The Hills Academy

Designated Lead Safeguarding	Designated Deputy Safeguarding	Staff Safeguarding support	Nominated Governor	Chair of Governors
Mrs M Whitehead	Ms C Starr	Mrs J Arnold	Mrs Nicci Henson	Mrs Nicci Henson

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1. **Details of staff training**

1. Details of staff training and training provider

Trainees:	Date:	Training provider:	Course Title:
M. Whitehead S. Mackay	2013	Beds. LSCB	Domestic Violence awareness
M. Whitehead S. Mackay	2015	BBCSB	Module 1 & Module 2: Working together to safeguard children
Whole school		Beds. LSCB	Awareness of Child Abuse & Neglect V5
All teaching staff+ cover staff		In-house training by S. Mackay	Test your safeguarding knowledge
S. Dickson L. Carver	2016	BBSCB	Module 1 & Module 2: Working together to safeguard children
S.Mackay		BBSCB	Raising awareness of Female Genital Mutilation
S. Mackay		Bedfordshire Police for BB and Central Beds.	'Know your Counter Terrorism Local Plan event'
All teaching staff + cover staff			e-safety for staff and children
C. Starr		In-house training by C.Williams (TA)	Module 1 & Module 2: Working together to safeguard children
M Whitehead		LSCB	half day update briefing
		LSCB/Beds Borough only half day update briefing	
All teaching staff, cover staff, teaching assistants and administrative staff	2017	LSCB	Safeguarding in Education e-learning module completed
		LSCB	An Introduction to Safeguarding e-learning module
All lunchtime staff and after school club staff		College of policing	Channel General awareness module
All teaching, teaching assistant and admin staff			
C Starr		LSCB	Module 1 & Module 2: Working together to safeguard children

C Starr		LCSB	An Introduction to FGM, Forced marriage, Spirit possession and Honour based violence
C Starr		LCSB	
C Starr		LSCB	Female genital mutilation recognising and preventing e-learning module
C Starr		LSCB	Female genital mutilation workshop
			Female genital mutilation workshop - advanced
M Whitehead	July 2018	LSCB	Are they shouting because of me? Child vunerability and DV
M Whitehead	2018	LSCB	Parental mental illness and safeguarding children
M Miholjac	2018	LSCB	Induction to Safeguarding
S Litchfield	2018	LCSB	Induction to Safeguarding
M Whitehead	2018	LSCB	Train the trainer qualification
D Hawthorne	2018	BBSCB	Safeguarding Children in Education V5
S Dickson	2018	BBSCB	Safeguarding Children in Education V5
C Catania	2018	BBSCB	Safeguarding Children in Education V5
All governors	2018	BBSCB	Safeguarding Children in Education V5
Dawn Bevan (safeguarding governor)	2018	Bedford Borough Governor Training	The role of the Safeguard Governor – training course
V D'Spirito	2019	BBSCB Channel awareness module	Safeguarding Children in Education V5 College of Policing
L Perduka	2019	BBSCB Channel awareness module	Safeguarding Children in Education V5 College of Policing
All staff	Sept 2019	Home Office	Prevent for education e-learning module
All staff	Sept 2019	Moya Whitehead/LSCB	Safeguarding training for school staff level 1 and 2
Rosemary Thomas (governor)	Feb 2020	LSCB	Safer Recruitment training
C Starr	May 2020	LSCB	Level 3 Safeguarding Children
C Starr	June 2020	LSCB	Awareness of Domestic Violence and Abuse
All staff	Sept 2020	LSCB	Safeguarding Children Level 1,2 or 3

In addition there is a Safeguarding slide and question for discussion in each Full Governing Body Meeting and regular Safeguarding reminders, updates and challenges on the weekly Staff Newsletter.

2. Introduction

1.Introduction

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

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

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures http://bedfordscb.proceduresonline.com/chapters/contents.html.

- Working Together to Safeguard Children (2015 updated August 2018).

- Keeping Children Safe in Education (September 2020).

- What to do if you're worried a child is being abused
  Advice for practitioners (March 2015).

- Information Sharing Practice Guidance (2015).

- Revised *Prevent* Duty Guidance: for England and Wales 2016.

- Children Act 1989.

