



Camestone School Safeguarding & Child Protection Policy

Camestone Safeguarding Team Structure

Designated Safeguarding Leads	Mr P Stanyard – Head Teacher Miss E Wilson – Deputy Head Teacher
Deputy Designated Safeguarding Lead	Mrs A Spalding
Designated Governor for Safeguarding	Mr M Emms
Designated Lead for Mental Health and Wellbeing and contact details	Miss E Wilson
Designated Governor for Mental Health and Wellbeing and school contact details	Mr M Emms
Reviewed annually, date last reviewed	November 2020

LADO contact details: 01234 276693 or e-mail LADO@bedford.gcsx.gov.uk

Every adult has the right and duty to refer any safeguarding concerns that they have themselves. In the case of a child, this should be direct to the Multi Agency Safeguarding Hub (MASH) or in the case of an adult, to the Local Authority Designated Officer (LADO).

SAFEGUARDING IS EVERYBODY'S RESPONSIBILITY

- ❖ The term 'staff' includes supply staff who are not employed by Camestone School.
- ❖ The term 'child/ren' include their family and other carers.

Introduction

This policy aims to provide all members of staff, volunteers, governors, children and young people, and their families/carers with a clear and secure framework for ensuring that all children and young people in the school are protected from harm, both while at school and when away from the school premises.

This policy should be understood alongside school policies on related safeguarding issues.

Practitioners who work with children and young people in this school will read this policy within the framework of:

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures <http://bedfordscb.proceduresonline.com/chapters/contents.html> .
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2020), (KCSIE 2020)
- What to do if you're worried a child is being abused - Advice for practitioners (March 2015)
- Prevent Duty Guidance: for England and Wales March 2016 (updated 2019)
- Children Act 1989/2004
- The UN Convention on the Rights of the Child 1989
- Guidance for safer working practices for those working with children and young people in education settings May 2019 (Non statutory guidance)
- Disqualification under the Childcare Act 2006 (amended July 2018)
- Sexual Violence and Sexual Harassment between Children (May 2018)
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018
- When to call the Police – Guidance for schools and colleges (February 2020)
- Mental Health and Behaviour in Schools Guidance (November 2018)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (September 2020)

School Ethos:

At Camestone we understand that secure emotional and social aspects of development create a foundation for all learning. If a child or young person has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children or young people, resolve small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours. We recognise and acknowledge the range of environments, experiences and needs of all our children and young people.

Definition of safeguarding

- Protect children from maltreatment
- Prevent impairment of children's mental and physical health or development
- Ensure that children are growing up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best outcomes

Safeguarding action may be needed to protect children and young people from:

- Neglect
- Physical, sexual or emotional abuse
- Peer on Peer abuse, including online and prejudice-based bullying
- Racist, disability and homophobic or transphobic abuse
- Gender based violence /violence against women and girls
- Radicalisation and/or extremist behaviour
- Child Sexual Exploitation and Trafficking
- Child Criminal Exploitation and County Lines
- The impact of new technology on sexual behaviour, for example sexting and accessing pornography and online abuse
- Teenage relationship abuse
- Substance misuse
- Issues specific to a local area or population e.g. gang activity, youth violence and criminal exploitation
- Domestic violence
- Female Genital Mutilation
- Forced marriage
- Fabricated or induced illness
- Poor parenting
- Homelessness
- So-called Honour-based Violence
- Any other issues that pose a risk to children, young people and vulnerable adults

Safeguarding also relates to broader aspects of care and education, including:

- Supporting children and young people's health and well-being, including their emotional and mental health
- Meeting the needs of children and young people who have special educational needs and/or disabilities (SEND)
- Meeting the needs of children and young people with vulnerabilities including those who are Looked After (LAC) and those in receipt of Pupil Premium funding
- The use of reasonable force
- Meeting the needs of children and young people with medical conditions
- Providing first aid
- Educational visits
- Intimate care

- Online safety and associated issues
- Appropriate arrangements to ensure children and young people's security, taking into account the local context

In line with '*Inspecting safeguarding in early years, education and skills settings*' (Updated September 2019)

We take into account of:

