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Next Review: 1st September 2025
Responsibility: MW/KB

Bishop Challoner School



SAFEGUARDING AND CHILD PROTECTION POLICY

Bishop Challoner School

Safeguarding and Child Protection Policy

September 2024

This policy should be read in conjunction with the following policies which are available from the school on request: COVID-19 addendum to Safeguarding Policy and Procedures, Safer Recruitment, Whistleblowing and Staff Code of Conduct, Prevent, Equal Opportunities, Health and Safety, Anti-Bullying, Missing Pupil Procedure, Educational Visits Policy, Induction of New Staff, Governors and Volunteers, Visiting Speaker, Behaviour Management, Staff Information Security Policy, Working together to improve School Attendance 2024 Safe use of ICT and school security Cameras, recording devices and mobile phones and e-safety policy.

The DFE has issued revised statutory guidance to Keeping children safe in Education 2024 which came into force on **1st September 2024**. **As of September 2024**, these are the following updates:

- Paragraph 3 has a revised Definition of Safeguarding which aligns with the definition in "**Working Together to Safeguard Children**". This new definition emphasises the importance of early intervention, protection from both online and offline harms and promoting the best outcomes for all children: *'Providing help and support to meet the needs of children as soon as problems emerge'*.
- Paragraphs 18 and 497 widen the focus of EH including implementing EH for mental health concerns, young carers, risk of exploitation, the impact of parental circumstances and pupils who have "experienced multiple suspensions, **[are]** at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit." There is also an emphasis on the importance of Early Help at any stage in a child's life: "Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse."
- Paragraph 24 expands the definition of abuse to include that witnessing the ill treatment of others is harmful to children, **(particularly in cases of domestic abuse for example)**.
- Unexplained and/or persistent needs and disabilities (SEND). absences from education" replaces "deliberately missing education" "Abuse, neglect and exploitation" rather than just "abuse and neglect".
- Paragraph 171 outlines schools' ongoing responsibility for the safeguarding of pupils in AP, with an emphasis on providing additional pastoral support for children with special educational needs and disabilities (SEND)
- The term **exploitation** has been included throughout the guidance, amended from just abuse and neglect.
- Paragraph 92 reinforces the importance, when handling personal information, of compliance with the Data Protection Act 2018 and the UK GDPR.

- **Annex B** now includes links to two child-friendly guides to support children who have to give evidence in court
- **Annex B**, entitled 'Preventing Radicalisation' is under review following the March 2024 new definition of extremism. Potential indicators of radicalisation should be considered alongside other factors and the overall context. We know from changes to the Prevent Duty in 2023 that there is an increased focus on the journey to radicalisation and what has made the child susceptible to this.
- The 'Supporting LGBTQ+ Children' section is under review pending the outcome of the consultation on the draft guidance on Gender questioning children. The guidance emphasises caution when supporting gender-questioning children and highlights the importance of involving parents in decision-making.
- Clarification that schools remain responsible for the pupils they have placed in alternative provision.

KCSIE 2023 Updates

- Students who are often absent from school are now **pupils absent from education** not missing from education. Therefore, clarification that being absent, as well as missing, from education can be a warning sign of a range of safeguarding concerns, including sexual abuse, sexual exploitation or child criminal exploitation
- Information on responding to allegations related to organisations or individuals using the school premises **keeping children safe in a school setting**. As the guidance states with any allegation, we would be following our procedures and policies and include the LADO. (Page 91 para 377)
- Additional information on online pre-recruitment checks/searches for shortlisted candidates which candidates will be informed that we would be undertaking. (Page 55 para 221)
- clarification around the roles and responsibilities of education staff in relation to filtering and monitoring, meaning that staff need to understand how this process works in relation to class work and homework. Staff will need to understand that any topics given to pupils would need sites to be vetted. Staff are to work closely with IT to ensure that appropriate websites are used and that IT are filtering any sites not appropriate for pupils, this includes training for trustees. (Page 32 para 124)
- We adopt the 4 C's approach as stated in the guidance
 - Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
 - Contact:** being subjected to harmful online interaction with other users; for example: Child on Child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
 - Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group. (Page 36 para 136)

- We concur that as a school we are directly responsible for ensuring we have the appropriate level of security protection procedures in place in order to safeguard our systems, staff and learners and we review the effectiveness of these procedures to keep up to date with evolving cyber crime technologies. (Page 38 para 144).

KCSIE 2022 updates

This policy is applicable to the whole School community, including those pupils in the Early Years Foundation Stage (EYFS).

KCSIE Updates 2021

The key updates to this policy, include:

- highlighting how a school or college responds to a report can impact on the confidence of other pupils to report in the future
- re-emphasising the important role education plays and how the relationships, sex and health education (RSHE) curriculum supports this
- How we support the need for all school and college staff to have an understanding of what sexual violence and sexual harassment might look like.

The Safeguarding Policy and Procedures are reviewed annually and approved by the Trustees.

This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the school, and have been prepared in compliance with, and with regard to:

- The Education Acts
- United Convention of the Rights of the Child 1991
- Data Protection Act 1998
- Human Rights Act 1998
- Sexual Offenders Act 2003
- Children and Families Act 2014
- Special Educational Needs and Disabilities (SEND) code of practice
- Education (Independent Schools Standards) (England) Regulations 2014 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- ISI Handbook for the Inspection of Schools, The Regulatory Requirements September 2018
- The Protection of Freedoms Act 2012
- The Children Acts 1989 and 2004
- What to do if you are worried a Child is being Abused March 2015
- Working Together to Safeguard Children July 2018 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Keeping Children Safe in Education September 2022
- Disqualification under the Childcare Act 2006 September 2018
- Statutory Framework for the Early Years Foundation Stage (EYFS) April 2017
- Information Sharing: advice for practitioners providing safeguarding services July 2018

- DBS Referral Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook January 2017– the regulatory requirements (and as amended)
- Statutory Framework for the Early Years Foundation Stage (EYFS) 2014
- The definition and signs of child abuse (<http://www.nspcc.org.uk/signsofabuse>)
- *Teacher misconduct: regulating the teaching profession March 2014 (and related guidance)
- Use of Reasonable Force in Schools 2013
- Information Commissioner's Office Data Sharing Code of Practice May 2011
- Preventing and Tackling Bullying October 2014
- *Sexting in schools and colleges: responding to incidents and safeguarding young people UKCCIS
- *Prevent Duty Guidance, Channel Guidance July 2015
- The Prevent Duty: Departmental Advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- Counter Terrorism and Security Act 2015
- Sexual violence and sexual harassment between children in schools and colleges May 2018

Policy Statement

Safeguarding and Child Protection Policy

Bishop Challoner School is committed to safeguarding and promoting the welfare of children. All pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including young people who may be over the age of 18 years.

At Bishop Challoner we believe that all children should be given the opportunity to do their best and we are committed to safeguarding and promoting the welfare of children who have the right to be protected from all types of harm and abuse. However, this can only be achieved if they feel happy and safe and the Whole School Designated Safeguarding Lead is directly responsible in these matters. The Whole School Designated Safeguarding Lead is a member of the School Leadership Team with the necessary status and authority to take responsibility for Child Protection matters. The Whole School Designated Safeguarding Lead (DSL) is directly responsible to the Headteacher and in exceptional cases the Chair of Trustees.

