

5.8 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 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.

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.

5.10 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 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 2019* 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, Head 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.

5.11 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

5.12 Upskirting

The taking of a picture under another's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear.) It is now a criminal offence.

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 a complete a quiz on KCSiE (2019) 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 2019 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.

Staff will also receive appropriate training to enable them to teach Safeguarding to children through everyday tutoring, PSHE and RSE Education.

The school is committed to being reflective, and reviews any serious cases both internally and within the Harpur Trust to ensure lesson 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 Head. 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 CPOMS 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 Head 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 Head 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 Head 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 (PSHE) programme, responsible attitudes to adult life and parenthood are engendered and pupils' awareness is raised. This also includes covering relevant issues through Relationship Education in the Junior School, and Relationships and Sex Education in the Senior School. Pupils are taught online safety through a variety of methods including system monitoring which allows staff to facilitate educational conversations as necessary. 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. Its 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 (2019):
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 Head 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 Head. **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:

Guidance for Staff

- 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 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 (2019), 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.

Mrs J Goodacre
Deputy Head (Pastoral and Student Progress)
Designated Safeguarding Lead

Interim review February 2020
Review Date October 2020

SAFEGUARDING TRAINING HANDBOOK 2019-20

This handbook is designed to support the 2019-20 safeguarding training at BMS as well as provide a hard copy guide for staff.

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THINK IT. REPORT IT

What to do in case of abuse.

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You will subsequently need to document your concern in writing using either CPOMS or 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 Head. 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 Head. If your concerns are about the Head 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

Pastoral Care Lead: Mr Philip Bailey
pbailey@bedmod.co.uk

Bedford Borough Multi Agency Safeguarding Hub /Out of hours	Multiagency@bedford.gov.uk 01234 718700/0300 300 8123
Central Bedfordshire Access & Referral Hub /Emergency Duty Team	0300 300 8585/ 0300 300 8123
Luton Rapid Intervention 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

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

What are my responsibilities?

Keeping Children Safe in Education 2019 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 policy student 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 upskirting, sexting, 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**.
- Recognise their role to play in teaching children about online safety and understand that appropriate internet filters and monitoring systems must be in place to keep pupils safe online.
- Ensure 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 they have concerns about another staff member, (refer directly to the Head or the Chair of Governors if the concern is about the Head).
- 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.
- Teachers should have regard for the Teacher Standards 2012

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.

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

Peer on Peer Abuse

All staff should be aware that children can abuse other children. Usually 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 and taking into account national guidance Staff are expected to contribute to the prevention of Peer on peer abuse through direct and indirect teaching, through the upholding of the schools values and by following relevant staff and student behaviour policies.

Risk Management Plan (or Risk Assessment)

On occasion, some pupils will need an individual risk management plan to ensure that they and/or other pupils are kept safe. The Risk Assessments will be bespoke to individual cases, agree with parents where necessary and staff informed as needed.

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.

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.

Upskirting

The taking of a picture under another's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear.) It is now a criminal offence.

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 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 2019' 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.

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.

Serious violence

Staff have a responsibility to look out for children who may be at risk from or are involved in serious crime.

Contextual safeguarding

All staff need to be aware of any context that may have an influence on the way children behave and on why safeguarding incidents occur. Staff need to make the DSL aware of any such information as soon as possible.

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.

KEY DOCUMENTS

Safeguarding Policy
Keeping Children Safe in Education 2019
Staff Code of Conduct
Student Behaviour Policy
Online Safety Policy
Acceptable Usage Policy
Prevent Duty
Teacher Standards

OTHER USEFUL DOCUMENTS AND WEBSITES

Working together to Safeguard Children (2018)
Guidance for Safer working practices (2019)
What to do if you are worried a child is being abused (2015)
www.nspcc.org.uk
www.youngminds.org.uk
www.thinkuknow.co.uk
www.childline.org.uk
www.bedfordshirelscb.org.uk

CPOMS GUIDANCE

Child Protection Online Management System

Rationale

KCSiE 2019 highlights the importance of record keeping when agencies are working together to Keep Children Safe. It also reinforces the need for prompt reporting with a new Government emphasis on Think it. Report it.

In addition, accurate recording of information can be used to effectively support a student's wellbeing and progress through school. Certain information should be available to teachers to enable them to understand the 'context' in which a young person lives which can have an impact on their progress.