- The needs of Looked After Children and previously Looked After Children in the school
- Children on Child Protection Plans or other vulnerable children including those who require an allocated Social Worker
- The needs of children and their families subject to support and intervention via Child Protection, children in need of Early Help and those at risk of being involved/or involved in the Criminal Justice System
- Appropriate safeguarding responses to children and young people who go missing in education
- Appropriate arrangements for children and young people attending out of school visits, including residential (procedures available in other school policies)
- Awareness of the needs of children and young people with mental health issues, including those with eating disorders and those who self-harm
- The impact of being homeless or in poverty
- Refugee status including unaccompanied asylum-seeking children and young people.
- Children/families who define themselves as from the Traveller Community
- The impact of having a family member in prison

This policy should be understood alongside school policies and procedures on related safeguarding issues including:

- Behaviour Policy
- Whistleblowing Policy
- Attendance and Children Missing Education Policy
- Use of Internet/Online Safety Policy
- Anti-Bullying Policy
- Information Sharing Policy
- Administration of medication/Supporting children with medical conditions
- Flow chart of safeguarding procedures – (see appendix 1)

Roles and Responsibilities

The Designated Safeguarding Lead (DSL)

Named DSL – Mr P Stanyard (Head teacher), Miss E Wilson (Deputy Head teacher)

Deputy DSL – Mrs A Spalding

The DSL has responsibility for all matters of child protection in the school. The DSL will generally be the person who responds to any allegations made against members of all staff (including supply staff), volunteers or governors.

The DSL cannot delegate the responsibility of the role overall, however the Deputy DSL can support as part of the safeguarding team and is trained to the same level as the DSL.

DSL Responsibilities

- To ensure referrals of suspected abuse and neglect via the Local Authority Integrated Front Door (IFD) previously known as the Multi Agency Safeguarding Hub (MASH)
- Report allegations made against members of staff to the Local Authority Designated Officer (LADO)
- Monitor, develop and update the Child Protection and other safeguarding related policies, ensuring that staff and children/families/parents are aware of them
- Provide support and advice to all members of staff regarding child protection concerns
- Ensure that all volunteers, governors and staff know how to raise safeguarding concerns and that those concerns are fully acted on to the satisfaction and understanding of the original referrer/person raising the issue
- Ensure the use of Local Safeguarding Children Board (LSCB) escalation procedures if required
- Ensure that cover is provided for the role when absent from the setting
- Ensure that a child/young person's child protection file is copied for the new educational establishment as soon as possible when a child or young person moves educational settings, and that this file is transferred securely and separately from the main pupil file
- Ensure that all staff, volunteers and governors receive appropriate Child Protection and Safeguarding Training while maintaining training records
- Cooperate with any requests for information from the Local Authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004
- The Designated Safeguarding Lead/Deputy are aware of local procedures for making a Channel referral*

* Channel is part of the Prevent programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being radicalised/exposed to extremist behaviour (Terrorism).

Responsibilities of all staff members

- To ensure that all safeguarding concerns, both minor and serious, are reported to the safeguarding team as soon as reasonably possible
- To recognise that their observation/concern may contribute to establishing a picture of risk and that all safeguarding concerns are relevant
- An understanding that other relevant safeguarding information may be held, meaning minor concerns take on a greater significance within the wider context of a child, young person or family
- All staff members are aware of the signs of abuse and neglect and always act in the best interests of the child or young person
- All staff receive training and ongoing training to equip them with a broad understanding of mental health needs appropriate to the age of the pupils in the school
- All staff, volunteers and governors are aware of systems within the school which support safeguarding, these are explained to them as part of staff induction
- All staff to be encouraged to report concerns and know the systems in place to explain how their concerns have been dealt with (Flowchart appendix 1)

Governor Responsibilities for Safeguarding

The Governing Board must have regard to the DfE guidance Keeping Children Safe in Education (2020) to ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

The role of the Governor with responsibility for safeguarding includes ensuring:

- A DSL has been appointed and trained
- Training for the DSL takes place every two years and that the DSL is kept abreast of developments and relevant changes in the law
- That sufficient time, funding, training and resources are allocated to the DSL to carry out the role effectively
- All staff /governors/volunteers have received the relevant safeguarding training
- The Single Central Record* is accurate and up to date with records for teaching and non-teaching staff and governors
- Numbers and trends of safeguarding issues are monitored
- Regular meetings with DSL take place
- The school child protection and safeguarding policies are updated in line with legislation
- Governing Board is informed about safeguarding regularly and provided with an annual report
- Support DSL/Head teacher in preparing for Ofsted and other inspections
- Children are taught about safeguarding (including online) through teaching and learning opportunities as part of a broad and balanced curriculum
- Safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and trustees to have enhanced DBS checks and Section 128 checks.