- Children Act 2004.

- Education Act 2002.

- Guidance for safer working practices for those working with children and young people in education settings October 2015.

- Disqualification under the Childcare Act 2006.

The Hills Academy believes in supporting all aspects of children and young people's development and learning and keeping children safe.

Ofsted's definition of Safeguarding

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children' March 2015:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

- Taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- neglect,
- physical abuse,
- sexual abuse,
- emotional abuse,
- bullying including online bullying and prejudice-based bullying,
- racist, disability and homophobic or transphobic abuse,
- gender based violence /violence against women and girls,
- honour based violence,
- radicalisation and/or extremist behaviour,
- child sexual exploitation and trafficking,
- the impact of new technologies on sexual behaviour e.g. sexting,
- teenage relationship abuse,
- substance misuse,
- issues specific to a local population e.g. gang violence,
- female genital mutilation,
- forced marriage,
- fabricated or induced illness,
- poor parenting,
- Peer on peer abuse
- Children disappearing from school
- Criminal exploitation
- other issues that pose a risk to children.

"Safeguarding is not just about protecting children….from deliberate harm, neglect and failure to act. It relates to broader aspects of care and education, including:

- Children's and learners' health and safety and well-being.
- The use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Meeting the needs of children with special educational needs and disabilities.
- Awareness of the needs of Looked After children in the school.
- Providing first aid.
- Intimate care and emotional well-being.
- Online safety and associated issues.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect

including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

- Appropriate arrangements for children visiting host families, attending work experience and school visits (procedures available in other school policies).
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context."

-Inspecting safeguarding in early years, education and skills settings August 2015

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

Ethos

We understand that emotional and social aspects of learning create a foundation for all academic learning. If a child has not been supported to understand, express and resolve their feelings, they may not have the ability to share with other children, resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of antisocial, disruptive, overly compliant or withdrawn behaviours.

All staff will work to ensure that:
- The school has a culture that believes "it can happen here…"

- Children and young people feel listened to, valued and respected.
- Staff are aware of indicators of abuse and know how to share their concerns appropriately.
- All paid and unpaid staff are subject to rigorous recruitment procedures.
- All paid and unpaid staff are given appropriate support and training.
- Reporting is timely

All staff who work with children will have appropriate checks carried out to ensure they are not disqualified under the Childcare (Disqualification) Regulations 2009. Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

The Hills Academy is committed to referring those concerns via the Designated Safeguarding Lead to the appropriate organisation, normally local authority children's social care, contributing to the assessment of a child's needs and, where appropriate, to ongoing action to meet those needs.

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

- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL who undergo training to provide them with the knowledge and skills required to carry out the role at least once every two years. In addition to their formal training, as set out above, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role. The designated safeguarding lead will undertake Prevent awareness training.
- All staff are trained in basic Child Protection awareness at least every three years and usually every two years
- All staff have read and understand the Safeguarding in school policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children.
- All staff will undertake Prevent training.
- All children, young people and their families are familiar with the Safeguarding in school policy.
- We have a designated governor for safeguarding.
- The Safeguarding in school policy is reviewed on an annual basis by the DSL and the Board of Governors.

3. Recognising abuse

The Children Acts of 1989 and 2004 state that a **child** is anyone who has not yet reached their 18th birthday.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2018) as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

Please note that 'children' includes everyone under the age of 18

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

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child 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 a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

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

Abuse
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. Children may be abused by an adult or adults or by another child or children.

Physical abuse

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

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

Emotional abuse

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

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

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

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

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

- 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.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
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 10 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.

Preventing Radicalisation

'Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.' (Keeping children safe in education: September 2019. As a staff we need to be alert to changes in children's behaviour which could indicate they need help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and report their concerns to the DSL.

The Hills Academy values freedom of speech and the expression of beliefs/ ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. The Hills Academy is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

The Hills Academy seeks to protect children and young people against the messages of all violent extremism. The school governors, the Headteacher and the DSL's for Safeguarding will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. Please see Appendix 1 for further definitions.

Special Circumstances

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

- Bullying.
- Child Sexual Exploitation (CSE.)
- Domestic violence.
- Drugs.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM).
- Forced marriage.
- Gangs, serious youth violence and violent extremism.
- 'Honour'-based violence (HBV).