Definition of Safeguarding:

'Safeguarding' is broader than 'child protection'.

As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children.

Definition of Harm:

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; Development means physical, intellectual, emotional, social or behavioural development; Health includes physical and mental health; Ill-treatment includes sexual abuse and other forms of ill-treatment which are not physical.

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education September 2024 (KCSIE) as:

“Protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”

It is our responsibility to ensure that we all protect our pupils from:

Abuse (24): a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children 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. Children may be abused by an adult or adults or by another child or children.

Physical abuse (25): a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse (26): the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

Sexual abuse (27): involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school or college’s policy and procedures for dealing with it

Neglect (28): 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, for example, as a result of maternal substance abuse. Once a

child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child."

a) The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

b) This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Bromley Safeguarding Children Partnership guidance.

c) This Policy is addressed to all members of staff and volunteers at the School (temporary and permanent). Adherence to this Policy is mandatory for all staff and volunteers and its use is not subject to discretion.

This Policy applies whenever staff or volunteers are working with pupils, including where this is away from the School, for example at another institution, on school visits and trips, as well as sporting and cultural activities.

d) This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.

e) Pupils are *taught* about safeguarding and made aware of this Policy through their programme of PSHE and other means of sharing information appropriate to their age and understanding. The latest resources promoted by DfE can be found at: The UK Safer Internet Centre (www.saferinternet.org.uk) and CEOP's Thinkuknow website (www.thinkuknow.co.uk)

2. Creating a Culture of Safeguarding

a) The School recognises that safeguarding covers much more than child protection and so this Policy will operate in conjunction with other related policies and procedures. These cover areas including equal opportunities; Staff Code of Conduct; Health and Safety; First Aid; educational visits; anti-bullying; behaviour management; drugs, alcohol and tobacco; information sharing; online safety (including mobile technology as stated in the Camera and recording device use and Mobile device policies) and social media; Fundamental British Values, and Preventing radicalisation and violent extremism. Such policies are available from the School on request.

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

The School takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the School's PSHE programme.

b) The school's procedures differentiate between safeguarding children who have suffered significant harm, those who are in need of support from one or more agencies and those who would benefit from Early Help. In cases where a child is not suffering or at risk of suffering serious harm, the school will assess how they can offer additional support within the setting or work with other professionals to support the pupil's needs. Early help requires a collaborative approach from all agencies, including the school, with the active involvement of children, young people, families and carers. It is important that there is provision for listening to children and this is facilitated by the Pastoral Team and School Counsellor. The aim is to ensure problems do not escalate to become more acute, and more costly, to the detriment of children and families, by investing in effective community services and multi-agency coordination. If the pupil is in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action. Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child by reporting to the Children's Social Care or through Bromley Multi Agency Support Hub (MASH) immediately. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. If a child is in need of additional support from one or more agencies the Designated Safeguarding Lead will contact the Children's Social Care or through MASH.

c) Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether or not they have a statutory education, health and care plan) Children with SEND may require extra pastoral support. The additional vulnerabilities of pupils with SEND and the school's duty to make **reasonable adjustments** should be particularly carefully considered in situations where the use of reasonable force may be needed in response to risks presented by incidents involving children with SEND or medical conditions;

- Looked After Children and Previously Looked After Children. The DSL has details of the social workers of any looked after pupils, together with the name and contact details of the Bromley Council's virtual school head for children in care. The School will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after, or have been looked after, by the local authority;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child. Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home for a period of 28 days or more with the agreement of the child's parents. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. The School will then notify the local authority of the circumstances.

d) The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance Working Together to Safeguard Children 2018 (WTTSC). Use of the Common Assessment Framework (CAF) and Team around the Child /Family (TAC) (TAF) approaches will be used as appropriate.

e) The School is committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture within our School.

f) Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

The School has systems to:

- * Prevent unsuitable people working with pupils;
- * Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support;
- * Promote safe practice and challenge poor and unsafe practice;
- * Deal with issues of confidentiality, information sharing and consent;
- * Keep children safe who are looked after by a local authority and be aware of the statutory guidance (Promoting the education of looked after children);
- * Ensure that staff do not, through their actions, place pupils at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication) to a pupil.

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Every employee is provided with immunity from retribution or disciplinary action for 'whistleblowing' in good faith. Staff are told to familiarise themselves with the School's Whistleblowing Policy. If staff and volunteers feel unable to raise an issue with the school or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 0800 0280285 or email: help@nspcc.org.uk)

h) The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved.

i) The primary requirement is to notify the MASH Team on 0208 461 7373/7379/7026 or outside office hours on 030 0303 8671 (or the local Prevent Officer, as appropriate), of any safeguarding issues in the following circumstances:

- * The issue involves an allegation against a member of staff, a volunteer or the Headteacher; (The Lado Gemma Taylor for Bromley)

* The issue relates to concerns about the education provided to the pupil;

* The issue involves referral to external agencies;

* The issue could affect the school's reputation.

j) All staff are required to adhere to the ICT Acceptable Use Agreement, and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

h) All staff are given guidance with regard to working in one-to-one situations when this cannot be avoided. The classroom door should be left open at all times and the member of staff must not place themselves between the pupil and the door.

i) A Social Contact Log is maintained by the DSL to record any occasions when members of staff are in social contact with pupils outside school.

3. Implementation Procedures

The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns. Information on these procedures is available to all staff and volunteers at the School and the procedures must be followed at all times.

Details of how to contact the Designated Safeguarding Lead (DSL), Deputy Designated Safeguarding Lead (DSL) and Bromley Safeguarding Children's Partnership are available in all classrooms and common areas. Reporting forms and contact details are displayed and details are given in training all staff.

4. Early Years Foundation Setting

a) This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS') including outside of school hours. The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for safeguarding within this setting are set out in section 9 and section 19.

b) The school's policy on the use of mobile phones and cameras in the setting is incorporated into the ICT Acceptable Use Agreements. All staff in the EYFS are required to adhere to the ICT Acceptable Use Agreement on the use of mobile phones and cameras: that is, that images of pupils may not be stored on personal devices. Any images taken on personal devices will be transferred to the school system as soon as reasonably possible and the personal copy permanently removed. Please also refer to the Cameras,

Recording Devices and Mobile Phones Policy.

c) Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework).

5. Aims

Our aims are to:

- Create an environment in the School which is safe and secure for all pupils.
- Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Work with parents to build their understanding of and commitment to the welfare of all pupils.

In order to fulfil these aims the Headteacher will take the necessary steps to ensure that:

a) All staff (including supply and temporary staff) Governing Body and volunteers receive training in Safeguarding Children as part of their induction. This includes the school's safeguarding and child protection policy and procedures, the school's whistleblowing policy and the identity of the Designated and Deputy Designated Safeguarding Lead(s), the staff code of conduct/behaviour policy and a copy of Part 1 of Keeping Children Safe in Education. All staff must read at least Part One of KCSIE 2023. Annex A of KCSIE should be referred to by all senior members of staff and those staff working directly with children. In addition staff receive induction training on pupil behaviour policy, on-line safety, the school's safeguarding response to children missing in education, and the acceptable use of ICT agreement. All staff receive copies of the documents during induction and these are available in the staff handbook.

b) All staff, volunteers and the Headteacher are trained annually on a number of specific safeguarding issues including: Part 1 of KCSIE, this policy and the staff code of conduct, mental health, online bullying, sexting (using the latest Government guideline: Sexting in schools and colleges: responding to incidents and safeguarding young people, which has been published by the UK Council for Child Internet Safety), drugs, radicalisation and the Prevent strategy, forced marriage, child on child abuse and female genital mutilation (FGM). In addition, the Headteacher and all staff receive safeguarding and child protection updates as required to provide them with relevant skills and knowledge to safeguard children effectively.

