



The Cam Academy Trust EHPS SAFEGUARDING AND CHILD PROTECTION POLICY	
Recommended by Compliance Committee	25 August 2020
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Date of next review:	August 2021
Responsible Committee	Compliance Committee
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This policy has been updated to reflect the DFE updates to ‘Covid -19 Safeguarding in schools and other providers’ dated 20th May 2020 and reflecting the Trust email 27th July 2020.

From 20th March 2020 parents were asked to keep their children at home, wherever possible and where it was safer to do so. Schools are to remain open only for those children of workers critical to the COVID-19 response and children who are vulnerable, with an EHCP or have an allocated Social Worker.

This addendum of the Everton Heath Primary School (EHPS) Safeguarding and Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements during this time.

EHPS is committed to ensuring the safety and wellbeing of all of its children

Key contacts

Designated Safeguarding Lead: Ms. Aileen Russell – Headteacher

arussell@evertonheath.org.uk

Deputy Designated Safeguarding Lead : Mrs. Hayley Smith hsmith@evertonheath.org.uk

Trust Safeguarding Manager Paul Lawrence plawrence@catrust.co.uk

Chair of Governors Nabeel Mardi nmardi@evertonheath.org.uk

Safeguarding Governor Vanessa Eke veke@evertonheath.org.uk

Designated Teacher for Looked After Children veke@evertonheath.org.uk

Vulnerable children

Vulnerable children include those who have a Social Worker and those children and young people up to the age of 25 with Education, Health and Care Plans (EHCP).

Those who have a Social Worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.



Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those about whom there have been concerns but not currently open to Social Care.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

EHPS will continue to work with and support children's Social Workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be **Jackie Edwards** from Central Bedfordshire.

There is an expectation that vulnerable children who have a Social Worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and EHPS will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, EHPS or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England (PHE).

EHPS will encourage our vulnerable children to attend a school, including remotely if needed.

Attendance monitoring

Local Authorities (LA) and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If EHPS has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

EHPS is also sending this information to the LA via a local survey to inform local planning for children.

If the school has closed, we will complete the return once as requested by the DfE.

EHPS and Social Workers will agree with parents/carers whether children in need should be attending school – EHPS will then follow up on any pupil that they were expecting to attend, who does not. EHPS School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

HOW WILL THIS LOOK IN OUR SCHOOL?

To support the above, EHPS will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.



In all circumstances where a vulnerable child does not take up their place at school, or discontinues, EHPS School will notify their Social Worker.

Designated Safeguarding Lead

EHPS has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Aileen Russell

The Deputy Designated Safeguarding Lead is: Hayley Smith

We will endeavour to have a trained DSL (or deputy) available on site. Where this is not possible, a trained DSL (or deputy) will be available to be contacted via phone or email.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

It is important that all EHPS staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with Social Workers, and attend all multi-agency meetings, which are being held remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher according to the Safeguarding and Child Protection Policy. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Nabeel Mardi

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID -19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The LA Safeguarding Team is providing advice and guidance, where needed, to schools through a dedicated helpline.

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (KCSIE) (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter EHPS, they will continue to be provided with a safeguarding induction.



Upon arrival, they will be given a copy of the receiving setting's Safeguarding and Child Protection Policy, guidance on local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, EHPS will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE 2019.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where EHPS are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

EHPS will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

EHPS will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, EHPS will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety

EHPS will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school



It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

School closures bring lots of challenges for both school staff and parents, and both are increasingly looking to the benefits of technology to continue delivering some form of learning experience for children.

As always, there are huge benefits to be gained from the appropriate use of technology and accessing learning resources whilst at home is a great example of this. However, parents (and teachers) need to be aware of the potential risks that go along with this.

EHPS will ensure any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements.

Supporting children not in school

EHPS is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child about whom there have been concerns but not currently open to social care, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan will be recorded, as should a record of all contact made.

EHPS and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

If we are unable to contact a child about whom there have been concerns after a reasonable number of attempts, we may need to seek further advice about safe and well checks.

The school will share safeguarding messages on its website and social media pages.