* Single central record (SCR) all schools must have a SCR of recruitment, as recommended by the Department for Education. This is used to log all safer recruitment checks, including details of Disclosure and Barring Service Check (DBS).

(Note: this list is not exhaustive and governors can access an information sheet with more information about their role by contacting the Bedford Borough Governor Training & Development Co-ordinator, governorstraining@bedford.gov.uk and by reading 'Keeping Children Safe in Education, 2020).

Recognising Abuse

A **child** is anyone who has not yet reached their 18th birthday.

All staff, volunteers and governors will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family or in an institutional or community setting by those known to them or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults, or another child or children/young person. The risk may be within their environment and may relate to extra familial risks.

The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and young people. It gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant

harm. A referral/notification of a safeguarding concern is made when risks/issues are identified. The Local Authority together with relevant partners will establish the threshold of risk and determine an appropriate response.

Types of Abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on a child's emotional development:

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs
- It may involve seeing or hearing the ill-treatment of another – for example where there is verbal/physical violence in the home
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child Sexual Exploitation

Child sexual exploitation is a form of 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 in exchange for something the injured party needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The injured party 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.

Signs and Symptoms

Acquisition of money, clothes, mobile phones etc without plausible explanation, gang-association and/or isolation from peers/social networks, exclusion or unexplained absences from school, leaving home/care without explanation and persistently going missing or returning late, excessive receipt of texts/phone calls, returning home under the influence of drugs/alcohol, inappropriate sexualised behaviour for age, sexually transmitted infections, evidence of/suspicions of physical or sexual assault, relationships with controlling or significantly older individuals or groups, multiple callers (unknown adults or peers), self-harm or significant changes in emotional well-being.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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- 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 caregivers)
- Ensure access to appropriate medical care or treatment
- Being unresponsiveness to, a child's basic emotional needs

Peer on Peer Abuse (Harmful Sexual Behaviours)

Peer on peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. Abuse can be motivated by perceived differences including race, religion, gender, sexual orientation, disability or other differences. Camestone School will take all concerns of peer abuse seriously. Any incidents of abuse will not be tolerated or passed off as "banter" or "part of growing up".

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual abuse, sexual violence and sexual harassment
- Gender-based violence
- Sexting (also known as youth produced sexual imagery)
- Upskirting
- Radicalisation
- Initiation-type violence and rituals.

Camestone School has procedures in place to support the area of peer on peer abuse. These procedures aim to minimise the risk of peer abuse and set out how allegations will be investigated and dealt with. Where necessary the Harmful Sexual Behaviour, Initial Identification and Assessment Tool will be consulted to establish healthy, normal and age appropriate behaviours. Access to this document can be found:

<https://safeguarding.calderdale.gov.uk/wp-content/uploads/2018/01/SHB-Tool-incl-intervention-Mar-2019.pdf>

Prevention

As a school we aim to raise awareness and prevent all forms of peer on peer abuse by:

- Educating all governors, senior leaders, staff, volunteers, and parents about this issue. This includes: - training all governors, senior leaders, staff and volunteers on the nature, prevalence and effect of peer on peer abuse and how to prevent, identify and respond to it. This includes Contextual Safeguarding, the identification and classification of specific behaviours and the importance of taking seriously all forms of peer on peer abuse (no matter how low level they may appear) and ensuring that no form of abuse is ever dismissed as horseplay or teasing
- Educating children about the nature and prevalence of peer abuse via RSE and the wider curriculum
- Frequently reinforcing what to do if they witness or experience abuse, the impact of those experiences and the possible reasons for it. This includes the vulnerability of those who inflict such abuse. Pupils are regularly informed about the school's approach to such issues, including its zero tolerance policy towards all forms of abuse
- Ensuring that all peer abuse issues are fed back to the school's safeguarding team so that they can identify and address any concerning trends and identify pupils who may be in need of additional support
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Working with governors, senior leadership, all staff, volunteers, pupils and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community
- Creating an environment which pupils can understand and display safe and healthy relationships
- Creating a culture in which pupils feel able to share their concerns openly in a non-judgmental environment and have them listened to
- Responding to cases of peer on peer abuse promptly and appropriately
- Reflecting on how all individuals involved will be supported and worked with to reduce and prevent further harm

Recognising Peer on Peer Abuse

Signs and symptoms may include:

- Absence from school or disengagement from school activities
- Physical injuries
- Mental or emotional health issues
- Becoming withdrawn
- A lack of self esteem
- Changes to sleeping patterns
- Self harm
- Changes in behaviour
- Inappropriate behaviour for age
- Abuse towards others

Responding to Alleged Incidents

Staff should consider the seriousness of an allegation and make a quick decision whether to inform the DSL/DDSL immediately before taking any further in-school actions.