The Designated Safeguarding Lead (s) receive(s) updated child protection training at least every two years and Prevent training at least every two years (as set out in Annex B of Keeping Children Safe in Education) in order to provide them with the knowledge and skills to carry out their role. Both the DSL and the deputy will also receive regular updates as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.

The DSL will keep records of all training provided. Appropriate training and responsiveness to factors such as FGM, radicalisation, cyberbullying and mental health will be considered. Training also promotes staff awareness of child sexual exploitation, Prevent (including referrals to Channel programmes), so called 'honour based' violence, forced marriage and female genital mutilation.

c) The school has a recruitment policy and operates safe recruitment procedures which are in accordance with the Independent School Standards Regulations. These include ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations set out at paragraphs 1a.

Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained, and in all cases a Barred List Check and Prohibition Order check (if applicable) will have been undertaken. Relevant staff are also asked to confirm that they do not meet the criteria for disqualification under the Childcare Act 2006 and the 2018 Regulations. Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Those undertaking management posts will be subject to prohibition from management of independent schools checks.

d) The school obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site (for example, in a separate institution).

e) The school carries out the mandated checks on the suitability of all people who serve on our School Governing Board in accordance with the guidance and regulations set out on page 1-2.

f) Where we cease to use the services of any person (including agency staff, peripatetic teacher, volunteer, no longer using staff employed by contractors; non-renewal of a fixed term contract; terminating the placement of a student teacher or other trainee; voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering, resignation, dismissal or any other person) because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS): PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795 email dbsdispatch@dbs.gsi.gov.uk) promptly and in any event within 28 days in accordance with its legal duty. In cases involving teaching staff, the school will also refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.

g) All School staff are alert to signs of abuse and neglect, and all staff know to whom they should report concerns or suspicions of abuse or neglect.

h) All School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

i) This Policy is compatible with and meets all applicable requirements of Bromley Safeguarding Children Partnership. The school ensures that it has positive communication with the BSCP to ensure compliance with local protocol and access to relevant support. BSCP can be contacted through the Local Social Services Department (Children's Services) "Social Services". Their contact details are set out on page 18.

6. Identifying Abuse

a) Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.

b) Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead immediately.

c) It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

7. What is Child Abuse?

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children 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 by another child or children. (KSCIE)

The categories listed below are drawn from Keeping Children Safe in Education (2024): as mentioned on page 4 and 5.

Specific forms of abuse and safeguarding issues include:

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children absent from education

Attendance, absence and exclusions are closely monitored. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may be a potential indicator of abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures.

In order that missing pupils can be located as quickly as possible, the School requests more than one emergency contact number for parents of new pupils and that the numbers provided are contacts for at least two separate persons (usually the two parents). The Admissions Registrar/Administrative Team follows up this request if it is not initially met. If a parent requests that an emergency contact is deleted, staff are vigilant in requesting an alternative number so that the above minimum level is maintained.

In the policy that is **Working Together To Improve School Attendance 2024**, we ensure that the following guidance is followed:

Point14. Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively in partnership with, not against families. All partners should work together to:

Expect

Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

Formalise support

Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce

Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the National Framework or prosecution to protect the pupil's right to an education.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Summary Table of Responsibilities for School Attendance – DfE 2024

'Attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn' 2024.

This document summarises the attendance responsibilities for parents, schools, academy trusts and governing bodies, and local authorities which are outlined in the Working together to improve school attendance guidance. This is guidance from the Department for Education (DfE). This guidance is statutory¹, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance. The guidance should be read alongside the statutory guidance documents on children missing education, supporting pupils at school with medical conditions, suspensions and exclusions, alternative provision, and Keeping Children Safe in Education.

At Bishop Challoner School this guidance is applied. All staff are to be aware of the document and their responsibilities.

The dedicated senior leader with overall responsibility for championing and improving attendance is Kate Brooker.

Key headings are

- All pupils
- Pupils at risk of becoming permanently excluded
- Persistent absence pupils
- Severely absent pupils
- Support for cohorts of pupils with lower attendance than their peers
- Support for pupils with medical conditions or SEND with poor attendance
- Support for pupils with a social worker.
- Looked after and previously looked after children
- Monitoring

In each of the headings the document makes explicit references to the responsibility of all stakeholders. Parents, Schools, Trustees/Governors and Local authority.

Child sexual and criminal exploitation

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County lines

is a form of criminal exploitation where urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns (Home Office, 2018). It can happen in any part of the UK and is against the law and a form of child abuse.

Children and young people may be criminally exploited in multiple ways. Other forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime. County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police.

Perpetrators use children and young people to maximise profits and distance themselves from the criminal act of physically dealing drugs (National Crime agency, 2019). Young people do the majority of the work and take the most risk.

Dedicated mobile phone lines or “**deal lines**” are used to help facilitate county lines drug deals. Phones are usually cheap, disposable and old fashioned, because they are changed frequently to avoid detection by the police.

Gangs use the phones to receive orders and contact young people to instruct them where to deliver drugs. This may be to a local dealer or drug user, or a dealer or drug user in another county.

Phrases that young people may use to refer to county lines include:

- 'running a line',
- 'going OT/out there'
- 'going country'
- 'going cunch'

Some signs to look out for include:

- An increase in visitors and cars to a house/flat/school
- New faces appearing at the house /flat/school
- New and regularly changing residents (e.g different accents compared to local accent)
- Change in mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional)
- Substance misuse and/or drug paraphernalia
- Changes in the way pupils may be dressing
- Unexplained, sometimes unaffordable new things (e.g clothes, jewellery, cars etc)
- Residents or young people you know going missing, maybe for long periods of time
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are

- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries

Domestic abuse

The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, 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. The abuse can encompass but is not limited to: • psychological; • physical; • sexual; • financial; and • emotional exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse. Bishop Challoner is enrolled onto the Operation Encompass scheme which means the DSL is notified of all domestic abuse incidents that have occurred in the previous 24 hours which involved a pupil at this school (72 hours on a Monday morning). This allows us to provide the right support at the right time for our pupils who are experiencing domestic abuse.

Extremism and Anti -Radicalisation – The Prevent Duty

Protecting children from the risk of radicalisation is part of the school's wide safeguarding duties Staff should be alert to changes in pupil's behaviour which could indicate that they may be in need of help or protection. Staff will use their judgement to identify children who may be at risk of radicalisation and act appropriately, this may include a referral to the Channel Panel (a service used where a vulnerable child is at risk of being involved in terrorist activities). Designated Safeguarding Leads will undertake prevent awareness training to be able to offer advice and support on how to protect children against radicalisation. We will use the curriculum to ensure that pupils understand how people with extreme views share these with others, especially through the internet Bishop Challoner School is committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for modern life in Britain. Teaching the schools core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society. The school ensures that pupils are safe from terrorist and extremist materials when access the internet by having suitable filtering in place.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Honour-based Violence

Honour-based Violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the FGM Act 2003 places a statutory duty upon teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18. The duty applies to all persons in Bishop Challoner School who are employed or engaged to carry out 'teaching work' in the School, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, although the DSL should be informed.