EHPS recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at EHPS need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

EHPS is committed to ensuring the safety and wellbeing of all its children.

EHPS will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

EHPS will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.



EHPS will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Peer on Peer Abuse

EHPS recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE 2020 and of those outlined within the Safeguarding and Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded and appropriate referrals made.

New children at the school

We **MAY** be asked to provide a temporary place for a child who normally attends another school.

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement / EHCP. This file must be provided securely before the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe.

In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed Social Worker and where relevant for the Virtual School Head.

Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system

INTRODUCTION

Everton Heath Primary School (EHPS) fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2020). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.



Staff should read the above document together with;

- 'Annex A' of 'Keeping Children Safe in Education' (September 2020)
- 'Working together to safeguard children' (2018)
- 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).
- 'Information Sharing' (2018)

MISSION STATEMENT

EHPS is committed to creating a culture of vigilance regarding all aspects of safeguarding. All members of the school community including the pupils themselves are taught to be aware and recognise when there are risks and how to get help when needed.

We aim to create a positive ethos to ensure our children feel safe, secure and listened to. All staff, parents and volunteers are encouraged to talk about concerns and staff fully understand how to report any concerns directly to the school's Designated Safeguarding Lead. If needed they also understand in exceptional circumstances how to report to social care.

It is our commitment that any child who has suffered any form of abuse or is at risk is always fully supported and protected under the legal statutory framework explained in the guidance above.

As part of the school's positive ethos all safeguarding issues are explored as part of the curriculum in an age appropriate manner.

IMPLEMENTATION

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the Local Governing Board (LGB) discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching



Assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is consistent with the Local Safeguarding Children Board (LSCB) procedures.

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others;

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed. This policy is available to parents on request and is on the school website.

PREVENTION

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.
- Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include, but is not limited to bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse and physical abuse.



All forms of peer on peer abuse are unacceptable and will be taken seriously. EHPS will therefore:

- Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.
- Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be the victims and boys the perpetrators.
- Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

PROCEDURES

We will follow the procedures set out in the Central Bedfordshire Local Safeguarding Children Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the LSCB website: www.bedfordshirelscb.org.uk

The Designated Safeguarding Lead for Child Protection is Aileen Russell 01767 680534 a.russell@evertonheath.org.uk

The following members of staff have also received the Designated Person training: Hayley Smith 01767 680534 hsmith@evertonheath.org.uk

The nominated governor for Safeguarding and Child Protection is Vanessa Eke - Chair of the LGB Compliance Committee 01767 680534 vanessa.eke@evertonheath.org.uk

Any concerns linked to the HT should be addressed via the Chair of Governors who can be contacted via nabeel.mardi@evertonheath.org.uk

The LGB Compliance Committee will:

- Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Designated Personnel, DP), the

lead responsibility for child protection remains with the DSL and cannot be delegated.

- Ensure that the role of DSL and DP is explicit in the role holder's job description.
- Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B). Ensure that the DSL and deputies have undertaken the two-day training provided by the Education Child Protection Service and that this training is updated **at least every two years**.
- Ensure that in addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- Ensure that every member of staff, paid and unpaid, and the governing body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.
- Staff members are required to complete a logging concern form and pass it in person to the DSL/DP immediately, including any verbal conversations recorded in written format.
- Ensure that the DSL or DP are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DPs are not available.
- Staff should consider speaking to a member of the senior leadership team and/or take advice from social care.
- Nominate a governor for safeguarding and child protection who has undertaken appropriate training.
- Ensure every member of staff and every governor knows:
 - the name of the designated person/s and their role;
 - how to identify the signs of abuse and neglect;
 - how to pass on and record concerns about a pupil;
 - that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DP;
 - that they have a responsibility to provide a safe environment in which children can learn;
 - where to find the Inter – Agency Procedures on the LSCB website;
 - their role in the early help process;
- the process for making referrals to children's social care.
- Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required.

- Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school website.
- Ensure that this policy is available publicly either via the school website www.evertonheath.org.uk or by other means.
- Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.
- DBS checks will be completed for all staff and volunteer members at the provision.