In some cases staff may decide that the behaviour concerned would be dealt with through the behaviour and anti bullying policies. Consideration will be given to the appropriate support available to all pupils concerned. Any decisions made will be recorded and stored securely.

Any actions, including timescales, to be taken in relation to an allegation of peer abuse will be made on a case by case basis with the designated safeguarding lead or their deputy taking a leading role supported by agencies such as social care or the police.

Consideration will be given to:

- The wishes of the injured party (taking age into account) of how they want to proceed
- The nature of the alleged incident, including whether a crime may have been committed
- The ages and developmental stages of the pupils involved
- Any power imbalance between the pupils
- The alleged incident being a one off or a sustained pattern of abuse
- Any ongoing risks to the injured party, other pupils or staff; and other related issues and wider context e.g. Contextual Safeguarding.

In addition staff will:

- Always take complaints seriously - Staff will take all reports seriously and will reassure the injured party that they will be supported and kept safe. Staff will not promise confidentiality as the concern will need to be shared further. Staff will only share the report with those people who are necessary to progress it
- Assess the needs of the victim and alleged perpetrator - If the pupils concerned are in the same class, while the school establishes the facts of the case the perpetrator will be removed from the classroom
- Gain individual statements of facts from all pupils involved
- Staff will ensure the best possible package of coordinated support is implemented for the injured party and, where appropriate, the alleged perpetrator and any other pupils that require support
- Record all incidents and all action taken - a written report must be made as soon after the allegation as possible recording the facts as presented individuals. These may be used as part of a statutory assessment if the case is escalated later
- Where a report includes an online element the school will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.
- Consider referral to Police or Social Care
- Inform parents/carers

After care

It is important that following any incident the individuals involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret, guilt or unhappiness may occur at a much later stage than the incident. It is important to ensure that the individuals do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping e.g. self-harm. For this reason, regular reviews with those involved following an incident are imperative.

Reporting to the Police

Any report to the police will generally be made through the Integrated Front Door (IFD). The DSL/DDSL will follow local processes for referrals. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains the same. Where a report has been made to the police, the school will consult with the police and agree what information can be disclosed to staff and others, the alleged perpetrator and their parents or carers. They will also discuss the best way to protect the injured party and their anonymity. Where there is a criminal investigation, staff will work closely with the relevant agencies to support all children involved (especially potential witnesses). Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, staff will work closely with the police (and other agencies as required), to ensure any actions the school take do not jeopardise the police investigation.

Data Protection and Record Keeping

- Data protection practices relating to peer on peer abuse are in line with the school's data protection policy.
- Records that the school hold relating to concerns or allegations of abuse must be accurate, clearly describe the nature of the alleged behaviour, and contain adequate information for the purpose. These records including behaviour incident logs and records of any conversations with children, their parents, staff, and external agencies are likely to contain sensitive personal data meaning all records must be securely stored
- Records school hold may need to be provided to the children involved and/or their parents in the future. For example, records could be requested as part of a parental complaint, or a legal claim, or under a subject access request
- Sensitive information will be accessed on a need to know basis and only by trained and appropriate staff

Monitoring Data

We capture accurate data about the number of individuals requiring support due to peer on peer abuse. Our data gives us an accurate picture of children displaying harmful behaviours or victims of peer abuse. This information is monitored in terms of age, gender, ethnicity, and proportion with learning difficulties or disability. We use this to help us identify and develop the well-being of pupils in our school.

Female Genital Mutilation FGM

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old, however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- Low level of integration into UK society
- Mother or a sister who has undergone FGM
- Girls who are withdrawn from RSE
- Visiting female elder from the country of origin
- Being taken on a long holiday to the country of origin
- Talking about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from school especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.
- Talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Staff must inform the school's safeguarding team if they discover that an act of FGM appears to have been carried out, this does not apply in relation to at risk or suspected cases.

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a widespread form of harm that is a typical feature of County Lines. It involves criminal activities to groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This can still be exploitation even if the activity appears consensual.

It can involve:

- force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- It can be perpetrated by individuals or groups, males or females, and young people or adults
- It is typified by some form of power imbalance in favour of those perpetrating the exploitation
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources
- Children being coerced to carry drugs/involvement in County Lines should be considered injured parties

There does need to be safeguarding referrals on those felt to be involved/at risk. These have been determined as examples under modern day slavery/trafficking legislation.

