

# St Bede's School

# Policy for Safeguarding (incorporating Child Protection)

*St Bede's School follows the Staffordshire Safeguarding Children Board (SSCB) guidance and locally agreed inter-agency procedures as structured by Staffordshire County Council. SSCB operates local procedures which are based upon and aligned to regional and national procedures in respect of safeguarding children and child protection. For further information visit: [www.staffsscb.org.uk](http://www.staffsscb.org.uk)*

*This policy also applies to the Early Years Foundation Stage (EYFS)*

## USEFUL CONTACTS:

If you have any concerns regarding safeguarding and/or child protection issues, please contact:  
Mr Andrew Platts - Designated Safeguarding Lead - [a.w.p@outlook.com](mailto:a.w.p@outlook.com) - 01889 881277

If you feel you would like to speak someone from an external service, please contact:

First Response Team including LADO advice: 0800 1313126

Emergency Duty Team (for out of office hours referrals): 0845 6042886

Staffordshire Prevent Team: Tel: 01785 238239 or 01785 233109

Local Support Team - Stafford District Lead: Julie Walker - 01785 854004

Staffordshire County Council - Education Safeguarding Advice Service - 01785 895836

## 1 PURPOSE, AIMS & DEFINITIONS

- 1.1 The purpose of St Bede's School's safeguarding policy is to ensure every child is safe and protected from harm. This means we will always work to:
- Protect children and young people at our school from maltreatment;
  - Prevent impairment of our children's and young people's health or development;
  - Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
  - Undertake that role so as to enable children at our school to have the best outcomes;
  - Have due regard to published inspection frameworks relating to Safeguarding
- 1.2 This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school based on a prevention, protection and support basis.
- 1.3 We acknowledge that St Bede's School forms part of the wider safeguarding system for children, recognising the contribution it can make to protect children from harm. We support and promote the welfare of all children who are registered pupils at our school.

- 1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education. We also recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society.
- 1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors, and we promote the belief that everyone who comes into contact with children and their families/carers has a role to play in safeguarding children. Everyone should consider, at all times, what is in the best interest of the child.
- 1.6 'Safeguarding' is defined as:
- protecting children (everyone under the age of 18) from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
    - Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- 1.7 Forms and Signs of Abuse:
- 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.
  - The term **abuse** means a form of maltreatment. 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/community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
  - **Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Harm may also be caused when a parent/carer fabricates symptoms of, or deliberately induces, illness in a child.
    - Possible signs - injuries not consistent with explanation given, injuries which have not received medical attention, injuries on body not normally exposed to falls/rough games, reluctance to participate in activities where changing clothes
  - **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. Activities may involve physical contact, including 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 - involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males - women can also commit acts of sexual abuse, as can other children.
    - Possible signs - inappropriate knowledge of adult sexual behaviour for their age, sexual activity in words/play/drawing, repeated urinary infections, unsuitable bed-sharing arrangements at home, sleep disturbances, eating disorders
  - **Emotional abuse:** persistent emotional maltreatment such as to cause severe and adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless/unloved/inadequate or valued only if they meet the needs of

another person. May include not giving opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. May feature age/developmentally inappropriate expectations being imposed - including interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration/learning, or preventing participation in normal social interaction. May involve seeing or hearing the ill-treatment of others and serious bullying (including cyberbullying), causing them to feel frightened or in danger, or the exploitation/corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- Possible signs - extreme anxiety, withdrawal/clinginess, seeking of adult attention, not mixing, speech disorders, negative statements about self, highly aggressive/cruel to others, extreme shyness or passivity, running away, stealing
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
  - Possible signs - dirty skin, body smells, unwashed/uncombed hair, clothing that is dirty/too big/too small/inappropriate for weather, untreated health conditions, frequently left unsupervised/alone, frequent diarrhoea/tired/hungry
- **Peer on peer abuse:** All staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger, and that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender and initiation based violence/sexual assaults and sexting - the school will take searching screening and confiscation advice from the DfE and Child Exploitation Online Protection (CEOP) regarding sexting if required. Staff should be clear as to St Bede's School's policy and procedures with regards to peer on peer abuse. Procedures for dealing with reported bullying can be found in section 7 of the Anti-bullying Policy.
- Abuse will never be tolerated or passed off as banter or part of growing up. Therefore, it may be appropriate to regard a child's behaviour as abusive if:
  - There is a large difference in power (age/size/ability) between the young people
  - The perpetrator has repeatedly tried to harm one or more other children
  - There are concerns about the intention of the alleged perpetrator
- If the evidence suggests that there was an intention to cause severe harm to the victim, this will be regarded as abusive whether or not severe harm was actually caused. Children are vulnerable to abuse by their peers. We will not dismiss abusive behaviour as normal between children. We are also aware of the potential uses of IT for bullying and abusive behaviour between children, and of the added vulnerability of children who have been victims themselves resorting to the abuse of younger/weaker children.
- Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering, significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs.

- We believe it is not enough to respond to incidents as they arise, and we strive to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Our policies and procedures, including those which deal with bullying, harassment and codes of conduct help to foster this environment.
- If a definite allegation has been made the DSL will contact children's social care, who will then arrange discussions with the police and youth offending services if appropriate. Where the alleged abuse is sexual in nature they may also consult the sexually harmful behaviour team.
- In order to give priority to them, issues relating to the safety of victims and potential victims must be discussed first and completely separately from any issues relating to the needs of the alleged perpetrator. The discussions will consider what action is necessary to ensure the immediate safety of the identified victim and what further enquiries are necessary to assess any further risk. A child protection conference must be arranged unless the child does not appear to be at continuing risk of significant harm. A child protection conference may conclude that the victim is not in need of a child protection plan, but may be a child in need of support to address her/his needs arising from the abuse, which may include referral to Child and Adolescent Mental Health Services or another victim support agency.
- **Children with Special Education Needs and Disability:** we acknowledge that additional barriers can exist when recognising abuse and neglect in children with SEN and disability. St Bede's School and its staff acknowledge the additional vulnerabilities of these children, and will continue to promote and foster an environment where safeguarding challenges are met head on. These include:
  - assumptions that indicators of possible abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration
  - that children with SEN and disability can be disproportionately impacted by things like bullying (without outwardly showing any signs)
  - communication barriers and difficulties in overcoming these barriers

#### 1.8 Child Sexual Exploitation (CSE)

- CSE involves situations and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money, affection) as a result of sexual activity. CSE can take many forms, from seemingly 'consensual' relationships to organised crime by gangs/groups. CSE involves an imbalance of power - perpetrators always have a hold over the victim which increases as the exploitative relationship develops. CSE also involves varying degrees of coercion, intimidation or enticement, which may include unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.
- Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

#### 1.9 Female Genital Mutilation (FGM)

- Staff need to be alert to girls being at risk of FGM, or already having suffered FGM. There is a range of indicators which individually may not indicate harm - but if two or more signs are present this could signal possible risk. Victims are likely to come from a community that is known to practise FGM. Girls may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social

care. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the FGM Multi-Agency Practice Guidelines at the GOV.UK website.