This document aims to set out guidance for using CPOMS – an online system for record keeping.

From September 2018, all new Child Protection Records will be kept in CPOMs. Any hard copies of information will be scanned as appropriate so that as much information as possible is kept in one place. Hard copies of any Child Protection information on both current and previous students will be kept separately.

In addition – all pastoral information will also be recorded on CPOMs. This will include records of meetings with parents, telephone calls and behaviour incidents. **DETENTIONS WILL CONTINUE TO BE LOGGED ON ISAMS.**

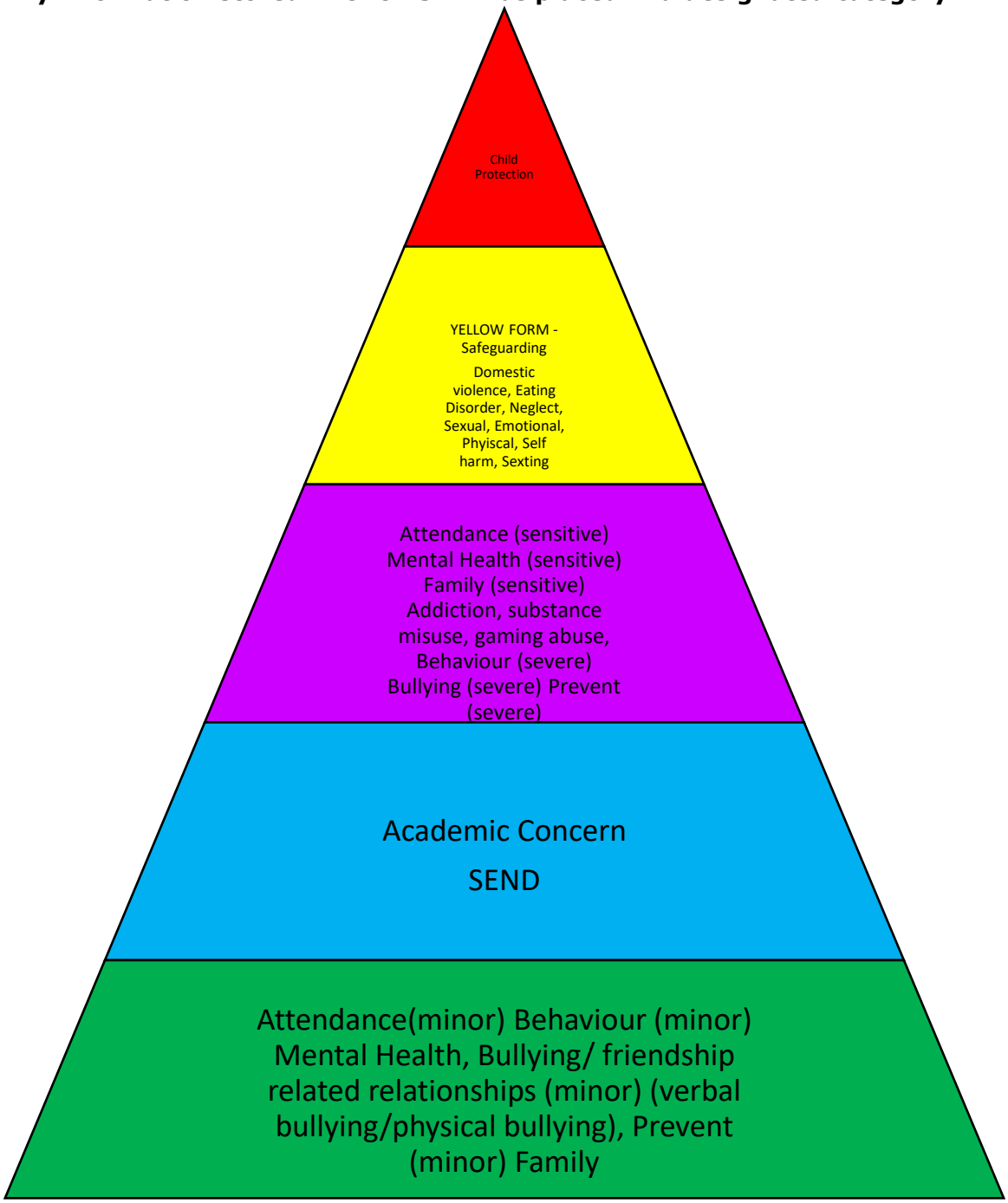
CPOMS has two levels of access. 'Key users' and 'non key' users. The DSL in discussion with the HM and the leadership team where appropriate will decide which members of staff are 'key' and 'non key users' and the level to which they will have access to information.