Home Office guidance, Criminal exploitation of children and vulnerable adults: county lines.
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Our staff are informed about criminal exploitation and will be aware of this when considering behavioural changes and school absences.

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 (University of Bedfordshire 2018).

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors out of school and/or can occur between children outside the school. All staff and the DSL will consider the context within which such incidents and behaviours occur. This means we will consider whether wider environmental factors are present in a child or young person's life that are a threat to their safety and/or welfare.

Special Educational Needs

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration
- The potential for children and young people with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

School Attendance and Children Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay and will always follow up with parents/carers when pupils are not at school. This means we aim to have a least two up to date contacts numbers for parents/carers. It is the responsibility of parents/carers to update the school as soon as possible if information changes.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers relating to issues such as FGM
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. Leave school to be home educated
 - b. Move away from the school's location
 - c. Remain medically unfit beyond compulsory school age
 - d. Are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority. In addition, when a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Looked After Children and Previously Looked After Children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff are given the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. The DSL and Designated teacher for looked after/ previously looked after children have details of a child's social worker and the name of the Virtual School head that looks after the child.

The Governing board must ensure that a designated teacher is appointed to promote the educational achievement of registered pupils who are looked after.

Online Safety

The Governing Board ensures the school has a holistic approach to online safety both at home and in school, including a clear policy on the use of mobile technology. The school ensures appropriate filtering and monitoring systems are in place.

Pupils are permitted to bring their mobile telephone to school; however, these devices will be handed in at the start of the day and collected at the end of the day. Pupils will sign their telephones in and out each day – further guidelines are included in other supporting policies, for example, staff code of conduct, ICT policy, E safety policy. Our school uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies.

Further Information for Staff and Parents

The Bedford Borough Child Protection Procedures outline responses to special circumstances in child protection cases, including issues such as:

● Sexting	● Parents who misuse substances
● Relationship abuse	● Pregnancy
● Domestic violence	● Private fostering
● Drugs	● Self-harming and suicidal behaviour
● Fabricated or induced illness	● Sexually active children
● Faith abuse	● Spirit possession or witchcraft
● Parents with learning disabilities	● Trafficked and exploited children.
● Forced marriage	● Young carers
● Gangs, serious youth violence and violent extremism	● Gender-based violence/violence against women and girls (VAWG)
● 'Honour'-based violence (HBV)	● Hate crime
● Technology (ICT) -based forms of abuse, including cyberbullying	● Parental mental illness

Private Fostering

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer for 28 days or more. Parents must inform the school of such arrangements and the school has a duty to inform the Local Authority.

Early Help

Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage. Early Help means providing support as soon as a problem emerges at any point in a child or young person's life.

All staff at Camestone are aware of the Local Authority's Early Help offer, the processes involved, and their role within it. This includes identifying emerging problems, liaising with the safeguarding team, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the Lead Professional in undertaking an Early Help Assessment (EHA).

If Early Help and or other support is in place the case should be kept under constant review and consideration given to a referral via the IFD or directly to children's social care.

In order to ensure children and young people are adequately protected, we will ensure that:

- We have a DSL and a Deputy DSL who will undergo training at least once every two years to provide them with the knowledge and skills required to carry out the role. In addition to their formal training their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role
- The DSL has undertaken Prevent awareness training
- All staff, volunteers and governors who work with/have contact with children and young people will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009
- All staff and governors are trained in basic child protection awareness every three years and updated wherever necessary
- All staff and governors have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children and young people
- All staff and governors will undertake Prevent training
- All staff and governors have read at least Part 1 of Keeping Children Safe in Education (2019) plus Annex A which has important additional information about specific forms of abuse and safeguarding issues. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- A designated lead for mental health to oversee the provision and support of mental health and well-being in school and to ensure effective links exist with local mental health support agencies
- All children, young people and their families are familiar with the child protection policy and the policy is published on the school's website
- A designated governor for safeguarding is appointed
- The child protection policy is reviewed at least annually by the DSL and the board of governors and as necessary in line with updated guidance, for example, amendments relating to COVID 19.
- We will use the Local Safeguarding Children Board escalation procedures if needed to raise concerns about the way that a referral has been followed up by children's social care http://bedfordscb.proceduresonline.com/chapters/p_reolution_disagree.html
- All staff are clear how they can escalate issues within our school to ensure the response to a safeguarding issue is agreed by everyone
- All staff are clear as to whether and what information they can share with colleagues and/or partners including information about parents
- Access to information should be on a need to know basis and decided case by case
- Confidentiality is respected as far as possible but the child/young person's welfare is paramount. (Reference: Information Sharing Policy)

Use of Force, Restraint and Positive Handling

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain, injury or humiliation.