- Information and communication technology (ICT)-based forms of abuse, including cyberbullying.
- Missing from care and home.
- Not attending school.
- Parental lack of control.
- Parental mental illness.
- Parents with learning disabilities.
- Parents who misuse substances.
- Pregnancy.
- Private fostering.
- Self-harming and suicidal behaviour.
- Sexually active children.
- Spirit possession or witchcraft.
- Trafficked and exploited children.
- Young carers.
- Gender-based violence/violence against women and girls (VAWG).
- Hate.
- Preventing radicalisation.
- Sexting.
- Relationship abuse

Children missing from education

The school follows the LA procedures "Children Who May Be Missing/Lost From Education". Where children on roll at a school do not turn up, and this school has made the usual enquiries they should refer the case to the https://www.bedford.gov.uk/schools-education-and-childcare/education-welfare-service/children-missing-from-education/ and complete the referral form. The Children Missing Education team and the school will be advised by them or the ESW Service that they can take the child off roll (normally after 4 weeks).

Peer on Peer abuse
All staff are aware that children can abuse other children. 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 standalone 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

And this abuse must be immediately and clearly reported through the school system

Serious Violence
All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent 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 wellbeing, 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.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines.

Female Genital Mutilation
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.

Mental Health
- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken including reporting on MYCONCERN.

4. Roles and Responsibilities

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. The school will also have a Deputy DSL trained to the same level as the DSL. The DSL(also being the Headteacher) is the named person who responds to allegations made against members of staff. Should an allegation be made about the DSL/Headteacher this should be directed to the Chair of Governors.

The DSL cannot delegate this overall responsibility.

DSL Responsibilities

- Refer suspected abuse and neglect to the Multi Agency Safeguarding Hub (MASH).

- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted if Early Years /Play Providers /Childminders).

- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.

- Provide support and advice to all members of staff within the setting regarding child protection concerns.

- Ensure that cover is provided for the role when absent from the setting.

- Ensure that a child's child protection file is copied for the new educational establishment as soon as possible when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.

- Ensure that all staff receive appropriate Child Protection and Safeguarding Training, and maintain training records.

- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.

Responsibilities of other staff members

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible. This is through the MYCONCERN portal but if technical difficulties arise can be done on paper and taken directly to the DSL.

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

All staff members should be aware of the signs of abuse and neglect and should always act in the best interests of the child.

All staff members receive appropriate child protection training which is regularly updated. The school ensures that all new staff receive safeguarding training as part of their induction in line with advice from the LSCB.

All staff should be aware of systems within the school/setting which support safeguarding and these should be explained to them as part of staff induction.

Any member of staff, discovering that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 must report this to the police and the DSL.

Our Governing Body will ensure that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;

- the school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;

- the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures;

- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding, supported by a deputy safeguarding lead and two further senior staff with safeguarding responsibilities in the absence of the lead or deputy;

- staff undertake appropriate child protection training;

- they remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements;

- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher

- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate;

- they review their policies and procedures annually.

5. Child Protection Procedures

1. You have a concern about a child / young person's wellbeing, based on:

a) Something the child / young person / parent has told you

b) Something you have noticed about the child's behaviour, health, or appearance

c) Something another professional said or did

Even if you think your concern is minor, the Designated Safeguarding Lead may have more information that, together with what you know, represents a more serious worry about a child.

It is never your decision alone how to respond to concerns, but it is <u>always</u> your responsibility to share concerns, no matter how small.

2. **Decide whether you need to find out more** by asking the child / young person, or their parent to clarify your concerns, being careful to use open questions, beginning with words like: 'how', 'why', 'where', 'when', 'who'?

3. **Let the child know what you plan to do next** if you have heard a disclosure of abuse or you are talking with them about your concerns.

   <u>**Do not promise to keep what they tell you secret.**</u>

   Example: 'I am worried about your bruise and I need to tell Mrs Smith so that she can help us think about how to keep you safe'.

4. **Inform the DSL immediately**. If the DSL is not available, inform their Deputy. If neither of these staff members are available, speak to the Headteacher or another senior member of staff (Venetia Thomson or Julie Arnold – Safeguarding support staff). If there is no other member of staff available, you must make the referral yourself.