If a teacher is informed by a girl under 18 that an act of FGM has been carried out on her or a teacher observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher personally makes a report to the police force in which the girl resides by calling 101 by the close of the next working day.

Staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period. There should also be consideration of possible risk to other girls in the family and practising community.

Where there is a risk to life or likelihood of serious immediate harm, the teacher reports the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a teacher or other member of staff should examine a girl.

Forced marriage

Forcing a person into marriage is a crime in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats and any other form of coercion is used to cause a person to enter into a marriage.

School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with the contact centre or the Forced Marriage Unit 200 7008 0151.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Recognising Extremism Early Indicators of radicalisation and extremism may include:

- Showing sympathy for extremist causes
- Glorifying violence, especially to other faiths and 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, artwork 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.

Child on child abuse

Children can abuse other children (often referred to as Child on child abuse). This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence, such as rape, assault by penetration and sexual assault; sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals.

Any concerns of Child on Child abuse should be reported immediately to the DSL through normal safeguarding procedures.

Youth produced Sexual Imagery (Sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance *Sexting in schools and colleges: responding to incidents and safeguarding young people*. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, he/she follows the child protection procedures and refers to the DSL as soon as possible. They decide whether or not it is necessary to search for and then confiscate any device involved. This is done in accordance with the School's Searches and Confiscation Policy. Any confiscated device is set to flight mode, or, if this is not possible, turned off. Staff do not view, copy or print the youth produced sexual imagery. As with all safeguarding concerns, all disclosures, allegations, decisions, actions and the reasons for them are written down contemporaneously under the guidance of the DSL.

Sexual violence and sexual harassment between children in schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

8. Signs of abuse

All school staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection. There are further sources of information such as the NSPCC whistleblowing helpline (0800 028 0285) and on its own website (www.nspcc.org.uk). The NSPCC offers information for schools on the TES website too. If staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present.

Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sexting.

The following may help staff to be aware of possible signs of abuse. If staff members are unsure they should always seek advice.

a) **Physical Abuse**

- * Unexplained injuries/burns
- * Untreated injuries
- * Bruises/abrasion around the face
- * Bi-lateral injuries e.g. two bruised eyes
- * Bite marks
- * Bruising abrasions to lips, cheeks, outer ear

b) **Emotional Abuse**

- * Excessive overreaction to mistakes
- * Continual self-deprecation
- * Excessive rocking, thumb sucking, hair twisting
- * Extreme compliance/aggression
- * Drug, alcohol and substance misuse
- * Significant peer relationship difficulties

c) **Sexual Abuse**

- * Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- * Self-harm
- * Pregnancy
- * Sexually transmitted diseases
- * Sudden changes in behaviour or school performance
- * Fear of undressing for gym
- * Depression/withdrawal
- * Drug, alcohol, substance abuse

d) **Neglect**

- * Constant hunger, tiredness and/or poor personal hygiene
- * Untreated medical problems
- * Destructive tendencies
- * Social isolation
- * Poor self-esteem and/or relationship with peers
- * Excessive rocking, hair twisting, thumb sucking

e) Missing Children

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly (see missing child policy and 'what to do if you suspect a child is running away' document). All pupils are added to the admissions register on the entry into the school and registered twice daily. The Admissions Registrar will notify the relevant local authority of any pupil (of the compulsory school age) who leaves the school.

Online learning/ Blended Learning

During such time where schools are involved in a lockdown and online learning is involved, it is important to not only safeguard the pupils but to also safeguard ourselves as teachers/adults. Please refer to the Remote Learning policy.

WHO HARMS CHILDREN

- Abusers come from all walks of life. They can be
- male or female
- come from all classes, races and religions
- often, someone the child knows well, e.g. a relative, step-parent or family friend
- children or adolescents
- able bodied or disabled
- people who work with children

Very little abuse is caused by strangers, but a stranger can quickly become a friend to a child and their family.

WHO IS AT RISK OF HARM

Children of all ages can be abused, irrespective of their gender, race, culture, language, religion or ability and whether or not living with their natural parent(s). Establishing the degree of risk will be dependent on various factors, e.g. the child's age, degree of vulnerability, method of communication, children who experience racism or discrimination in their communities and our own ability to understand.

A child who has a physical or learning disability may be more vulnerable than one who does not. A baby not being fed is more vulnerable than a teenager in the same circumstances.

Children who are lonely or deprived of affection or often left unsupervised may be more vulnerable than others.

In many cases you will have to pick up the clues from the child's behaviour, or from the signs you see on the child's body.

There will be some cases which the child does not exhibit any signs or symptoms but concerns arise from other sources e.g. contact with a known abuser or another child who has been abused.

PRINCIPLES OF PARTNERSHIP

- Treat all family members as you would wish to be treated, with dignity and respect.
- Ensure that family members know that the child's safety and welfare must be given first priority, but that each of them has a right to a courteous, caring and professionally competent staff.
- Take care not to infringe privacy any more than is necessary to safeguard the welfare of the child.
- Be clear with yourself and with family members about your power to intervene, and the purpose of your professional involvement at each stage.
- Be aware of the effects on family members of the power you have as a professional, and the impact and implications of what you say and do.
- Respect the confidentiality of family members and your observations about them, unless they give permission for information to be passed to others or it is essential to do so to protect the child.
- Listen to the concerns of children and their families, and take care to learn about their understanding, fears and wishes before arriving at your own explanations and plans.
- Learn about and consider children within their family relationships and communities, including their cultural and religious contexts, and their place within their own families.
- Consider the strengths and potential of family members, as well as their weaknesses, problems and limitations.
- Ensure children, families and other carers know their responsibility and rights, including any right to services, and their right to refuse services, and any consequences of doing so.
- Use plain, jargon-free language appropriate to the age and culture of each person. Explain unavoidable technical and professional terms.
- Be open and honest about your concerns and responsibilities, plans and limitations, without being defensive. Allow children and families time to take in and understand concerns and processes
- Take care to distinguish between personal feelings, values, prejudices and beliefs, and professional roles and responsibilities, and ensure that you have good supervision to check that you are doing so.
- If a mistake or misinterpretation has been made, or you are unable to keep to an agreement provide an explanation. Always acknowledge any distress experienced by adults and children and do all you can to keep it to a minimum.

Always acknowledge the distress experienced by adults and children and do what you can to keep it to a minimum.

DO'S AND DON'TS DO'S:

1. The child's welfare and interests must be paramount, taking precedent over all other considerations.
2. If a child discloses abuse to you always acknowledge how difficult and painful it must have been for them to do so.
3. Tell and show the child that you are taking them seriously.
4. Always think before you act, keep an open mind and take an objective view of the situation.
5. Consider the long term future of the child and not necessarily the option which is least painful for you.
6. Bishop Challoner School has child protection procedures, make sure you are familiar with them.

DON'TS:

1. Taking inappropriate action could put a child at further risk.
2. Ignore the child's race, gender, culture, ability.
3. Don't make any promises to the child that you cannot keep.

Do not take sole responsibility if you are concerned, consult with other professionals.