'Key users' – all qualified teaching staff will be 'key users' and will be able to read information about children in the school. Those support staff who routinely deal with confidential student information will also be 'key users'. Some unqualified teachers who have been appropriately trained will also be 'key users'.

'Non key users' – all other members of staff will be 'non key users' and will be able to log an incident or concern.

The school will continue to use the yellow cause for concern forms for urgent cases of for staff who do not have access to a computer.

Any information stored in CPOMS will be placed in a designated category



Levels of access to information

	DHP (DSL), HM, SDH, HOJS, DHOJS
	DOS, HOY, SWWL, SENCO, Senior Nurse
	ST, AHOY, HOF, DHA, DOSJS
	HOF, HOS?, Ac Support Teachers
	All qualified teaching staff, School Nurse

This will be subject to change during the course of the year.

Using CPOMS

What should be added:

CPOMS can be used to record as much information as possible about a particular incident with a student. This can include:

- Details of the incident or concern;
- Emails to and from parents;
- Discussions and decisions with other members of staff;
- Telephone conversations with parents;
- Meetings with any stakeholders;
- Other documents such as letters and witness statements or meeting notes can be scanned and added or uploaded.

When completing the incident:

- A new incident should be defined as a new piece of information or contact that does not relate directly to something that has been already recorded on CPOMs.
- Write in as much detail as necessary. Use full names as much as possible as this will enable the programme to redact names when necessary.
- It is ok to be brief and there may be the occasional spelling mistake but remember this information can be asked to be viewed by others including parents and the students themselves.
- You should alert those who need to know (some will be automatically alerted).

IF YOU REQUIRE SOMEONE TO TAKE AN ACTION YOU MUST 'ADD AND ACTION' AND THEN TICK THE BOX 'REQUIRE ACTION'

Actions:

- Actions can only be 'added to an incident' and should allow an onlooker to see the action that has been taken following an incident – e.g. parental contact.

ALERTS

You may be alerted to certain information automatically because of your role (i.e. tutor) or because you have been alerted by someone who thinks you need to know.

IF YOU REQUIRE SOMEONE TO TAKE AN ACTION YOU MUST 'ADD AND ACTION' AND THEN TICK THE BOX 'REQUIRE ACTION'

Once you have read information or taken an action please mark as read or as actioned.

YELLOW FORM: SAFEGUARDING CATEGORY

You can use CPOMs to record anything that you feel is a safeguarding issue. Remember always to report it if you are unsure.

Safeguarding Team will be automatically alerted to anything added to this category.

OTHER INFORMATION

Pastoral and progress information can also be recorded under the sections detailed below.

Child Protection • EHA • MASH • SS	This category will only be used by the DSL to add highly confidential information. It will include information that will need to be passed on as Child Protection to other schools such as

	Early Help assessments. Minutes of CP Meetings. Records of disclosures
• YELLOW FORM - Safeguarding • Domestic violence • Eating Disorder • Neglect • Sexual • Emotional • Physical • Self-harm • Sexting	This section will be used to collate safeguarding concerns and the list of sub categories may change. If a member of staff thinks a child may be self-harming they should add an incident in this section and the safeguarding team will be automatically alerted. Some of the information initially in this section may be moved up to Child Protection or down to one of the Pastoral categories.
• Attendance (sensitive) Mental Health (sensitive) Family (sensitive) Addiction, substance misuse, gaming abuse, Behaviour (severe) Bullying (severe) Prevent (severe)	This section is primarily for those who manage pastoral concerns at a higher level than tutor and information that should not be shared with all teachers of a student. Senior tutors and HOY may decide to share this information with tutors regularly. Records of serious behaviour incidents will be kept in this section.
• Academic concern Major/Minor • SEND • Careers	This sections should be used sparingly and in discussion with Head of Subject or SENCO
• Attendance(minor) Behaviour (minor) Mental Health, Bullying/ friendship related relationships (minor) (verbal bullying/physical bullying), Prevent (minor) Family, Other (minor)	This is the section for information that all teachers should know before they teach a child. It can also be used to record minor concerns that can really help when building a safeguarding picture or when dealing with parents. It can be used to store any information on parent meetings or telephone conversations.