- It is important that staff, especially teachers, realise that it is now mandatory to report to the police cases where they discover that an act of FGM appears to have been carried out on a child. They should discuss the case with the Designated Safeguarding Lead and involve children's social care as appropriate.

#### 1.10 Radicalisation

- The **Prevent** strategy has been issued to all UK schools under Section 29 of the Counter-Terrorism and Security Act 2015. St Bede's School is aware of the need to:
  - Continually assess the risk of pupils being subject to radicalisation or drawn into terrorism and/or extremist activity, putting in place means to identify individual children, having clear safeguarding policies and procedures in place to identify such children at risk, and including protection protocols to ensure visits and visitors are suitably supervised.
  - Undertake Prevent awareness training, in the first instance completing online training at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)
  - Build resilience to radicalisation through the promotion of fundamental British values. This is, in part, achieved through RS, Citizenship, General Studies and other subjects, teaching children to resist pressure, make safer choices and seek help, with a focus on democracy, diversity, mutual respect and managing debate of contentious issues, learning about democracy, government and law.
  - Ensure children are safe from terrorist and extremist material when accessing the internet in school, checking filters and ICT acceptable use policies, and making sure that everyone is aware of the risks posed by online activity of extremist and terrorist groups.
  - It is our aim that we prevent access to any harmful and inappropriate online material (not just related to radicalisation) and look to achieve a balance between protection and 'over-blocking' which may, in turn, inhibit learning. Children will be safeguarded from potentially harmful and inappropriate online material, ensuring filters and appropriate monitoring systems are in place.
  - Remain vigilant of the general levels of risk within the local area, taking into account foreign visitors and boarders, and liaising, when applicable, with Staffordshire County Council to establish advice and support.

## 2 CONTEXT & ETHOS

- 2.1 The Education Act 2002 and the Independent School Statutory Regulations (February 2016) require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- 2.2 Research suggests that more than 10 per cent of children will suffer some form of abuse. Due to their day-to-day contact with children, school staff are uniquely placed to observe changes in children's behaviour and to recognise the outward signs of abuse. Children may also turn to a trusted adult in the school when they are in distress or at risk. It is vital that school staff are alert to the signs of neglect and abuse and understand the local procedures for reporting and acting upon their concerns.
- 2.3 The child's welfare is of paramount importance. St Bede's School will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe.

Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

- 2.4 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are encouraged to maintain curiosity and respectful uncertainty when working with children and families.
- 2.5 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 2.6 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. This includes curriculum elements in Citizenship, General Studies, Sex & Relationships Education, ICT and Religious Studies as well as other study programmes which include PSHE concepts/issues.
- St Bede's School helps children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, through teaching our pupils how safely use electronic equipment and the internet. These practices are age-relevant and a programme of study is used through planned curriculum. They become more aware of the risks posed by adults and other young people, especially those who use the internet and social media to bully, groom, abuse or radicalise other people.
- 2.7 St Bede's School does not currently have any child on roll that is known as 'looked after' (by Staffordshire County Council or another LA). Nevertheless, we would ensure that we had the skills, knowledge and understanding necessary to keep them safe, including: ensuring that a designated member of staff had responsibility for their welfare and progress with up-to-date assessment information from the relevant LA, the most recent care plan and contact arrangements with parents, and delegated authority to carers. Advice, training and support would be sought immediately from SSCB - this would include information regarding their legal status (voluntary/interim/full care order), contact arrangements with birth parents or those with parental responsibility, care arrangements, levels of authority delegated to carers and social worker. We acknowledge that the most common reason for children becoming looked after is as a result of abuse and/or neglect.
- 2.8 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2015).

### **3 ROLES AND RESPONSIBILITIES**

#### **3.1 Nomenclature:**

- Designated Safeguarding Lead (DSL) – Mr Andrew Platts (Director of Studies)
  - The DSL with responsibility for the EYFS is also Mr Andrew Platts
- Deputy Designated Safeguarding Lead (DDSL) – Mrs Paula Cooke (Senior Teacher)
- Safer Recruitment Officer (SRO) – Mr Charlie Northcote
- Named Safeguarding Proprietor (NSP) – Mr Hugh Northcote

- 3.2 St Bede's School ensures that:
- the DSL is a member of the Senior Management Team and has undertaken the SSCB approved training in inter-agency working
  - arrangements can be made to ensure that the DSL can effectively carry out his duties with regard to availability to in-house staff and off-site meetings
  - policy and procedures are consistent with SSCB requirements, reviewed annually and made available to parents on request
  - procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster
  - safer recruitment procedures including appropriate checks in line with national guidance
  - a training strategy provides all staff with child protection training with regular updates
  - the DSL receives refresher training at two-yearly intervals
  - all temporary staff and volunteers are made aware of the school's arrangements for child protection using a proportional risk based approach – they are supplied with the Safeguarding Policy, the Code of Conduct for Employees and Part One of KCSIE (May/Sept 2016) as part of their induction
  - any member of staff providing teaching/training/instruction/supervision to children on work experience will provide it frequently (more than three days in a 30 day period)
  - an NSP is responsible for liaising with the local authority and other agencies in the event of an allegation being made against the DSL and/or Headmaster
  - any weaknesses or areas of concern will be rectified without delay
- 3.3 It is the responsibility of *every* member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.
- 3.4 The Proprietors/Directors of the school are accountable for ensuring the effectiveness of this policy and compliance with it. They take collective responsibility to safeguard and promote the welfare of our pupils, and have a NSP who champions safeguarding within the school.
- 3.5 The Proprietors/Directors will ensure that:
- there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare
  - the safeguarding policy is in place, reviewed annually, is available publicly via our school website and has been written in line with inter-agency requirements of SSCB policies and procedures, including threshold documents and the supply of information
  - the policy will include procedures to minimise risks of peer on peer abuse, setting out how allegations of such abuse will be investigated and dealt with, including sexting and gender-based issues that can be prevalent when dealing with peer on peer abuse
  - they recognise the importance of information sharing between professional and local agencies, making effective arrangements for the completion of such
  - the school contributes to inter-agency working in line with Working Together to Safeguard Children (2015)
  - the policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disability
  - staff have the skills, knowledge and understanding necessary to keep looked after children safe as and when applicable, including necessary information from social care
  - children are taught about safeguarding, including online, through teaching and learning opportunities as part of providing a broad and balanced curriculum