Staff are permitted to use reasonable force to control or restrain pupils under certain exceptional circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others. Safe techniques for keeping children and staff protected are delivered through positive touch training.

Any concerns or allegations that a member of staff, volunteer or governor may have acted inappropriately should be brought to the Head teacher immediately, in confidence (see Whistleblowing Policy). The Head teacher, in turn, will contact the Local Authority Designated Officer (LADO).

The current guidance is: *Use of reasonable force: Advice for Head teachers, staff and governing bodies*, July 2013.

Prevent and Extremist Ideology

All schools have a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. These fundamental values are woven into our curriculum.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. As with other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

Early indicators of radicalisation or extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths or cultures
- Making remarks or comments about being at extremist events or rallies outside school
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations or other extremist groups
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- Secretive behaviour
- Online searches or sharing extremist messages or social profiles
- Intolerance of difference, including faith, culture, gender, race or sexuality
- Graffiti, art work or writing that displays extremist themes
- Attempts to impose extremist views or practices on others
- Verbalising anti-Western or anti-British views

- Advocating violence towards others

Staff receive Prevent training and use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL making a referral to the Channel programme.

<https://www.gov.uk/government/publications/channel-guidance>

Mental Health, Emotional Well-being and Resilience

Camestone is committed to embedding and promoting a whole school approach to positive mental health. 'Mind Map' is a well-being programme introduced for all children in order to support and further develop their emotional wellbeing and resilience. In addition, specific staff are trained in the emotional support programme 'Kaleidoscope'. This is a specific intervention program where children's self-esteem and emotional well-being is supported by using relaxation and sensory experiences to stimulate positive chemicals in the brain.

In order to support children's mental health, staff are aware that:

- Mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem
- They are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one
- Children who have experienced abuse, neglect, or other traumatic childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood
- If they have a mental health concern about a child that they must take immediate action by following the highlighted procedures (Appendix 1) and speak to the designated safeguarding lead or deputy

Child Protection Training

The DSL will keep detailed records of all staff's child protection training and will issue reminders when training updates are required. It is our practice to regularly include a safeguarding and child protection agenda item in staff meetings.

All members of staff and school governors undertake basic awareness child protection training during their induction and at least once every three years. In addition, the designated members of staff will undertake multi-agency training every two years. Staff and governors receive regular safeguarding updates, as required, to provide them with relevant skills and knowledge to safeguard children effectively. This includes provision of links to relevant policy, research, national documents, for example county lines, contextual safeguarding and upskirting. In addition, staff receive training about the safeguarding issues surrounding the internet and other online technologies.

Our school provides briefings for parents/carers about good practice around using the internet and other IT technology to help them safeguard their children at home.

Child Protection Procedures and Information Sharing

Our school shares information lawfully and fairly having regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Information is held safely and securely. Staff and volunteers understand the importance of sharing information as early as possible. If staff or

volunteers are unsure about whether or not to share information they understand that they must speak to a member of the safeguarding team. Everyone understands that fears about sharing information will not be allowed to stand in the way of the need to protect the safety of children. This includes allowing practitioners to share information without consent.

A copy of Camestone's referral process is displayed in all classrooms (safeguarding flowchart – Appendix 1)

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise, record and refer.

Supporting School Provision

We ensure safeguarding, including internet safety, is taught as part of a broad and balanced curriculum.

Many other aspects of school provision support the aims of this policy. Our school plays an important role in making children and young people aware that certain behaviours towards them are not acceptable, and how they can help keep themselves safe.