If in doubt – add the information at the next level up or contact HOY or DSL for advice.

Hints and tips

- To add an email to CPOMS – use the 'forward' button and then copy the whole email and paste into CPOMS. It will look very large but once saved it will be fine.
- Use ISAMs to alert all subject teachers to information on a particular child and then copy and paste the information into CPOMs.
- It is ok to use student and staff names when entering information. CPOMs can redact names for us but only if it recognises the names and therefore please avoid using initials.
- CPOMS can be used to communicate about action taken and share information quickly and efficiently. As we get used to the system you may need to follow up important actions with an email or conversation.
- EHA/MASH/CAMHs/CHUMS Please make sure that these categories are ticked when they apply to one of the students so that we can easily gather a picture of how many students we have completed an EHA or MASH referral for.

Appendix 2

Code of conduct for Staff Purpose and Application 2018

1 **Purpose:** Relationships with fellow staff, employees, governors, contractors, visitors, volunteers, pupils and their parents, guardians or carers should be reasonable and mutually respectful at all times. This Code has been formulated in order to maintain this balance. This Code takes into account the DCSF (as it then was) Guidance - *Guidance for safer working practice for adults who work with children and young people in education settings* together with "*Keeping Children Safe In Education*" and the School's Safeguarding Policy.

2 The purpose of the Code is to:

2.1 confirm and reinforce the professional responsibilities of Staff (both teaching and non-teaching)

2.2 clarify the legal position in relation to sensitive aspects of Staff / pupil relationships

2.3 set out the expectations of standards and behaviour to be maintained within the School

2.4 to help adults establish safe practices and reduce the risk of false accusations or improper conduct.

3 **Application:** The Code of Conduct (**Code**) applies to all Staff working in the School (**School**), whether paid or unpaid, whatever their position, role or responsibilities and **Staff** includes employees, governors, contractors, and volunteers.

4 **Your duty:** It is the contractual duty of every member of Staff to observe the rules and obligations in this Code. You should also follow the guidance unless there is a good reason not to follow it in a particular case. The School also has a duty of care to its Staff, parents, guardians or carers and pupils and the implementation of the practices in this Code will help to discharge that duty.

Guiding principles

5 **Principles for all Staff**

5.1 All Staff should put the wellbeing, development and progress of all pupils first by:

5.1.1 taking all reasonable steps to ensure the safety and wellbeing of pupils under their supervision;

5.1.2 using professional expertise and judgment for the best interests of pupils in their care;

5.1.3 demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;

5.1.4 raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put pupils at risk;

5.1.5 raising their concerns about any malpractice internally at the earliest possible stage and using the Whistle Blowing Policy which sets out the correct method for raising such concerns and the general principles of how matters should be handled.

5.1.6 being familiar with the School's child protection procedures;

5.1.7 knowing the identity of the current Designated Safeguarding Lead and their Deputies;

5.1.8 being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the pupil due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten pupils.

5.2 All Staff should demonstrate respect for diversity and take steps to promote equality by:

5.2.1 acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, guardians or carers and colleagues;

5.2.2 complying with the School's Anti-Bullying, Equal Opportunities and Dignity at Work policies and this Code of Conduct;

5.2.3 addressing issues of discrimination and bullying whenever they arise;

5.2.4 helping to create a fair and inclusive School environment.

5.3 All Staff should work as part of a unified Staff body by:

5.3.1 developing productive and supportive relationships with colleagues;

5.3.2 exercising any management responsibilities in a respectful, inclusive and fair manner;

5.3.3 complying with all School policies and procedures;

5.3.4 participating in the School's development and improvement activities;

5.3.5 recognising the role of the School in the life of the local community;

5.3.6 upholding the School's reputation and standing within the local community and building trust and confidence in it.

6 Additional principles for teachers

6.1 Teachers should take responsibility for maintaining the quality of their teaching practice by:

6.1.1 meeting the professional standards for teaching applicable to their role and position within the School;

6.1.2 reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;

6.1.3 helping pupils to become confident and successful learners;

6.1.4 establishing productive relationships with parents, guardians or carers by:

(a) providing accessible and accurate information about their child's progress;

(b) involving them in important decisions about their child's education;

(c) complying with this Code.