- ensure that online filters and monitoring systems are in place, whilst preventing over-blocking with regards to too much restriction taking place
- a member of the Senior Management Team is designated to take the lead responsibility for safeguarding and child protection (DSL) and that there is an alternate and appropriately trained member of staff identified to deal with any issues in the absence of the DSL and that there will always be cover for this role (DDSL)
- all staff receive a safeguarding induction which will include the identification of the DSL and DDSL, and are provided with a copy of this policy, the Code of Conduct for Employees at St Bede's School, Whistleblowing Policy, and Part One of the statutory guidance 'Keeping Children Safe in Education' DfE (May/September 2016) - staff that work directly with children also receive Annex A from KCSIE
- all staff undertake appropriate induction and training, including regular updates, in line with Staffordshire Safeguarding Children Board
- procedures are in place for dealing with allegations against members of staff and volunteers, referring to the LADO and in line with Part Four of KCSIE (May/Sept 2016)
- safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (May/September 2016)
- they remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention
- monitor training that has taken place, the number of staff attending and any outstanding training requirements for the school

3.6 The Headmaster of St Bede's School is responsible for:

- identifying a member of the SMT to be the Designated Safeguarding Lead (DSL);
- identifying an alternate member of staff to act as Deputy Designated Safeguarding Lead (DDSL) in his absence to ensure there is always cover for the role;
- ensuring that the policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- ensuring all staff and volunteers feel able to raise concerns about poor/unsafe practice and concerns are addressed in accordance with agreed whistleblowing procedures;
- liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

3.7 The role of the Designated Safeguarding Lead (DSL)

- The Proprietors have appointed an appropriate senior member of staff, from the SMT, to the role of DSL. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education' DfE (May/September 2016). The DSL takes lead responsibility for safeguarding and child protection, and has the appropriate status and authority within the school to carry out the duties of the post. He is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and/or to support other staff to do so) and to contribute to the assessment of children. The Deputy DSL will be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL and will not be delegated.
- A – Managing referrals
  - refer cases of suspected abuse to local authority children's social care as required;
  - support staff who make referrals to local authority children's social care;
  - refer cases to the Channel programme where there is a radicalisation concern;
  - support staff who make referrals to the Channel programme;

- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.
- B – Working with others
  - liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
  - as required, liaise with the ‘case manager’ and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
  - liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
  - represent St Bede’s School at child protection conferences and core group meetings
  - liaise, through appropriate training, knowledge and experience, with Families First and other agencies, make referrals of suspected abuse to Families First, take part in interagency strategy discussions and contribute to the assessment of children
  - act as a source of support, advice and expertise for staff.
- C – Training
  - ensure staff have received appropriate information during induction and trained to level 1 as recommended in SSCB training strategy with at least annual updates;
  - undergo training themselves to provide them with the knowledge and skills required to carry out the role, updated at least every 2 years;
  - will undertake Prevent awareness training;
  - refresh their knowledge and skills at least annually via e-bulletins, meeting other safeguarding professionals and/or reading to allow them to understand and keep up with any developments relevant to their role so they:
    - understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
    - have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
    - ensure each member of staff has access to and understands school policy and procedures, especially new and part time staff;
    - are alert to the specific needs of children in need, those with special educational needs and young carers;
    - can keep detailed, accurate, secure written records of concerns/referrals;
    - understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
    - obtain access to resources and attend relevant or refresher training courses;
    - encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- D – Raising awareness
  - ensure the school safeguarding and child protection policies are known, understood and used appropriately;
  - ensure policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Proprietors regarding this;
  - ensure the policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
  - link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- E – Safeguarding file
  - record and store others’ concerns for a child’s safety or welfare in a secure place
  - ensure that any child protection records of pupils who leave the school will be transferred to the new school as soon as possible. These will be transferred separately from any other file, ensuring secure transit and confirmation of receipt should be obtained.
- F – Availability
  - always be available for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL would be expected to be available in person, this may also include availability via phone or Skype in exceptional circumstances.

## **4 TRAINING & INDUCTION**

- 4.1 When new staff, volunteers or regular visitors join St Bede’s School they will be informed of safeguarding arrangements. They will be given a copy of this policy with a Recording Form for Safeguarding Concerns (Appendix 1) along with the Code of Conduct for Employees at St Bede’s School, Whistleblowing Policy and Part One of the statutory guidance ‘Keeping Children Safe in Education’ DfE (May/Sept 2016). They will also be told who our Designated Safeguarding Lead (DSL) is. Current staff already have the relevant documents.
- 4.2 Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and issues of confidentiality.
- The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL).
  - At induction, all staff will also be provided with designated DSL time to fully explore the document bundle.
- 4.3 General induction training will also include: help in understand roles and responsibilities, information about emergency evacuation procedures, St Bede’s School equality policy, and health and safety issues. All new staff will receive appropriate supervision from the SMT.
- 4.4 In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis, attending regular updates, in accordance with Staffordshire Safeguarding Children Board advice.
- 4.5 The DSL and DDSL will attend appropriate training every two years – this will include multi-agency training. In addition to this, the DSL and DDSL will attend appropriate DSL training at least every two years which will include future SSCB Prevent training.
- The DSL will deliver regular safeguarding updates for all staff and volunteers at least annually (including Prevent awareness) and Level 1 training at least every two years (see Appendix 4). The DSL will offer designated time to any member of staff who wishes to discuss issues arising from Part One of ‘Keeping Children Safe in Education’ DfE (May/September 2016) in order that they fully understand the document. Any additional training updates needed during each academic year will be dealt with through staff meetings and/or memos, ensuring that staff have up-to-date skills and knowledge to safeguard children effectively.