Liaison with Other Agencies

The school will:

- Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- Co-operate as required, in line with 'Working Together to Safeguard Children,' (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care Unit immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

- The delivery of all concern forms is to be the HT's office and they should be immediately logged in the 'Concerns Log' with date and time recorded. If the DSL is not available the concern should be raised with the deputy DSL.
- Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location.
- Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' (September 2020) and the 'Education Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
- Make parents aware that such records exist except where to do so would place the child at risk of harm.
- Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

Confidentiality and information sharing

The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or HT.
- Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Personnel will:

- Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

- Record when decisions are made to share or withhold information, who information has been shared with and why. (See ‘Working Together to Safeguard Children,’ July 2018)
- Seek advice about confidentiality from outside agencies if required. (See ‘Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,’ DfE, July 2018). This would include contact with the Local Authority Designated Officer (LADO). 0300 300 5026 /0300 300 8142.

Communication with Parents/Carers

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. *[Further guidance on this can be found in the Inter-agency Procedures of the Local Safeguarding Children Board]*. Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see below)

Dealing with Sexual Violence and Sexual Harassment between children (Peer on peer abuse)

The school recognises that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to ‘unwanted conduct of a sexual nature’, such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

- Be clear that sexual violence and sexual harassment will not be tolerated including sexting.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.

- Make decisions on a case-by-case basis. Record all details in safeguarding/concern files.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations
- Liaise closely with external agencies, including police and social care, when required.
- Further guidance can be found in ‘Keeping Children Safe in Education - Part Five’
- (September 2018), ‘Sexual violence and sexual harassment between children in schools and colleges,’ (DfE, May 2018) and ‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’ published by the UK Council for Child Internet Safety (UKCIS 2017)

SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and neglect and as such will support all children by providing curricular opportunities to encourage self-esteem and self-motivation and will:

- Create an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- Apply the school's Behaviour Policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaise with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services or Early Help Teams.
- Develop productive and supportive relationships with parents/carers.

The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with



children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the school will provide additional training to staff in the use of various communication systems. Supervision by senior managers will be vigilant to create a protective ethos around the child.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Where appropriate, pupils at EHPS have an EHCP and multi-agency planning and involvement to support integrated care.

Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

EHPS will:

- Seek to identify young carers;
- Offer additional support internally;
- Signpost to external agencies;
- Be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.



Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

EHPS will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see below).

Children Frequently Missing Education

EHPS recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

EHPS monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Bedfordshire's Children Missing Education guidance. The school will inform the TEWO and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations, when there is evidence or reasonable cause:

- To believe the young person’s substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil’s substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

Children at Risk of Child Sexual Exploitation

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.

Sexual exploitation can take many different forms from the seemingly ‘consensual’ relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the LSCB Child Exploitation Checklist and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see below).

Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child’s parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent’s dependency, characterised by inadequate food, heat and clothing for the children

- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Children at risk of 'Honour- Based' Violence including Female Genital Mutilation

So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Bedfordshire LSCB 'Inter - Agency Procedures.'

Children showing signs of Abuse and/or Neglect

School recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

Children at Risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The LGB will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.



Attention is drawn to 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the LA of any 'Private Fostering' arrangements.

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2020). This section should be read in conjunction with the school's Safer Recruitment Policy.

The LGB will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. The current individual is Ms Aileen Russell

Any allegation of abuse made against a member of staff will be reported straight away to the HT. In cases where the HT is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2020).

The school will consult with the LA Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2020) *and the school's Personnel Manual from EPM Ltd.*



The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the HT or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, (Chapter 6 Employee Handbook) 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (October 2015).

The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

LOCAL GOVERNING BOARD CHILD PROTECTION RESPONSIBILITIES

The LGB fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and

training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the LGB, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

Extended Schools and Before and After School Activities (on or off school site)

If the LGB provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.

Where services or activities are provided separately by another body, either on or off school site, the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

The school will therefore:

APPENDIX 1

There are 4 defined aspects of 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.

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. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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
- Ensure access to appropriate medical care or treatment

Emotional Abuse - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another

person's needs It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child’s developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - grooming a child in preparation for abuse (including via the internet).