The statutory framework for RSE provides opportunities for children and young people to learn about keeping safe. Curriculum materials provide resources that enable our school to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL).
- Mind Map programme
- Citizenship Curriculum
- Sexual Health Initiatives
- School Nurse Checks

Safer Recruitment

Keeping Children Safe in Education 2020 highlights the importance of the Safer Recruitment processes in education settings. At least one member on every recruitment panel will have undertaken training in safer recruitment. Camestone's recruitment and selection process ensures that staff, volunteers and governors have undertaken appropriate safeguarding checks including:

- Identity check
- Enhanced Disclosure and Barring Service (DBS) checks
- Staff barred list checks
- Two references with at least one being from the previous employer
- A record of the interview
- Anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching
- Volunteers appropriately supervised (volunteers who have not had checks undertaken will not be left unsupervised or allowed to work in regulated activity)
- Check of professional qualifications
- Check to establish the person's right to work in the UK
- Further checks on people who have lived or worked outside the UK
- For agency and third-party supply staff written confirmation that the business supplying the staff have carried out relevant checks and obtained appropriate certificates

- Camestone follows advice in the Disqualification by Association under the Childcare Act 2006 (as amended)

Safer Recruitment processes aim to:

- Deter potential abusers by setting high standards of practice and recruitment
- Reject inappropriate candidates at the application and interview stages
- Prevent abuse to children by developing robust policies and agreeing on safe practice

Note: The school has procedures in place to make a prompt DBS referral if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty.

Visitors/contractors/suppliers

Camestone will ensure:

- All visitors will be required to sign in at the front desk and wear a visitor badge
- No visitors, including tradespeople, will be allowed to wander around the premises unaccompanied when children and young people are present
- Staff are alert to strangers frequently waiting outside a venue with no apparent purpose
- Children and young people are not collected by people other than their parents/carers unless school staff have been informed in advance
- Regular contractors who are carrying out work around the school building unsupervised, should be subject to the same enhanced DBS checks as staff, and governors and the employing authority of the contractor should be prepared to make available employment checks on request. For example, references.

Allegations Against Staff (including supply staff)

An allegation or concern that any person who works with children or young people in conjunction with their employment or in a voluntary capacity must be reported to the Head teacher if they are considered to have;

- Behaved in a way that has or may harm a child or young person
- Possibly committed a criminal offence against or related to a child or young person
- Behaved towards a child, children or young person in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates that they may not be suitable to work with children. This may include an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, an incident of domestic abuse.

Organisation Responsibilities

- Allegations of abuse can be made by children, young people or other concerned adults
- If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors
- In all cases, **the Local Authority Designated Officer (LADO)** should be notified.

All staff, governors and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and know that such concerns will be taken seriously by the senior leadership team. Whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team.

The Head teacher will take the following actions:

- Ensure that the person reporting the allegation is safe and away from the member of staff, volunteer or governor against whom the allegation is made
- Contact the LADO immediately
- Contact the parents/carers of the child/young person following advice from the LADO
- Following advice from the LADO and HR, review the member of staff's working arrangements, volunteer or governor role, and if no safe alternative identified suspend the member of staff, volunteer or governor pending the investigation
- Attend joint evaluation meetings (JEMs) convened by the LADO and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child or young person is at risk of significant harm
- The allegation warrants investigation by the police
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

Staff Conduct

In order to protect children, young people and members of staff, we encourage staff, volunteers and governors to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside the setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Consideration needs to be given to:

- Being alone with the child/young person
- Physical contact/restraint
- Social contact outside setting/appropriate boundaries.
- Gifts and favouritism
- Behaviour management
- Intimate care
- Administration of medicine
- Safe use of technology (Security/Internet/mobile phones/digital images of children etc).
- Appropriate use of social networking sites

Appropriate and safe staff conduct is supported in the following policies:

- Safer recruitment
- Disability and Equality policy
- Staff discipline, conduct and grievance policy

Implementation, Dissemination and Review Strategies

This policy is reviewed annually by the DSL and is considered and approved by the Board of Governors. It will reflect the experience and expertise of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and young people and taking into account their wishes and feelings in any measures our school may put in place to protect them.

All members of staff, volunteers and governors read and agree the child protection policy before the start of their employment, governor role.

All children, young people and their families will be made aware of the policy before enrolment. It is important for families to be aware of actions staff may take if there have any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of this policy and supporting materials, such as the Bedford Borough Child Protection Procedures are easily accessible in the following areas:

- School website
- Bedford Borough website

Please note that the procedures are updated regularly therefore the accurate version is always the on-line version on the Safeguarding Board website.