- The DSL training will, subject to SSCB availability, cover specific areas over training cycles: inter-agency working, child protection case conferences, supporting children in need, identifying risk of radicalisation, record keeping, promoting a culture of listening to children and e-safety.
- Staff have completed the Channel on-line general awareness training at [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html) - building knowledge and confidence to identify children at risk of being drawn into terrorism, to challenge extremist ideas and to know how to refer children and young people for further help. Staffordshire Police have delivered their own face-to-face Prevent training to staff and offer continued support as and when.
- St Bede's School actively encourages and supports staff to undertake other appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children.
  - This includes EYFS periods of 'supervision' (meetings between manager/key person), food hygiene and paediatric first aid.

4.6 The Proprietors/Directors will also attend appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

4.7 We encourage all staff to keep up to date with local and national safeguarding advice and guidance. Part One of 'Keeping Children Safe in Education' DfE (May/September 2016) provides links to guidance on specific safeguarding issues such as CSE and FGM. Local guidance can be accessed via [www.staffsscb.org.uk](http://www.staffsscb.org.uk) and Staffordshire Schools website. The DSL will provide regular safeguarding updates for staff at least annually.

## 5 PROCEDURES FOR MANAGING CONCERNS

5.1 St Bede's School adheres to child protection procedures that have been agreed locally through the Staffordshire Safeguarding Children Board (SSCB)

5.2 All staff including volunteers are advised to maintain an attitude of '*professional curiosity and respectful uncertainty*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy. This includes referring concerns of:

- Physical abuse
- Emotional abuse (including domestic violence)
- Sexual abuse
- Neglect
- Child Sexual Exploitation
- Female Genital Mutilation
- Radicalisation

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

- 5.4 Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention.
- If staff members have any concerns about a child (as opposed to being in immediate danger) they will need to decide what action to take. Where possible there should be a conversation with DSL to agree course of action which may involve the completion of the Recording Form for Safeguarding Issues. However, any staff member can make a referral to children's social care. Other options include Early Help and referring in accordance with the referral threshold set by Staffordshire Safeguarding Children Board.
  - If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed asap.
  - All staff will support the Early Help process, providing support as soon as a problem emerges at any point in a child's life. This includes all children from EYFS through to KS3. This will be initiated through discussions with the DSL, and then staff will support other agencies and professionals in their assessment process. This will involve identification of emerging problems, liaison with the DSL, sharing information with other professionals and, in some cases, acting as the lead professional. The DSL will support colleagues through agency liaison and the setting up of an inter-agency assessment if appropriate.
  - An Early Help Assessment (EHA) may be completed when age appropriate progress is not being made and the causes are unclear, or the support of more than one additional agency is needed to meet the child or young person's needs. A referral may be directly to other agencies, or a request for the support of Staffordshire County Council Local Support Team (LST). St Bede's School will inform the LA's LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family. The DSL will meet on a regular termly basis to discuss concerns. These meetings are recorded and are part of the case individual case management system of the pupil's files. This opportunity enables a clear assessment of additional support and services that could be offered.
  - Any case, including Early Help, will be kept under constant review, and consideration given to referral to social care if the child's situation doesn't appear to be improving.
- 5.5 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.
- 5.6 The DSL should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the DDSL.
- In the absence of both the DSL/DDSL, it should be brought to the attention of the Head.
- 5.7 All concerns about a child should be reported without delay and recorded in writing using the Recording Form for Safeguarding Concerns (Appendix 1) as soon as possible.
- 5.8 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Families First as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.
- All referrals will be made in line with Staffordshire's Families First services procedures.

- 5.9 If, at any point, there is a risk of immediate serious harm a referral should be made to Families First immediately. Anybody can make a referral. It is important that children receive the right help at the right time to address risks and prevent issues escalating, to act on and refer the early signs of abuse and neglect (including radicalisation) - and vital that children's views are listened to, information is shared quickly, and that everyone keeps clear records.
- If a child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL to challenge inaction. Concerns should always lead to help for the child at some point.
- 5.10 Staff should always follow reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Families First, or the police if:
- the situation is an emergency and the DSL/DDSL/Headmaster are unavailable;
  - they are convinced that a direct report is the only way to ensure the pupil's safety.
- 5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy by the DSL can contact Families First directly with their concerns.
- 5.12 Normal referral processes are also available when there are concerns about children who may be at risk of being drawn into terrorism and/or extremism. More information about such issues can be found in the Preventing Extremism & Radicalisation Policy. Our DSL would normally be the first point of contact should there be concerns, who may contact children's social care or Channel personnel. If, for any reason, this creates a difficulty for the referrer, they can contact Staffordshire County Council's 'Prevent' co-ordinator (01785 232054 or [Calum.Forsyth@staffordshire.pnn.police.uk](mailto:Calum.Forsyth@staffordshire.pnn.police.uk)), the First Response Team (0800 1313 126), the non-emergency police number (101) or the DfE dedicated telephone helpline (020 7340 7264) or mailbox [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)). For more information on 'Prevent' (protecting children from radicalisation) visit: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- 5.13 There are local procedures for children who run away or go missing from home/care, with due regard to boarding provision at St Bede's School. In the first instance, carers are encouraged to make reasonable efforts to locate the missing young person, providing that it is safe to do so. They should:
- Search their bedroom and house including any outbuildings and vehicles;
  - Contact known friends and relatives where the child or young person might be;
  - Visit locations where the child is known to frequent if it is safe to do so.
  - When all reasonable steps have been exhausted they should inform the police and if appropriate, children's services through the First Response Team.
  - To inform the police about a missing young person dial 101.
  - In exceptional circumstances if a very vulnerable child goes missing and an immediate, urgent response is needed dial 999, explain the circumstances of the child's disappearance and the reasons for your concern.
  - More details can be found at <http://www.staffsscb.org.uk/Professionals/Procedures/Section-Four/Section-Four-Docs/Section-4G-Children-Missing-from-Care-and-Home-and-Vulnerable-Missing-Families.pdf>
- 5.14 There are significant risks for children who regularly go missing from education. All children, regardless of circumstance, are entitled to full time education which is suitable to their age, ability, aptitude and any SEN they may have. Procedures are in place to identify and respond to this, particularly those who are repeatedly missing or where there is an emerging

pattern. With due regard for Keeping Children Safe in Education (May/Sept 2016) the School acknowledges the importance of information sharing between schools and appropriate Local Authorities to help identify children missing education and help protect children from potential harm. A child going missing from education is a potential indicator of abuse or neglect (including CSE, FGM, travel to conflict zones and forced marriage) and staff must be alert to any possible signs or indicators. Please see the Attendance Policy for further details.