6.1.5 Teachers should maintain public trust and confidence in the School by:

6.1.6 demonstrating honesty and integrity;

6.1.7 understanding and upholding their duty to safeguard the welfare of children and young people;

6.1.8 maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site;

6.1.9 maintaining an effective learning environment.

Guidance on Staff / pupil relationships

7 **Application:** Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care, and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all adults working in this School, and not just teachers.

8 Forming inappropriate relationships with children or young people who are pupils or students at another school may also be regarded as gross misconduct. Such behaviour tends to bring the School into disrepute and gives rise to concern that the Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the School.

9 **General guidance:** You should be aware of the general guidance that will apply in all cases. In particular you:

9.1 need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with the Designated Safeguarding Lead. A written record should be kept that includes justification for any action taken

9.2 must be familiar with procedures for handling allegations against Staff

9.3 must be aware of the School's child protection procedures

9.4 must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct

9.5 must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of pupils to the Designated Safeguarding Lead.

10 **Behaviour giving particular cause for concern:** You should take particular care when dealing with a pupil who:

10.1 appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection

10.2 appears to hold a grudge against you

10.3 acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar

10.4 may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.

11 **Procedure to be followed in these cases:** Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the School's child protection procedures.

12 **Record keeping:** Comprehensive records are essential. Any incident involving children that could give cause for concern, whether contemplated in these guidelines or not, should be recorded, with justifications for any action taken. In addition any incident should be reported promptly to the Designated Safeguarding Lead.

13 **Good order and discipline:** Teaching staff and other Staff in charge or control of pupils must maintain good order and discipline at all times when pupils are present on School premises and whenever pupils are engaged in authorised school activities, whether on School premises or elsewhere.

General conduct

14 **School property:** You must take proper care when using School property and you must not use School property for any unauthorised use or for private gain.

15 **Use of premises:** You must not carry out on School premises any work or activity other than pursuant to your terms and conditions of employment without the prior permission of the Head.

16 **Behaviour of others:** You should be aware that the behaviour of your partner or other family members may raise concerns. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the School.

Meetings with pupils

17 **One-to-one meetings:** If you are teaching one pupil, or conducting a one-to-one meeting or teaching session with a pupil, you should take particular care in the following ways:

17.1 use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place

17.2 arrange the meeting during normal school hours when there are plenty of other people about

17.3 do not continue the meeting for any longer than is necessary to achieve its purposes

17.4 avoid sitting or standing in close proximity to the pupil, except as necessary to check work

17.5 avoid using "engaged" or equivalent signs on doors or windows

17.6 avoid idle discussion

17.7 avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact

17.8 avoid any conduct that could be taken as a sexual advance

17.9 report any incident that causes you concern to the Designated Safeguarding Lead under the School's child protection procedures, and make a written record (signed and dated)

17.10 report any situation where a pupil becomes distressed or angry to the appropriate Deputy Head

18 **Pre-arranged meetings:** Pre-arranged meetings with pupils outside school should not be permitted unless approval is obtained from their parents, guardians or carers and one of the Deputy Heads. If you are holding such a meeting, you should inform colleagues before the meeting.

19 **Home visits:** In some circumstances home visits are necessary. You should:

19.1 discuss the purpose of any visit with senior colleagues and adhere to any agreed work plan / contract

19.2 follow the risk management strategy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague

19.3 not visit unannounced if this can be avoided

19.4 leave the door open where you will be alone with pupils

19.5 keep records detailing times of arrival and departure, and work undertaken

19.6 ensure that any behaviour or situation that gives rise to a concern is reported and actioned

19.7 discuss with your manager anything that gives cause for concern and refer to other agencies if felt appropriate

19.8 have a mobile telephone and an emergency contact.

Language and appearance

20 **Language:** You should use appropriate language at all times. You should:

20.1 avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, e-mails etc.)

20.2 avoid any form of aggressive or threatening words

20.3 avoid any words or actions that are over-familiar

20.4 not swear, blaspheme or use any sort of offensive language in front of pupils

20.5 avoid the use of sarcasm or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions should be in accordance with the School's Behaviour Policies.