Useful Contacts:

Integrated Front Door (IFD) – Tel: 01234 718700
multiagency@bedford.gov.uk

Local Authority Designated Officer – Tel: 01234 276693
lado@bedford.gov.uk

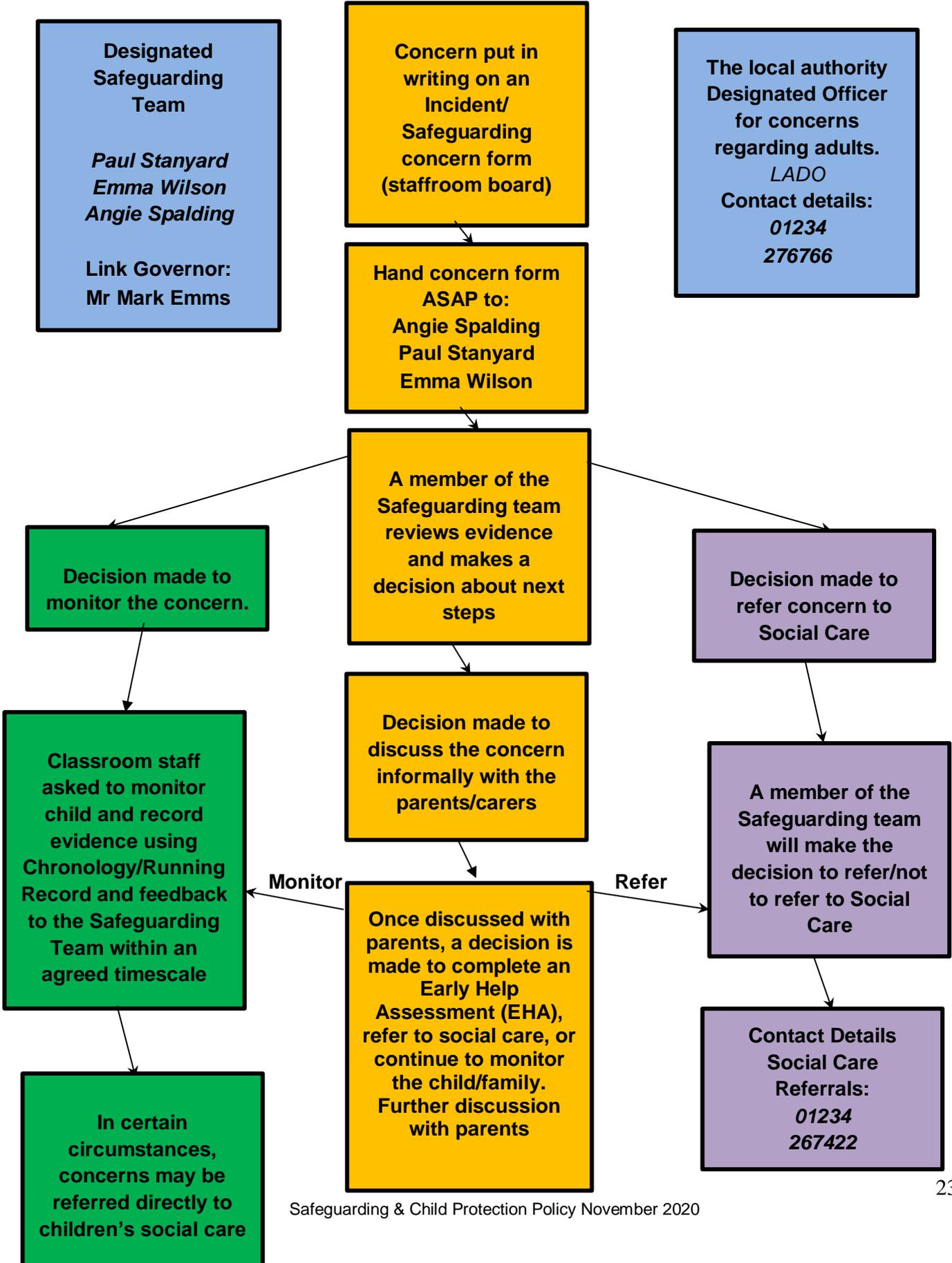
Bedford Borough Safeguarding Children Board – Tel: 01234 276512 or email:
lscb@bedford.gov.uk

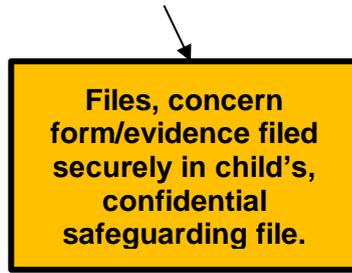
Website: www.bedford.gov.uk/lscb

Children Missing Education Officer (Debi Momi) – Tel: 01234 2281178

Appendix1

FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





**Files, concern
form/evidence filed
securely in child's,
confidential
safeguarding file.**