9. Designated Safeguarding Lead

The Whole School Safeguarding Lead is:

Mrs Kate Brooker, Deputy Headteacher

0208 460 3546 ext 551, kbrooker@bcswb.co.uk

The Deputy Designated Safeguarding Lead if Mrs Kate Brooker is absent is:

Mr John Lubi jlubi@bcswb.co.uk

The nominated Deputy Safeguarding Lead for EYFS is Mr Anthony Peck,
apecck@bcswb.co.uk

The nominated Deputy Safeguarding lead for KS1 is Mrs Helen Bateman,
hbateman@bcswb.co.uk

The nominated Deputy Safeguarding lead for KS2 is Mrs Rachel Hoyles
rhoyles@bcswb.co.uk

The Designated Safeguarding Lead(s) will:

- a) be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations.
- b) refer cases of suspected abuse or allegations to the local Social Services Department in accordance with LSCB procedures/local safeguarding partner requirements, and work with other agencies in line with Working Together to Safeguard Children 2018;
- c) ensure that they are aware of the latest national and local guidance and requirements and will keep the Headteacher, staff and volunteers informed as appropriate;
- d) receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years;
- e) receive Prevent awareness training; provide advice and support, and make appropriate referrals through the Channel programme;
- f) ensure that the Headteacher, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, contractors, gap year students, volunteers, catering staff, cleaning staff and caretakers;
- g) act as a source of advice and support within the School and co-ordinate action regarding referrals in relation to both children and allegations against staff.

10. Responding to Disclosures of Abuse

a) Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

b) Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Care should be taken not to ask "leading questions". Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.

c) If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. All children involved, whether perpetrator or victim, are treated as being "at risk" and will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. Abuse is abuse and should never be tolerated or passed as mere 'banter' or 'having a laugh'. All child-on-child abuse is unacceptable and will be taken seriously. Advice about sexting in schools is available from the UK Council for Child Internet Safety (UKCCIS): Sexting in schools and colleges.

See the Anti-Bullying Policy.

The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of **sexual violence and sexual harassment**. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

d) Immediate Response

If a disclosure is made, the member of staff or volunteer **should**:

- allow the pace of the conversation to be dictated by the pupil;
- ask open questions which encourage the pupil to talk such as "can you tell me what happened?"
- accept what the pupil says and do not ask for further detail;
- acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously;
- note carefully any clearly visible external signs of possible injury or neglect (see point e);
- reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the Designated Safeguarding Lead(s) and why.

e) The member of staff or volunteer should not:

- burden the pupil with guilt by asking questions such as "why didn't you tell me before?"
- interrogate or pressure the pupil to provide information;
- ask any potentially leading questions such as those that start with the words, how, what, when, where and why;
- undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/neglect;
- criticise the alleged perpetrator, this may be someone they love;
- promise confidentiality (see (f) and (g) below);
- make promises that they cannot keep such as "I'll stay with you all the time" or "it will be alright now";
- put words in the child's mouth (i.e. finish their sentences);
- jump to conclusions or speculate about what happened or might have happened, or make accusations;
- show an overly emotional reaction, such as expressing disgust, shock or disbelief;
- attempt to investigate the allegations.

f) If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not** make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead so that the child can be helped to stay safe and feel better.

g) In every case, the member of staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent. If the pupil does not consent, the member of staff/volunteer should explain that they need to share the information with the Designated Safeguarding Lead and reassure them that the information will only be disclosed to other people who need to know.

h) The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. The School has age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However the child's wishes or feelings cannot override the duty to refer suspected abuse to the DSL/LADO or police.

i) The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the School will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

j) All allegations will be referred to the DSL and Local Authority Designated Officer (LADO) for advice before any investigation takes place. In borderline cases, these discussions can be held informally and without naming the individual.

In case of serious harm, the police shall be informed at the outset.

11. Recording Information

Staff/volunteers should:

a) make brief notes at the time or immediately afterwards, which record the date, time, place and context of the disclosure or concern, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. Notes must be signed and dated;

b) clearly distinguish between fact, observation, allegation and opinion;

c) record any observed injuries and bruises;

d) note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");

e) complete any original notes and pass them to the Designated Safeguarding Lead;

f) appreciate that their records may be used in criminal proceedings or disciplinary investigations.

g) The school's records on child protection are kept securely in the DSL's office, and are separated from routine pupil records. Access is restricted to the DSL, Deputy DSL and the Headteacher.

h) Concerns about any situation should then be recorded onto CPOMS for the DSL attention.

i) If pupils are recording events they should use the student record form

12. Reporting Concerns

a) Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or in their absence the Deputy Designated Safeguarding Lead) as soon as possible and at latest by the end of the school day. The DSL (or Deputy if appropriate) will decide on the relevant course of action.

b) The DSL will apply the principles outlined in the Bromley Safeguarding Children's Partnership (BSCP) Continuum of Need model in deciding whether to make a referral to social services. Where the disclosure identifies a safeguarding issue, the Designated Safeguarding Lead will report the disclosure to the local Social Services Department within 24 hours and where relevant. In the most serious cases the police shall be contacted.

c) The school's procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but rather in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action.

d) Whilst the Designated Safeguarding Lead will usually decide whether to make a referral, in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken **any staff member can refer their concerns to children's social care directly**. If a member of staff makes a referral independently, they must inform the Designated Safeguarding Lead as soon as possible thereafter.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

If, at any point, a child is in immediate danger or there is a risk of immediate serious harm to a child a referral should be made immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

13. Allegations against staff

a) Schools must follow the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of Keeping Children Safe in Education 2024 and guidance from the BSCP: http://www.londoncp.co.uk/files/part_a_chapter_7_alleg.pdf. The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

b) Where a safeguarding-related allegation or cause for concern is made against any member of staff or volunteers, the matter should be reported immediately to the Headteacher, (unless the allegation relates to the Headteacher). The Headteacher should **not speak** to the member of staff who is the subject of the allegation at this point. The **LADO** must be informed within one working day of any allegations that come to the employer's attention or that are made directly to the police.

c) Where a safeguarding related allegation or cause for concern is made against the Designated Safeguarding Lead, the matter should be reported immediately to the Headteacher. In the absence of the Headteacher the report should be made to the Chair of Trustees/Vice Chair of Trustees.

d) Where a safeguarding related allegation or cause for concern is made against the Headteacher, the matter should be reported immediately to the Chair of Trustees (or in their absence the Vice Chair of Trustees) without informing the Headteacher.