20.6 be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

21 **Dress:** You should dress appropriately and in a professional manner. Dress must not be offensive, distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed.

The use of force or physical restraint

22 **Physical restraint:** All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other Staff who are authorised by the Head to have control or charge of pupils, may use such force or physical contact as is reasonable and proportionate in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

22.1 committing a criminal offence

22.2 injuring themselves or others

22.3 causing damage to property, including their own

22.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

23 **Application of code of restraint:** This applies when a teacher, or other authorised person, is on School premises and when he or she is in control or charge of the pupil elsewhere, for example on a field trip or other authorised out of school activity. It only applies where no other form of control is available and where it is necessary to intervene.

24 **Before intervening:** Before intervening physically you should, wherever practicable, tell the pupil to stop and what will happen if he or she does not. You should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. You should always avoid touching or holding a pupil in a way that might be considered indecent. You should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.

25 **Inform senior staff:** You should inform one of the Deputy Heads / Head immediately following an incident, except the most minor or trivial, where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil. The parents, guardians or carers should be informed the same day.

26 **Action taken in self-defence or in an emergency:** The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

27 **Using reasonable force:** There is no legal definition of "reasonable force". It will always depend on the circumstances. Note that:

27.1 any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented

27.2 physical force could not be justified to prevent a pupil from committing a trivial misdemeanour

27.3 any force should always be the minimum needed to achieve the desired result

27.4 whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

Physical contact in other circumstances

28 **When physical contact may be appropriate:** Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in response to the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.

29 **Guidance on using physical contact:** You should observe the following guidelines (where applicable):

29.1 explain the intended action to the pupil

29.2 do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction

29.3 ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration

29.4 consider alternatives if it appears likely that the pupil might misinterpret the contact.

30 **Report concerns:** If you are at all concerned about any instance of physical contact, inform one of the Deputy Heads / Head without delay, and make a written record in the incident book and on the pupil's file if necessary.

31 **Offering comfort to distressed pupils:** Touching may be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notify one of the Deputy Heads / Head when comfort has been offered, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.

32 **Administering first aid:** When administering first aid you should explain to the child what is happening and ensure that another adult is present or is aware of the action being taken. The treatment must meet the School's health and safety at work rules and parents, guardians or carers should be informed when appropriate. Staff should:

32.1 adhere to the School's policy on administering first aid / medication

32.2 comply with the necessary reporting requirements

32.3 make other adults aware of the task that is being undertaken

32.4 explain what is happening

32.5 report and record the administration of first aid

32.6 have regard to any health plans

32.7 ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

33 **Pupils' entitlement to privacy:** Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:

33.1 avoid physical contact or visually intrusive behaviour when children are undressed

33.2 announce yourself when entering changing rooms and avoid remaining unless required

33.3 not shower or change in the same place as children

33.4 not assist with any personal care task which a pupil can undertake themselves.

34 **Intimate care:** Sometimes intimate care is required, for example when assisting with toileting or removing wet clothes. You should:

34.1 comply with the personal care plan.

34.2 advise other Staff of the task being undertaken and consult where there is any change from the agreed procedure. A record should be kept of the justification for any variations and this information should be shared with parents, guardians or carers

34.3 explain to the child what is happening

34.4 comply with applicable professional codes of practice, as appropriate

34.5 comply with regularly reviewed, formally agreed plans, as appropriate.

35 **Where a child has been abused:** Where a child has previously been abused, Staff should be informed on a 'need to know' basis, and should be extra cautious when considering the necessity of physical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with one of the Deputy Heads / Head and parents, guardians or carers.

36 **Children with special educational needs or disabilities:** Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned, justified, openly applied and open to scrutiny.

Code of conduct for contact outside school

37 **Contact outside school:** You should avoid unnecessary contact with pupils outside school. You should:

37.1 not give pupils your home address, home telephone number, mobile telephone number or e-mail address

37.2 not send personal communications (such as birthday cards or faith cards, text messages etc.) to children unless agreed with one of the Deputy Heads / Head

37.3 not make arrangements to meet pupils, individually or in groups, outside school other than on school trips authorised by the Head

37.4 avoid contacting pupils at home unless this is strictly necessary, and you should keep a record of any such occasion

37.5 not give a pupil a lift in your own vehicle other than on School business and with permission from the Head

37.6 avoid inviting pupils (groups or individuals) to your home unless there is a good reason and it has been approved by management. report and record any situation which may place a child at risk or which may compromise the School's or your professional standing

37.7 never engage in secretive social contact with pupils or their parents, guardians or carers.