- 5.15 As a general rule, staff should be aware of the importance of differentiating between:
- children who have suffered or are likely to suffer significant harm
    - these issues should be reported to children's social care immediately
  - children who are in need of additional support from one or more agencies
    - these issues lead to inter-agency assessment using local processes such as the Staffordshire Early Help Assessment (formally CAF).

## **6 RECORDS AND INFORMATION SHARING**

- 6.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern on the agreed reporting form. They should ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.
- 6.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.
- 6.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All safeguarding files will include: a chronology, contents front cover and will record significant events in the child's life. Record sharing with other agencies will be done in a proportionate manner. However, it is paramount that everyone professional share information and work together to get a full picture of need so the right help can be given to a child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action. Data protection fears cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.
- 6.4 When a child leaves St Bede's School, the DSL will make contact with the DSL at the new school and ensure that child protection files are forwarded in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Elected Home Educators Team within the appropriate Local Authority.

## **7 WORKING WITH PARENTS & CARERS**

- 7.1 St Bede's School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area. However, it is important to note that, although decisions to seek

support for a child (including concerns relating to radicalisation) are normally taken in consultation with parents/carers, parental consent is not required when there are reasonable grounds to believe that a child is at risk of significant harm.

- 7.2 When new pupils join our school, parents/carers will be informed about the safeguarding policy. A copy will be provided to parents on request and is available on the website. Therefore, parents /carers remain informed of our legal duty to assist other agencies with child protection issues and what happens should we have cause to make a referral to Families First Services.
- 7.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- 7.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.
- 7.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
  - Full names and contact details of all persons with parental responsibility (if different);
  - Emergency contact details (if different );
  - Full details of any other adult authorised by the parent to collect the child from school;
  - Any legal or criminal changes which effects parental responsibility e.g. court orders.
- 7.6 The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility or where a parent has given permission and the school has been supplied with the adult's full details in writing.
- 7.7 Staff will discuss with parents the procedure for responding to children who are ill or infectious, and will follow the policy and procedures for the administration of medicines. Parents will be informed of accident/injury on the same day.

## **8 CHILD PROTECTION CONFERENCES**

- 8.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.
- 8.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process. The representative attending must

contribute on behalf of their agency a recommendation on the risks/protective factors for the family from their factual information and a view on a need for Child Protection Plan.

- 8.3 All reports for child protection conferences will be prepared in advance using the guidance and education report template provided by Families First Service. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.
- 8.4 Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals. We will work in an open and honest way with any parent whose child has been referred to Families First Services or is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.
- 8.5 A 'Child in Need' referral (section 17) should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required. Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:
- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
  - Their health or development is likely to be impaired, or further impaired without the provision of such services.
  - They are disabled.
  - Where prevention strategies have been designed and monitored without desired outcomes being met.
- 8.6 If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he will speak with parents/carers and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the First Response Team. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by children's social care when children are deemed to require section 17 services.
- 8.7 Inter-agency working: we are committed to working with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of Early Help when additional needs of children are identified, and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We would allow access for children's social care from Staffordshire County Council (or other appropriate Local Authority) for them to conduct, or to consider whether to conduct, a section 17/47 assessment.

## **9 SAFER RECRUITMENT**

- 9.1 St Bede's School will ensure that at least one member of the SMT has completed safer recruitment training. This will ensure that practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (May/September 2016).

- 9.2 At St Bede's School we will use a recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, and will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.
- 9.3 We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements. Guest visitors will also be checked in-line with statutory requirements and risk assessed robustly.
- **Additional checks:** We acknowledge that anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions (management includes Proprietors, Headmaster and Director of Studies). A teacher who is under teacher prohibition orders will not be appointed to employment.

## 10 SAFER WORKING PRACTICE

- 10.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.
- This includes maintaining EYFS staff:child ratios, where children must usually be within sight of staff and always within sight or hearing.
- 10.2 All staff will be provided with a copy of our school's Code of Conduct at induction. They will be expected to carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them.
- At all times the school's agreed policy for Physical Intervention (including use of restraint) must be adhered to.
- 10.3 If staff, visitors, volunteers or parent helpers are working with children alone on a one-to-one basis, particularly in music/sport/SEN provision, they must be visible to other members of staff by at least one window. At least one staff member must know of their whereabouts in school, who they are with and for how long. Inner doors, ideally, should be left ajar.
- 10.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. Further advice can be found in '*Safer Recruitment Guidance Update 2015*'. All staff and volunteers are expected to carry out their work in accordance with guidance and will be made aware that failure to do so could lead to disciplinary action. Ensuring there is effective support and supervision for staff working with vulnerable children is highlighted in *Working Together 2015* para 56.
- 10.5 Guidance for Staff regarding a Child's Disclosure:
- Children confide when they trust - it is important you are aware of your responsibilities.