5. **Log into MYCONCERN as soon as possible and log the concern. If this is not possible you must make a written record** as soon as possible after the event, noting:

   a) Name of child
   b) Date, time and place
   c) Who else was present
   d) What was said / What happened / What did you notice:
        speech, behaviour, mood, drawings, games or appearance?
   e) If the child or parent spoke, record their words rather than your interpretation
   f) Analysis of what you observed and why it is a cause for concern.

6. The DSL may **take advice from MASH or the Early Help team.**

7. The DSL makes the **referral to MASH or requests help from Early Help.**

   The referral will note all previous interventions by the school with the child, any relevant history relating to the child, their siblings or the family. There is a multi-agency enquiry form on the Bedford Safeguarding Children Board website. The child may be the responsibility of another local authority depending on their home address or legal status, but the MASH are still the first point of contact.

8. The **DSL shares information with other relevant professionals**, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

9. The **DSL informs parent that they are making a CP referral**, if the parent does not already know, and if there is no reason not to let them know.

   MASH may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).
   In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

10.   The **DSL remains in close communication with other professionals around the child / young person** and with the family, in order to share any updates about the child / young person.

   If a child protection investigation is pursued, the DSL and other key school staff will:

   - Work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe.
   - Attend a child protection conference when invited and provide updated information about the child.
   - Attend any subsequent child protection review conferences.
   - Attend core group meetings and take an active role in the implementation of the protection plan.

Where there is a safeguarding concern governing boards and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

Confidentiality

The Hills Academy has regard to 'Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers' (March 2015):
'Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.'

The Hills has a clear and explicit confidentiality policy.
The school policy indicates:
   a) When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm
   b) When the pupil's and/or parent's confidentiality must not be breached
   c) That information is shared on a need to know basis

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

6. Safe Practice

Safer Recruitment

Safeguarding Children in Education (2018) outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment. Staff and governors have undertaken safeguarding checks including Disclosure and Barring Service (DBS) checks, barred list checks together with references and interview information. In addition to obtaining the DBS certificate, anyone

who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Volunteers are appropriately supervised.

Safer Recruitment processes aim to:

1. Deter potential abusers by setting high standards of practice and recruitment.

2. Reject inappropriate candidates at the application and interview stages.

3. Prevent abuse to children by developing robust policies and agreeing on safe practice.

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

Allegations Against Staff

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Headteacher.

If an allegation is made against the Headteacher, this should be brought to the attention of the Chair of Governors.

In all cases, the Local Authority Designated Officer (LADO) should be notified.

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

The Headteacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made.

- Contact the LADO in Bedford Borough immediately.

- Contact the parents/carers of the child, following advice from the LADO.

- Following advice from the LADO, review the member of staff's working arrangements, and if no safe alternative identified suspend the member of staff pending the investigation.

- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm; or

- The allegation warrants investigation by the police; or

- The allegation is so serious that it might be grounds for dismissal.

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

Visitors

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.

- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.

- Children should not be collected by people other than their parents unless prior arrangements have been made. Collections are protected by a password system which also applies to the after school provision. Any person collecting a child must be 16+

Supporting School Provision

We ensure safeguarding including online safety is taught as part of a broad and balanced curriculum.
Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The Hills Academy PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- PHSE curriculum
- School Nurse checks.

Use of Force, Restraint and Positive Handling

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

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

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

The current guidance is: *Use of reasonable force: Advice for Headteachers, staff and governing bodies.* Reviewed July 2015 and https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

Staff Conduct

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

Consideration needs to be given to:

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

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

- *Allegations against Staff Policy.*
- *Central record of recruitment and vetting checks Policy.*
- *Disability and Equality Statement.*
- *Staff Discipline, Conduct and Grievance Policy.*
- *Anti-bullying policy*
- *Anti-Racist policy*
- *Health and Safety including medication*
- *Sex Relationships and drugs policy*
- *Behaviour management policy*
- *Staff Handbook*

Internal Transition points

The school recognizes that internal transition points are a time when there is more chance of a Safeguarding concern not being recognized by a new teacher. The school will ensure that in the second week of the Autumn term each teacher will spend one hour with their class from the previous year, noting any changes and concerns and recording them. (However this is suspended during the current pandemic and teachers have been asked to make remote enquiries about children with particular focus on the most vulnerable)

7. Child Protection Training

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

All paid and unpaid members of staff, including school governors, undertake single-agency, basic awareness child protection training once every three years.