38 **Social contact:** You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as grooming. Any social contact that could give rise to concern should be reported to one of the Deputy Heads / Head.

39 **Friendships with parents, guardians or carers and pupils:** Members of Staff who are friends with parents, guardians or carers of pupils or who, for example, are voluntary workers in youth organisations attended by pupils, will of course have contact with those pupils outside school. However, members of Staff should still respect the above advice wherever possible and should keep the Head informed of such relationships.

40 **Scope of application of code on contact outside school:** The same guidelines should be applied to after school clubs, school trips, and especially trips that involve an overnight stay away from the School. There are separate, more detailed guidelines for school trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who are pupils at another school.

41 **Transporting pupils:** There may be some situations when Staff are required to transport pupils. You should:

41.1 ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive

41.2 be aware that until the pupil is passed over to a parent / carer, you have responsibility for that pupil's health and safety

41.3 record the details of the journey

41.4 record and be able to justify impromptu or emergency lifts

41.5 ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc.

41.6 wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.

42 **After school activities:** When taking part in after school activities, you should:

42.1 be accompanied by another adult unless otherwise agreed with one of the Deputy Heads / Head

42.2 undertake a risk assessment

42.3 obtain parental consent

43 **Educational visits:** When taking part in educational visits, you should:

43.1 follow the School's Educational Visits Policy

43.2 be accompanied by another adult unless otherwise agreed with one of the Deputy Heads / Head

43.3 undertake a risk assessment

43.4 obtain parental consent

43.5 never share bedrooms unless in a dormitory situation and arrangements have been discussed previously with senior colleagues, parents, guardians or carers and pupils

44 **Overnight supervision:** Where overnight supervision is required to preserve the integrity of the examination process:

44.1 you should ensure that a risk assessment has been undertaken and that all members of the household have had the appropriate checks

44.2 arrangements should be made with and agreed by parents, guardians or carers and the pupil

44.3 one to one supervision should be avoided where possible

44.4 choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the School's guidelines

44.5 whenever possible, independent oversight of the arrangements should be made and

44.6 any misinterpretation, misunderstanding or complaint should be reported

Communication with pupils (including the use of technology)

45 **Communicating with children and** parents, guardians or carers**:** All communication with children or parents, guardians or carers should conform to School policy and be limited to professional matters. Except in an emergency communication should only be made using School property.

46 **Application:** These rules apply to any form of communication including new technologies such as mobile telephones, web-cameras, social net-working websites and blogs. You should also ensure you comply with the relevant School policies.

47 **Dealing with "crushes":** Crushes, fixations or infatuations are part of normal adolescent development. However they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and

expressions being misinterpreted, therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or on another colleague you should bring it to the attention of senior colleagues at the earliest opportunity. Suggestions that a pupil may have developed a crush should be recorded. Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to one of the Deputy Heads / Head and recorded.

48 **Acceptable use:** Adults must establish safe and responsible online behaviours and must be familiar with the protocols set out in the Safeguarding Policy. Adults should report to senior colleagues, any new and emerging technologies which may have a bearing on School practices and on the review of the Acceptable Use Policy. Local and national guidelines on acceptable user policies should be followed. Staff should also:

48.1 ensure that your own personal social networking sites are set as private and ensure that pupils are not approved contacts

48.2 never use or access social networking sites of pupils and do not use internet or web-based communication channels to send personal messages to pupils

48.3 do not use your own equipment (e.g. mobile telephones) to communicate with pupils - use equipment provided by the School and ensure that parents, guardians or carers have given permission

48.4 only make contact with pupils for professional reasons

48.5 recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible

49 **Personal details:** Adults should not give their personal contact details to pupils, including e-mail addresses, home or mobile telephone numbers, unless the need to do so is agreed with senior colleagues and parents, guardians or carers.

50 **Communicating outside the agreed protocols:** E-mail or text communications between an adult and a pupil outside agreed protocols may lead to disciplinary and / or criminal investigations. This also includes communications through internet based websites.