In cases of serious harm, the police should be informed from the outset. The LADO should be informed

immediately, or in the most serious case, the police, so as not to jeopardise statutory investigations.

e) In all cases **immediate contact should be made with the LADO** to discuss the allegation. A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Headteacher following consultation with the LADO (and, in the most serious cases, the police). In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case, giving due weight to the views of the LADO, and guidance in Keeping Children Safe in Education and Working Together to Safeguard Children. The decision as to whether or not to suspend the Headteacher is taken by the Trustees (having consulted the relevant authorities).

f) In considering the available options, including redeployment of the member of staff or volunteer, the LADO and the Headteacher will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO or police.

g) Where we cease to use the services of any person because it is considered that the person may be unsuitable to work with children, a referral will be made to the DBS promptly and in any event within 28 days in accordance with our legal duty. Failure to make a report constitutes an offence. Compromise or settlement agreements cannot be used to prevent a referral being made to the DBS when it is legally required nor can an individual's refusal to co-operate with an investigation. Where a DBS referral has been made, the Charity Commission will also be informed.

h) In cases involving teaching staff, the school will also refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching. Where required to do so, we will provide information requested by the DBS or TRA in respect of a member of staff or volunteer in accordance with our legal duty.

i) Communications with the School community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. There are restrictions on the reporting or publishing of allegations against teachers (which apply up to the point where the accused person is charged with an offence, or the DfE/ TRA publish information about an investigation or decision in a disciplinary case). Every effort will be made to maintain confidentiality and guard against unwanted publicity.

j) If there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the schools procedures or practice to help prevent similar events in the future.

k) If the allegations prove to be unfounded the matter will be referred to Children's Social Care (CSC). If there is concern that the allegation may have been deliberately invented, or malicious, the police will be informed.

14. Roles and Responsibilities

The School have separate procedures which detail the roles and responsibilities of all staff, volunteers and governors in relation to safeguarding. In summary every member of staff, members of the School Governing Board, and every volunteer who assists the School should:

- protect pupils from abuse
- be aware of the School's safeguarding policy and procedures, and Part 1 of Keeping Children Safe in Education
- know how to access and implement the procedures
- follow the procedures at all times
- know the identity of the School's Designated Safeguarding Lead/s and who to speak to in the absence of the Designated Safeguarding Lead/s
- report all safeguarding concerns to the Designated Safeguarding Lead
- keep a record of any safeguarding concern, conversation or incident (in accordance with section 11 of this Policy)
- undertake appropriate training including regular refresher training.

The school undertake appropriate risk assessments and checks of the building and grounds in line with local and national guidance and regulations concerning health and safety, paying due regard to the requirement of the Secretary of State for Education for all independent schools to be inspected against the Independent Schools Standards Regulations and the Statutory Framework for the Early Years Foundation Stage. We also recognise the requirement for disability access plans (Schedule 10 of the Equality Act 2010) and the ban on corporal punishment.

The school has adequate security arrangements in place in respect of the use of the school grounds and buildings by visitors both in and out of school hours.

- All staff are expected to attend the mandatory Safeguarding at the start of the new term, new staff that subsequently join have to attend a safeguarding session with the DSL

15. Online Safety

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

The DSL in liaison with the IT department will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. Such systems aims to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;
- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending online safety training.

The school's E-Safety Policy also sets out the school's approach to online safety and follows the guidance provided by the DfE "Teaching online safety in school" June 2019.

16. Referring Concerns to Social Services

a) The decision to make a referral which could activate a child protection investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions should usually only be taken by the Headteacher or by the Designated Safeguarding Lead, who will liaise with the Headteacher as appropriate, following consultation with the LADO. In cases of serious harm the police will be informed from the outset. However, any member of staff can refer their concerns to children's social care directly.

b) The Headteacher and/or Designated Safeguarding Lead should notify the Chair of Trustees/Vice Chair of Trustees of any referral made to Social Services or the police.

c) Subject to 15(a) above and the advice of the LADO, the consent of parents should be obtained before making a formal referral, unless to do so could place the child at risk of significant harm.

d) In accordance with paragraph 12 (b) of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to Social Services within 24 hours.

e) In the event of the School making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.

f) Social Services are required to acknowledge written referrals within one working day, although schools should expect a prompter response in cases which appear to be urgent. If the School has not heard from Social Services after two working days the School should contact Social Services again. A record of each contact with Social Services, including the name of the officer with whom the School has spoken should be kept.

g) Common Assessment Framework

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs.

You might use a CAF: If you are concerned about how the child/young person is progressing in terms of their health, welfare, behaviour, learning or any other aspect of their wellbeing. You receive a request from the child/young person or parent/carer for more support. You are concerned about the child/young person's appearance or behaviour, but their needs are unclear or are broader than your service can address. You want to use the CAF to help you identify the needs of the child/young person and/or to pool knowledge and expertise with other agencies to support the child/young person better. Please refer to the Bromley Safeguarding Thresholds Guidance

17. Duty to report concerns about the management of safeguarding

a) The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

b) Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, provision for mediation and dispute resolution where necessary. The duty to report concerns about the management of safeguarding is part of the Code of Conduct, and the Whistleblowing Policy is included in the staff induction pack. It will also be reflected in staff training.

c) The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Headteacher.

d) However, where a member of staff or volunteer reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the Chair of Trustees/Vice Chair of Trustees or refer their concerns to children's social care directly or use the NSPCC whistleblowing helpline (see section 19 below for contact details).

18. Hiring of Premises

We are vigilant regarding the suitability of adults working with children on school site as a result of the School's premises being let out.

Bishop Challoner has, by intention, very few term-time lets.

The following control measures feature in our risk assessment for safeguarding our pupils:

- For term-time lets, we insist upon a written assurance that all adults supervising children are DBS- checked
- For term-time lets with no children involved, the activity leader is required to have a DBS
- All leases are given a copy of our safeguarding policy
- The Site team are aware of the times and locations of term-time lets
- The school has security gates that require a code for entry
- We have CCTV covering much of the school grounds

Our written agreements with all lettings include a requirement to assure us that all adults supervising children are DBS-checked and that we are in receipt of their safeguarding policy.

These policies are passed to the DSL for examination.

The Bursar is made aware of the identity of lettings via The Site Manager. If he has any concerns regarding lettings in respect of Prevent, he shares them with the DSL.

19. Monitoring and Review

a) The working of this Policy will be monitored by the Designated Safeguarding Lead in the School who will report as required to the Headteacher.

b) The Trustees will undertake an annual review of the School's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This Policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice.

c) The annual review will be reported back to the committee and the Headteacher, which will monitor compliance. The Health and Safety Committee will also consider the processes in place for promoting the welfare of pupils.

d) Any deficiencies or weaknesses identified in this Policy or in any of the School's child protection arrangements will be remedied without delay.

e) This policy was last reviewed and updated in July 2024 and will be reviewed again in the event of any significant changes. The School's most recent safeguarding audit visit took place on June 2021.

20. Key Contacts

School Contacts

Headteacher: Mr Mark Wallace 0208 460 3546

Deputy Headteacher: Mrs Kate Brooker, The Whole School Designated Safeguarding Lead (DSL)/ Designated teacher for Looked After Children: 0208 460 3546 ext 551, kbrooker@bcswb.co.uk

Mr John Lubi Deputy Designated Safeguarding Lead (DSL): jlubi@bcswb.co.uk

Chair of Trustees –Mrs P Colling, c/o Bishop Challoner School, 228 Bromley Road, Shortlands, BR2 0BS.

Trustee with interest in Safeguarding and acting as senior 'board level lead': Ticky Colling. She can be contacted through the Clerk to Governors, Penny Dormer: pdormer@bcswb.co.uk

Multi-agency contacts

Gemma Taylor: Bromley Lead Officer (LADO) for Education Safeguarding 0208 461 7775 or 07850 921 631

Bromley Safeguarding Children Partnership (SCB) 0208 461 7816 (out of hours: 0300 303 8671 / 020 8464 4848)

email: bscb@bromley.gov.uk EYFS 020 8313 4635/020 8313 4728

Susan Phillips: Head of Referrals Bromley 020 8313 4026

Rachel Dunley: Head of Early Intervention and Family Support, Bromley 020 8461 7261

<http://www.bromleysafeguarding.org>

West District (Referrals) – 020 8461 7050 / 7089

Bromley Multi Agency Support Hub (MASH): 0208 461 7379/7404/7026/7373/7309/7014/7329/7428 during office hours. The out of hours' emergency contact number for Bromley is 0300 303 8671.