- **LISTEN:** move to a private place but where others can be seen - don't interrupt - observe physical conditions - never touch them without the presence of another adult - listen only to what is being said - do not probe, investigate or suggest - avoid leading questions
- **RESPOND:** respond promptly - you are legally required to do so - children will retain confidence in you - you are less likely to forget details - remain calm, as the child is less likely to get upset and you are more likely to listen carefully.
- **RECORD:** record what was said and how it was said e.g. "the child was shaking and crying as she spoke", and what you saw - use the child's words only and record physical abuse on simple body maps - it is important to record anything that could be abuse.
- **REASSURE:** be prepared to provide support by saying that it was the right thing to do - but do not make a promise that can't be kept - make it clear to the child that you will need to inform other people about the disclosure because it is your legal obligation.
- **If there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. If a child is in direct danger, contact the police and ask for the child protection unit - but always get medical help first in an emergency.**
- Research has repeatedly shown dangers of failing to take effective action. Poor practice includes: failing to act on (and refer) early signs of abuse/neglect, poor record keeping, failing to listen to children's views, failing to re-assess when situations do not improve, sharing information too slowly, and lack of challenge to those who appear inactive.
- Do not forget that abuse is not always perpetrated by adults. Cases where one or more pupils are abusing another pupil (particularly when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm) may also be referred to local agencies. A disclosure of this kind treats all children involved as being at risk.
  - Boarding children can be particularly vulnerable in residential settings. Staff must be alert to pupil relationships and the potential for peer abuse.

10.6 Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored at all times.

10.7 All adults working at St Bede's School (including visiting staff, volunteers, contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding Lead or Headmaster who will make a referral to children's social care or the Staffordshire Prevent team when appropriate. St Bede's School acknowledges its duty to put into place procedures and protection protocols to ensure visiting speakers are suitably supervised with due regard to the Prevent strategy. Speakers will not be left alone with children and we will make and record background checks as appropriate. For more information on the Prevent duty, please see notes for parents/carers on the website.

## 11 MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

11.1 Our aim at St Bede's School is to provide a safe and supportive environment which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

11.2 Allegations can arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

- 11.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of 'Keeping Children Safe in Education' DfE (May/September 2016) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) on 0800 1313126. The Proprietors/Directors will ensure that the LADO will be informed within one working day of all allegations that come to their attention and any that are made directly to the police.
- 11.4 If staff have concerns and/or allegations about other staff, this should be referred to Mr Charlie as Head. Concerns and/or allegations about the Head could be referred to Mr Hugh who is the Named Safeguarding Proprietor or reported directly to the Local Authority Designated Officer (LADO). Allegations about Proprietors/Directors should also be reported to the LADO. Staff may consider discussing any concerns with the DSL and make any referral via him if appropriate. Whistleblowing and Code of Conduct documents are in place for such concerns to be raised effectively. <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline> shows the NSPCC whistleblowing helpline, for staff who do not feel able to raise concerns regarding child protection failures internally.
- 11.5 St Bede's School will not undertake its own investigation of allegations without prior consultation with LADO, which should be within 1 working day. All unnecessary delays will be eradicated. No one will undertake further investigations before receiving advice from the LADO (or in most serious cases, the police) so as not to jeopardise statutory investigations.
- The LADO will discuss the allegation, considering the nature, content and context of the allegation. They will agree to a course of action including any involvement of the police. Discussions will be recorded in writing, and any communication between parties agreed upon. St Bede's School will be involved in the decision regarding suspension, and give due weight to the views of the LADO.
  - St Bede's School, in line with restrictions on the reporting or publishing of allegations against teachers, will make every effort to maintain confidentiality and guard against unwanted publicity.
- 11.6 Any member of staff or volunteer who does not feel confident to raise their concerns with staff at school should contact the LADO directly on 0800 1313126.
- 11.7 St Bede's School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO.
- Ceasing to use a person's services includes: dismissal, non-renewal of contract, terminating student placements, resignation, and voluntary withdrawal from teaching.
  - 'Compromise agreements' will not be used to prevent a referral being made to the DBS, and we will disclose all instances of action in relation to safeguarding concerns.
- 11.8 St Bede's School will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed or resigned before dismissal, as a prohibition order may be deemed appropriate. Detailed advice about whether an allegation is sufficiently serious enough to refer to the NCTL can be found on the NCTL website.

- 11.9 EYFS specific procedures: St Bede's School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the school premises, whether the allegations relate to harm or abuse committed on the premises or elsewhere.
- 11.10 Where a member of boarding staff is suspended pending an investigation of a safeguarding and child protection nature, such a member of staff must make arrangements for alternative accommodation.

## **12 RELATED POLICIES & THE SAFEGUARDING SUITE**

To underpin the values and ethos of St Bede's School and our intent to ensure that pupils are appropriately safeguarded the following policies are included in our safeguarding 'suite':

- Code of Conduct for Employees at St Bede's School
- Preventing Extremism & Radicalisation
- Anti-Bullying Policy (including cyber bullying indicators)
- Physical Intervention (including use of restraint)
- Safer Recruitment
- Whistleblowing
- Attendance
- E-safety
- Health, Safety and Welfare
- Racial Abuse and Harassment
- Supporting Pupils with Medical Conditions
- Intimate Care
- First Aid
- Looked After Children
- Educational Visits
- Acceptable Use of Mobile Phones, Cameras and Recording Devices (EYFS) (Appendix 5)

## **13 STATUTORY FRAMEWORK**

- 13.1 This policy has been devised in accordance with the following legislation and guidance:
- Working Together to Safeguard Children 2015 (DfE)  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
  - Staffordshire Safeguarding Children Board Procedures (online)  
[www.staffsscb.org.uk/professionals/procedures/](http://www.staffsscb.org.uk/professionals/procedures/)
  - 'Keeping Children Safe in Education' DfE (May/Sept 2016)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/526153/Keeping\\_children\\_safe\\_in\\_education\\_guidance\\_from\\_5\\_September\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf)
  - Disqualification under the Child Care Act 2006  
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act>
  - Information Sharing Advice for practitioners providing safeguarding services (HM Gov)  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information>
  - Staffordshire Policy and guidance on the use of Restrictive Physical Interventions
  - The Children Act 1989 and 2004
  - Education Act 2002

- What to do if you're worried a child is being abused (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Staffordshire e-safety Tool Kit
- Children Missing from Education Policy [www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf](http://www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf)
- Early Years Statutory Framework [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/EYFS\\_framework\\_from\\_1\\_September\\_2014](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014)
- Statutory policies for schools [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/357068/statutory\\_schools\\_policies\\_Sept\\_14\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf)
- NSPCC/TES safeguarding in education tool <https://esat.nspcc.org.uk/Account/login.aspx?ReturnUrl=%2f>

13.2 Further advice on Safeguarding matters can also be obtained from:

- First Response Team including LADO advice: 0800 1313126.
- Emergency Duty Team (for out of office hours referrals): 0845 6042886.
- Staffordshire Prevent Team: Tel: 01785 238239 or 01785 233109
- Local Support Team – Stafford District Lead: Julie Walker – 01785 854004
- Staffordshire County Council - Education Safeguarding Advice Service 01785 895836

## **14 POLICY CONSULTATION AND REVIEW**

14.1 This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school publications when appropriate.

14.2 The policy is provided to all staff at induction with the Code of Conduct for Employees at St Bede's School and the Whistleblowing Policy. Staff are also provided with Part One of the statutory guidance 'Keeping Children Safe in Education' DfE (May/September 2016).