Code of conduct for photographs and videos

51 **Permission required:** You should seek permission from the Head before taking photographs or video camera footage of any pupils in class, at any school events or on a trip. You should also seek permission before displaying these photographs. You must not take images of children using personal mobile telephones. Appropriate consents for taking and displaying photographs should be obtained from parents, guardians or carers where appropriate.

52 **Guidance where permission obtained:** Where permission has been obtained, the following should be considered:

52.1 the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession

52.2 all images should be made available in order to determine acceptability

52.3 images should not be made during one-to-one situations

52.4 ensure that the pupil is appropriately dressed

52.5 ensure that the pupil understands why the images are being taken and has agreed to the activity

52.6 only use equipment provided or authorised by the School

52.7 if an image is to be displayed in a place to which the public have access it should not display the pupil's name. Similarly where a pupil is named (in a school prospectus, for example) the name should not be accompanied by a photograph or video

52.8 all images of children should be stored securely and only accessed by those authorised to do so

52.9 images must not be taken secretively

53 **Appropriate material:** You must ensure children are not exposed to inappropriate or indecent images. Inappropriate material, such as pornography, should not be brought to work and you must not use School property to access such material. You should not allow unauthorised access to School equipment and should keep your computer passwords safe. If you discover material that is potentially illegal, you must isolate the equipment and contact the Designated Safeguarding Lead under the School's child protection procedures immediately. Pupils must not be exposed to unsuitable material on the internet and Staff should ensure that any film or material shown is age appropriate.

Gifts and rewards

54 **Anti-bribery and corruption policy:** Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the Anti-Bribery and Corruption Policy.

55 **If a gift is received:** If you receive a gift from a pupil or parent you should:

55.1 declare the gift where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £100. The Head may in his absolute discretion require you to decline the gift

55.2 decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or carers or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value

55.3 If you receive a gift from a group of parents then the maximum value that can be accepted will be based on an average of £25 per pupil.

56 **Giving gifts and rewards:** Where you are thinking of giving a gift or reward:

56.1 it should only be provided as part of an agreed reward system

56.2 in all cases except the above, the gift or reward should be of little monetary value and should be discussed and agreed with the Head, senior management and the parent or carer

56.3 selection processes should be fair and where possible should be agreed by more than one member of Staff

56.4 gifts should be given openly and not based on favouritism.

57 **Allocation of gifts and rewards:** Decisions regarding entitlement to benefits or privileges such as admission to school trips, activities or classroom tasks must avoid

perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

Sexual contact

58 **Sexual contact:** Staff must not:

58.1 have any type of sexual relationship with a pupil or pupils

58.2 have sexually suggestive or provocative communications with a pupil

58.3 make sexual remarks to or about a pupil

58.4 discuss their own sexual relationships in the presence of pupils

59 Sexual relationships or contact with pupils, or encouraging a relationship to develop in a way which might lead to a sexual relationship is a grave breach of trust that will usually lead to disciplinary action and may also lead to criminal prosecution.

Consequences of breaching this policy

60 **The School's position:** It is in your interests to follow this policy so as to maintain standards of behaviour and your own professional reputation. A breach of this policy may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.

61 **Termination of employment:** If the School ceases to use the services of a member of Staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made as soon as possible if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

62 **Resignation:** If a member of Staff or volunteer tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral will be made to the Disclosure and Barring Service as soon as possible if the criteria for a referral are met.

63 **TRA (Teaching Regulation Agency):** Where a teacher has been dismissed, or would have been dismissed had he / she not resigned, separate consideration will be given as to whether a referral to the Teaching Regulation Agency (RTA) and Leadership should be made.

September 2018

CHILD AT RISK/CHILD CAUSING CONCERN	
Please complete page 1 Give this referral to Jude Goodacre in the Senior School or Paula Pacyna in the Junior School. In their absence pass to Sarah Davis.	
Name of Student: **Year group:**	**Date:**
Name of reporting member of staff: **School Position:**	
1. Nature of concern (and how you heard about it):	
2. Action taken so far (who else is aware and what have they done):	
Signature: **Print Name:**	**Date:**
Out of school hours in an emergency ring Jude Goodacre on 07584 346123	

3. DSL recommendations (e.g. JG/PSP):	
Signature:	**Date:**
4. Follow up by:	**Date:**
Signature:	**Date:**
Out of school hours in an emergency ring Jude Goodacre on 07584 346123	