CAF team: 0208 461 7174

Bromley Well Being Counselling Service – 020 8464 9033

Bromley Child and Adolescent Mental Health Services (CAMHS) – 020 8466 9988 / 020 8315 4430

Education Welfare Service: 0208 313 4152

Bexley Social services 020 8303 7777
Kent Social Services 08458 247 100
Lewisham Social Services 020 8314 6000
Greenwich Social Care: 0208 921 3172 (extension 3 for MASH)
Lewisham CAMHS: 0207 138 1250
Croydon Social Services 020 8726 6400
Bromley Phoenix Centre: 0208 466 9988
Tracy Lewis (training, Bromley): 0208 461 7799
Local Police: 020 8721 2610 (in an emergency always dial 999)
Police (non-emergency) 101
Bypass (alcohol and substance service) 020 8460 9952
Young Minds: 0808 802 5544
NSPCC: 0808 800 5000
NSPCC Whistleblowing helpline (0800 028 0285) and website (www.nspcc.org.uk).
CEOP: 0870 000 33 (or 999 in an emergency) www.ceop.police.uk
DfE dedicated telephone helpline/mailbox for non-emergency advice for staff and governors:
020 7340 7264
Prevent Duty Co-ordinator, Peter Sibley: 020 8313 4638
Prevent non-emergency advice for staff and Governors: 020 7340 7264
counterextremism@education.gsi.gov.uk
The Safer Bromley Partnership is the Lead Governance of the Prevent Duty
Disclosure and Barring Service, PO Box 181, Darlington, DL1 9FA, Tel: 01325 953795
National College for Teaching and Leadership Tel: 0345 609 0009
The Centre for Excellence in Outcomes www.c4eo.org.uk/themes/earlyintervention/default.aspx?themeid=12&accesstypeid=1

Reviewers: K Brooker / M Wallace

Review Date: 1st September 2024

Next Review: 1st September 2025



Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to the

DSL Kate Brooker, if the DSL is unavailable, please pass on to DDSL John Lubi

Any safeguarding concerns need to be logged on to this form initially, passed on and then recorded onto Bromcom

Full name of the child	Tutor Group	Your Name and Role	Date

Nature of concern/disclosure

Please include where you were when the child made a disclosure
what you saw, who else was there, what did the child say or do and what you said

At what time was the disclosure made.....

Was there an injury? Yes/ No (if yes complete body sheet) Did you see it? Yes/ No/ N/A

Was anyone else with you? Who?

Who are you passing this information to?

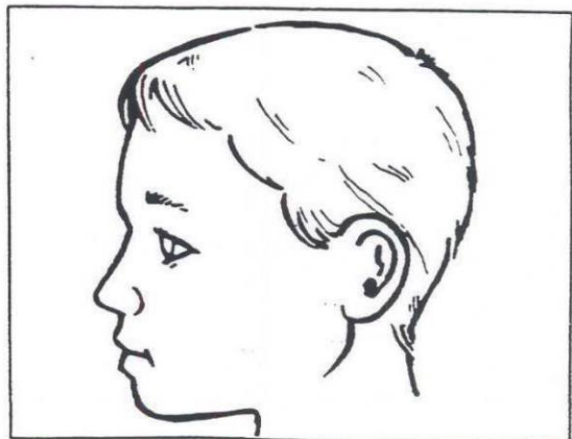
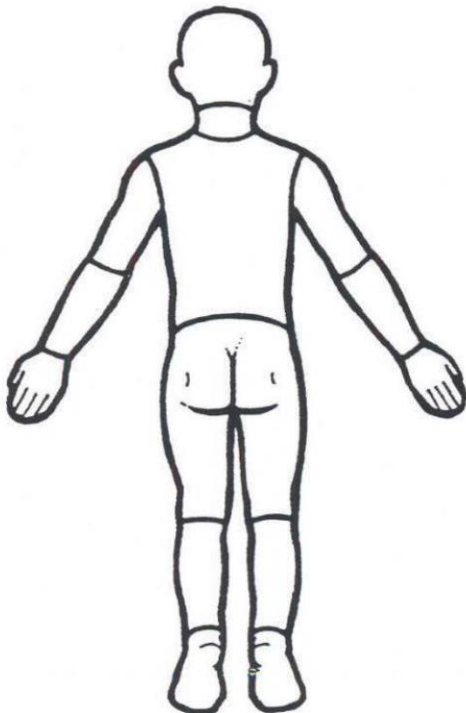
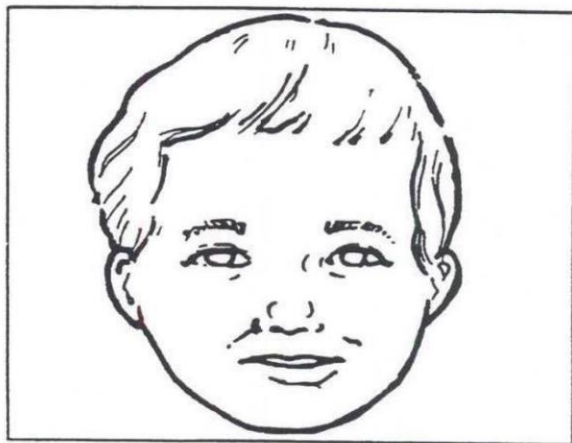
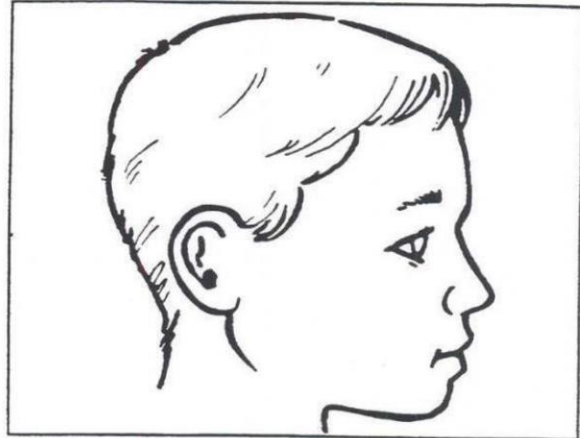
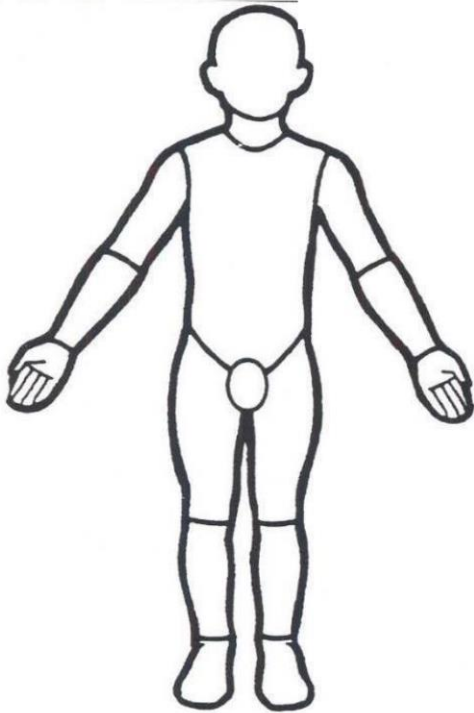
Name:

Position:

Your signature:

Time form completed:

Referral Sheet- Describe the injury if applicable



APPENDIX 2

AGREEMENT TO WORK IN ACCORDANCE WITH BISHOP CHALLONER SCHOOL SAFEGUARDING POLICY

Please sign the form below and return it to Kate Brooker immediately.