14.3 This policy will be reviewed in full annually as part of the suite of safeguarding policies. Staff will be invited to participate in discussion regarding changes to this policy and related procedures/training, giving an opportunity for them to contribute to and help shape safeguarding arrangements - this may also include formal surveys in the future. Last reviewed in September 2016, it will be due for review in September 2017.

14.4 This reviewed policy and related policies takes into account the version of the statutory guidance from the date of 5 September 2016.

Headmaster  
September 2016

Director of Studies  
September 2016

### Appendix 1: St Bede's School - Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to Mr Andrew Platts if they have a safeguarding concern about a child in our school.

NAME OF CHILD	FORM GROUP	YOUR NAME

NATURE OF CONCERN / DISCLOSURE	
Please include where you were, what you saw, who else was there, what did the child say or do, and what you said	
<p style="text-align: center;">Was there an injury? Yes / No</p> <p style="text-align: center;">Did you see it? Yes / No</p> <p style="text-align: center;">Has this happened before? Yes / No</p> <p style="text-align: center;">Did you report the previous incident? Yes / No</p>	Describe the injury
<p style="text-align: center;">Who are you passing this information to?</p> <p>Name: _____</p> <p>Position: _____</p>	<p>Your signature: _____</p> <p>Time: _____ Date: _____</p>

ACTION TAKEN BY DSL	
<p style="text-align: center;">Guidance sought from: (time/date) Staffordshire Safeguarding Children Board</p>	<p style="text-align: center;">Referred to: (time/date) Police/Family First/Children's Services/Other</p>
<p style="text-align: center;">Parents informed: (time/date) Yes / No (state reason)</p>	<p style="text-align: center;">Feedback given: (time/date) Staff / Child / Person who recorded disclosure</p>
<p style="text-align: center;">Further Action Agreed:</p> <p style="text-align: center;">Is the School to instigate a Family Support Process or assessment by Children's Services?</p>	<p style="text-align: center;">Full name of DSL: _____</p> <p style="text-align: center;">DSL Signature: _____</p>

## Appendix 2: St Bede's School - Safeguarding Induction Sheet for New Staff and Regular Visitors



**Saint Bede's Preparatory School**  
Bishton Hall, Wolseley Bridge,  
Stafford ST17 0XN  
Telephone: 01889 881277  
Email: [admin@saintbedes.co.uk](mailto:admin@saintbedes.co.uk)  
[www.saintbedes.co.uk](http://www.saintbedes.co.uk)

- We all have a statutory duty to safeguard and promote the welfare of children, and at St Bede's School we take this responsibility seriously.
- If you have any concerns about a child or young person in our school, you must share this information with Mr Andrew Platts, our Designated Safeguarding Lead (DSL).
- Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour - we would rather be told about something that appears small than miss an indicator of a potentially worrying situation.
- If you think the matter is very serious and may be related to Child Protection (physical, emotional or sexual abuse and/or neglect) you must provide a written record of your concern. A copy of the Recording Form is attached to this Induction Sheet - other can be obtained from the School Office. Please ensure you complete all sections as described and then pass immediately to the DSL. If you are unable to locate him please ask Mrs Dexter or another member of staff to find him, stating that you need to speak to him immediately about a confidential and urgent matter.
- Any allegation concerning a member of staff, a child's carer or a volunteer/visitor should also be reported immediately to the DSL. If an allegation is made about the DSL you should pass this information to the Headmaster.

The people you should talk to in school are:

Designated Safeguarding Lead (DSL): Mr Andrew Platts

Deputy DSL (DDSL): Mrs Paula Cooke

Headmaster: Mr Charlie Northcote

**At St Bede's School we strive to safeguard and promote the welfare of all of our children**

## Appendix 3: Local Safeguarding Referral Procedures

Multi-Agency Safeguarding Hub (MASH)

### First Response Team

Wedgwood Building

Stafford

ST16 2DH

## MASH - Child protection

**0800 1313 126**

**8:30am - 5:00pm Monday to Thursday**

**8:30am - 4:30pm Friday**

- Have you got a serious concern about the safety of a child or young person up to the age of 18?
- Do you think a child or young person is being harmed or is at risk of being harmed?
- Are you worried that a child is living in circumstances where they are treated badly and not cared for properly?

If you've answered yes to any of these questions and you don't believe that the child or young person is being supported by a Social Worker, please contact the First Response Service immediately.

**Please note:** If the child you are calling about already has a dedicated Social Worker please contact them directly in the first instance.

### Contact us

**Telephone:** 0800 1313 126

**Emergency out of hours:** 0845 604 2886

**Fax:** (01785) 854223

**Email:** [firstr@staffordshire.gov.uk](mailto:firstr@staffordshire.gov.uk)

### Staffordshire Education Safeguarding Advice Service

**Telephone: 01785 895836**  
(Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm)

This dedicated telephone line provides support and advice for education safeguarding matters which are of a non-urgent nature and .....

- Do not require immediate referral / communication with the First Response Team or ...
- Sits clearly outside the remit of the relevant Local Support Team ..

For example, if you would like advice on:

- An unresolved professional disagreement regarding a safeguarding issue
- Managing risk in relation to harmful sexual behaviour
- 'Early Help' threshold framework.
- Policy and procedure issues

The service is managed by the Education Safeguarding Specialists who will seek to respond to your enquiry promptly and typically that will be within the same day.