In addition, the Designated members of staff will undertake multi-agency training every two years.

Staff receive regular safeguarding updates, as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Staff will receive Prevent training and training about online safety for children.

Implementation, Dissemination and Review Strategies

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

All members of staff read and agree to the Safeguarding in school policy before the start of their employment.

Parents/Carers will be made aware of the policy via its publication on the school website. It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

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

- School website
- MYCONCERN platform for the school

Procedures are updated regularly therefore the accurate version is always the on-line version on the Safeguarding Board website.

Appendices

Appendix 1

Indicators of vulnerability to radicalisation:

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which: Encourage, justify or glorify terrorist violence in furtherance of particular beliefs; Seek to provoke others to terrorist acts; Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:
- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More critical risk factors could include:

- Being in contact with extremist recruiters; Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour;

- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis

Appendix 2

CONTACTS

Multi Agency Support Hub (MASH)	**01234 718700**
Outside office hours (MASH) (Referrals to the local authority)	**0300 300 8123**
Local Authority Designated Officer (LADO) (Manages allegations against people working in a position of trust with children_	01234 276693
Bedford Borough Safeguarding Children Board 276512 (Access to current Bedford Borough LSCB policy and procedures)	01234 01234 276346
Bedford Borough Family Information Service 2057	0800 023
CME Coordinator (Children Missing Education)	01234 228178
Education Social Work: Team Managers/Senior ESWs: 316460	01234
Education Welfare Service	01234 228304

BEDFORDSHIRE POLICE

Referral Team: Child Protection	01234 846960

Appendix 3

References

Websites

Bedfordshire Local Safeguarding Children Board   www.bedfordshirelscb.org.uk
(Safeguarding Procedures and Training)
Children Missing from Education   https://www.bedford.gov.uk/schools-education-and-childcare/education-welfare-service/children-missing-from-education/

Keeping Children Safe   www.ceop.gov.uk
KS2/3   www.dotcomcf.org
Bullying & child abuse   www.anti-bullyingalliance.org.uk

Domestic Violence
Internet Safety

KS2/3

www.kidscape.org.uk
www.childline.org.uk
www.nspcc.org.uk
www.thehideout.org.uk
www.thinkyouknow.co.uk
www.childnet.com
www.kidsmart.org.uk

Safe Practice in Physical Education in Schools - Chapter 9 – ISBN 978-1-905540-54-9

Documents/Websites

Department of Education

Keeping Children Safe in Education (September 2020)
Working Together to Safeguard Children (March 2015 updated 2018)
What to do if you're worried a child is Being Abused (March 2015)

School Documents

NEOST (National Employers' Organisation
for School Teachers) Guidance   www.lge. gov.uk/lge/aio/51028

Training Materials:
Online Basic Awareness Training   www.ncsl.org.uk
Whole School Safeguarding Training   www.bedfordshirelscb.org.uk
Safe Recruitment Training

Amendments

Amendment Details	Made By	Date
Change of Safeguarding lead & deputy leads/nominated governor.	Governors and Headteacher	December 2009
Policy reviewed.	Governors and Headteacher	February 2011
Change of Safeguarding lead & deputy leads.	Governors and Headteacher	September 2011
Policy reviewed.	Governors and Headteacher	September 2012
Policy reviewed.	Governors and Headteacher	September 2013
Policy reviewed.	Governors and Headteacher	September 2014
Policy reviewed.	Governors and Headteacher	September 2015
Policy reviewed and considerably changed.	Governors and Headteacher	September 2016
Policy amended and reviewed.	Governors and Headteacher	September 2017
Change of deputy safeguarding.	Headteacher	September 2017
Change of safeguarding governor	Headteacher	September 2018
Policy reviewed	Governors and Headteacher	September 2018
Policy reviewed	Governors and Headteacher	September 2019