Bishop Challoner School is committed to supporting all staff and volunteers to carry out their roles and responsibilities effectively and to ensure that the highest standards of professional conduct are maintained at all times.

We rely on you to help us safeguard and promote the welfare of the pupils in our care.

All staff (including visiting teachers and sports coaches), and volunteers should help the school by reporting concerns they have about misconduct, inappropriate behaviour or abuse by any staff member or volunteer.

Concerns must be reported in good faith and must not be malicious.

If you have any queries about your role in relation to safeguarding or if you have any ideas that could help to keep pupils safe/promote their welfare, talk to the Whole School

Designated Safeguarding Lead – Kate Brooker

Deputy Safeguarding Lead- John Lubi

Deputy Safeguarding lead for KS2- Rachel Hoyles

Deputy Safeguarding Lead for KS1- Helen Bateman

Deputy Safeguarding Lead for EYFS- Anthony Peck

Agreement

I understand and have received a copy of the School Safeguarding Policy.

The Whole School Designated Safeguarding Lead is:

Deputy Headteacher – Kate Brooker

In the absence of the Whole School Designated Safeguarding Lead, the Deputy DSL is John Lubi

I understand the Bishop Challoner Safeguarding Policy and I agree to work in accordance with this Policy and Procedures, and any future changes to these. I have also read Part 1 of the 'Keeping Children Safe in Education' document (KCSIE) September 2024 (including Annex A for school leaders and those who work directly with children), the Whistleblowing Policy and understood them.

Signed:

Name (Block letters please):

Role:

Date:

Signed by Deputy Headteacher;

Date:

KCSIE 2022 updates

78 per cent of school staff believe that there has been an increase in safeguarding concerns since the pandemic. 58 percent claim that the majority of incidents happen online or on social media, outside of school hours. These include an increasing number of child-on-child abuse cases and incidents of sexual harassment.

There are no big changes to the KCSIE 2022 guidance, but schools will need to understand and implement these points from 1 September:

- School and college staff will need to realise the difficulties children and young people may have in telling somebody they've been abused and recognise how important it is for staff to understand abuse and how to respond to concerns about it. Staff will also need to be able to determine how best to build trusted relationships with children and young people which facilitate communication.
- Extra-familial harms are referenced throughout the guidance. This is harm that occurs to children outside of their family and often occurs during adolescence. The guidance recognises the impact of **whistleblower** treatment of others. Intra-familial harm is also highlighted and the need for support for any siblings.
- The previously standalone departmental advice *Sexual violence and sexual harassment between children in schools and colleges* is incorporated into the guidance.
- References to '**peer-on-peer abuse**' have been changed to '**child-on-child abuse**' to make it clear who the guidance is referencing.
- The language regarding allegations and low-level concerns is more consistent throughout the guidance.
- Online safety messaging has been strengthened throughout the guidance and has been embedded in Part two of the guidance and annex B/C. The guidance promotes a whole school approach – from having appropriate training that should include governors, to communicating with parents and carers how children can stay safe online and what filtering and monitoring systems the school uses. These systems should be reviewed for their effectiveness.
- For safer recruitment, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates, as part of the shortlisting process.
- The importance of RSHE in preventative education.
- The importance of the DSL's understanding and implementing of an appropriate adult when required (PACE Code C 2019).

Part one: Safeguarding information for all staff

What has changed?

The most significant change to this part of the guidance is a greater emphasis on disclosures. In particular, a new paragraph 19 has been added that highlights the problems young people face when speaking about abuse and calls on schools and colleges to do all they can to support children in coming forward.

Part one also has more detail added on what constitutes abuse, clarifying that this does not necessarily mean physical harm and could include 'witnessing ill treatment of others'. It also includes a new paragraph (43) specifically on domestic abuse.

While seemingly a small change, 'child-on-child' abuse replaces 'peer-on-peer' abuse, to ensure

What school staff should and do know- A child centred and coordinated approach to safeguarding

In paragraph 2 the key points are now in bold:

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interest** of the child.'

What school staff need to know

The new paragraph 19:

- Explains the reasons why children may not feel ready or know how to tell someone that they are being abused
- Makes clear the importance of staff considering how to 'build trusted relationships with children and young people which facilitate communication'
- Highlights the need for professional curiosity and speaking to the DSL if staff have concerns about a child

'All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened this could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.'

Paragraph 23 has been reworded to emphasize extra-familial harms, sexual abuse and domestic abuse:

'All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be

vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.'

Indicators of abuse and neglect

Paragraph 26 has been reworded to recognise that harm can be caused by witnessing ill treatment of others:

'Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children 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. Children may be abused by an adult or adults or by another child or children.'

Domestic abuse

The new paragraph 43 covers domestic abuse and again recognises that children may be affected by seeing or hearing abuse:

'Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.'

What school staff should do if they have concerns about a child

Paragraph 57 is a standalone paragraph with new bold text to emphasize that data protection regulations do not prevent the sharing of information to keep children safe:

'DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.'

Early help assessment

In paragraph 59, the text is now in bold to emphasise its importance:

'Where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately

What school and college staff should do if they have a safeguarding concern or an allegation about another staff member

A new paragraph 73 has been added around sharing low-level concerns:

'If staff have a safeguarding concern or an allegation about another member of staff (including supply ~~st~~ volunteers or contractors) that does not meet the harm threshold,

then this should be shared in accordance with the school or college low-level concerns policy.'

What do the changes to Part one mean for schools?

With so many safeguarding incidents now occurring online and between children, the incidents themselves can be extremely difficult to spot. Where staff can have a real impact is in supporting young people to disclose when they have suffered some form of abuse. Forming trusted relationships and being able to recognise and manage a disclosure is vitally important.

"Sometimes a student may come to you to talk without really saying much. They may seem distant or hesitant when talking. Often they might start by telling us something small, something easier to talk about. It is important to remind the student that they are in a safe space and that there is support available for them if they need to talk about anything else. This reassurance can often be the thing that makes them feel safe enough to open up."

Part two: The management of safeguarding

'This part of the guidance sets out the responsibility of governing bodies, proprietors and management

What has changed?

Part two includes additional information that underlines why safeguarding is something that needs the focus of the entire school community.

Firstly, the addition of paragraph 81 stipulates that school governors and trustees should receive 'appropriate safeguarding and child protection (including online) training'.

An additional paragraph (130) highlights the importance of preventative education as it prepares students for life in 'modern Britain' in which there should be a zero tolerance culture of 'sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment'.

In general, there is more detail about governor and trustee training and clarification to some paragraphs throughout the section. There is also a new reference to the importance of communicating with parents when it comes to students' online access outside of school and definitive timeframes given to the transfer of pupil data.