**Please note :** Staffordshire LADO advice is not available through this service and the LADO Duty Desk can only be contacted through the First Response Team on 0800 1313 126.

Links to useful documents such as current statutory guidance, safeguarding checklists and template documents, including a Safeguarding Policy template, can be accessed via the link:

[Staffordshire Education Safeguarding Advice](#)

Multi-agency procedures and training course information will be found on the Staffordshire Safeguarding Children's Board (SSCB) website at: [www.staffsscb.org.uk](http://www.staffsscb.org.uk)



## Appendix 4: Safeguarding Children Level 1 - Training Notes 2016/2017

### ST BEDE'S SCHOOL - SAFEGUARDING CHILDREN LEVEL 1 - TRAINING NOTES 2016/2017

#### CHILD CENTRED AND COORDINATED APPROACH

- St Bede's School and its staff form part of the wider safeguarding system for children.
- Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families/carers has a role to play. In order to fulfil this responsibility effectively, we should make sure our approach is child-centred. This means we should consider, at all times, what is in the **best interests** of the child.
- No single person has a full picture of a child's needs and circumstances. If children/families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Safeguarding and promoting the welfare of children is defined as:
  - protecting children from maltreatment
  - preventing impairment of children's health or development
  - ensuring that children grow up in safe and effective care
  - taking action to enable all children to have the best outcomes
- 'Children' includes everyone under the age of 18.

#### THE ROLE OF STAFF

- Staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. **All** staff have a responsibility to provide a safe environment in which children can learn. Our Designated Safeguarding Lead (DSL) is Mr Platts whose role is to provide support to staff, so they can carry out their safeguarding duties, and to liaise closely with other services such as children's social care.
- **All** staff should be prepared to identify children who may benefit from Early Help, which means providing support as soon as a problem emerges at any point in a child's life, from Nursery to UV. In the first instance staff should discuss Early Help with the DSL. Staff may be required to support outside agencies and professionals in an Early Help Assessment.
- **Any staff member** who has a concern about a child's welfare should follow the referral process (see 'WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS below).
- Staff may be required to support social workers and other agencies following any referral.
- The Teachers' Standards 2012 state that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

#### WHAT STAFF NEED TO KNOW

- **All** staff should be aware of our school systems which support safeguarding. This includes identification of the DSL's role and familiarity of policies for Safeguarding, Code of Conduct for Employees, and Whistleblowing. **All** staff will also receive Part One of Keeping Children Safe in Education (May/Sept 2016), subsequently signing to confirm that they have read it.
- **All** staff have the opportunity to ask questions as part of this training - the DSL will offer designated time to anyone who wishes to discuss issues further. Training updates needed during this academic year will be dealt with through staff meetings and/or memos, ensuring that staff have up-to-date skills and knowledge to safeguard children effectively.
- **All** staff should be aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.

- **All** staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and children’s social care. Staff should **never promise** a child that they will not tell anyone about an allegation - as this may ultimately not be in the **best interests** of the child.

#### WHAT STAFF SHOULD LOOK OUT FOR

- **All** staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. This is vital to the early identification of abuse and neglect. If unsure, they should always speak to the DSL.
- Staff members working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best interests** of the child.

#### WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS

- If staff members have any **concerns** about a child (as opposed to a child being in immediate danger) they will need to decide what action to take. Where possible there should be a conversation with the DSL to agree a course of action which may simply involve the completion of the Recording Form for Safeguarding Issues. However, any staff member can make a referral to children’s social care. Other options include Early Help and referring in accordance with the referral threshold set by Staffordshire Safeguarding Children Board.
- If anyone other than the DSL makes the referral they should inform the DSL asap. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool <https://www.gov.uk/report-child-abuse-to-local-council> directs you to a contact number.
- If after a referral the child’s situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves.
- The DSL should support the staff member in liaising with Early Help agencies and setting up an inter-agency assessment. If Early Help and/or other support is appropriate the case should be kept under constant review and consideration given to a referral to children’s social care if the child’s situation doesn’t appear to be improving.
- If a **teacher**, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

#### WHAT STAFF SHOULD DO IF A CHILD IS IN DANGER OR AT RISK OF HARM

- **If a child is in immediate danger or is at risk of harm a referral should be made to children’s social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed asap.

#### RECORD KEEPING

- All concerns/discussions/decisions made and reasons for decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL.

#### WHY ALL OF THIS IS IMPORTANT

- It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

#### WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER STAFF MEMBER

- If staff have concerns about other staff, this should be referred to Mr Charlie as Head. Concerns about the Head could be referred to Mr Hugh who is the Named Safeguarding Proprietor or reported directly to the Local Authority Designated Officer (LADO). Staff may consider discussing any concerns with the DSL and make any referral via him.

#### CONCERNS ABOUT SAFEGUARDING PRACTICES AT ST BEDE'S SCHOOL

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in our safeguarding, and that concerns will be taken seriously by the SMT.
- Our Whistleblowing and Code of Conduct for Employees documents are in place for such concerns to be raised effectively. <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline> shows the NSPCC whistleblowing helpline, for staff who do not feel able to raise concerns regarding child protection failures internally.

#### TYPES OF ABUSE AND NEGLECT

- 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.
- The term **abuse** means a form of maltreatment. 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/community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
- **Physical abuse:** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
  - Possible signs - injuries not consistent with the explanation given, injuries which have not received medical attention, injuries on the body not normally exposed to falls or rough games, reluctance to participate in activities where changing clothes occurs
- **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. Activities may involve physical contact, including 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 - involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males - women can also commit acts of sexual abuse, as can other children.
  - Possible signs - inappropriate knowledge of adult sexual behaviour for their age, sexual activity through words/play/drawing, repeated urinary infections, unsuitable bed-sharing arrangements at home, sleep disturbances, eating disorders

- **Emotional abuse:** persistent emotional maltreatment such as to cause severe and adverse effects on a child's emotional development. It may involve conveying to a child that they are worthless/unloved/inadequate or valued only if they meet the needs of another person. May include not giving opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. May feature age/developmentally inappropriate expectations being imposed - including interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration/learning, or preventing participation in normal social interaction. May involve seeing or hearing the ill-treatment of others and serious bullying (including cyberbullying), causing them to feel frightened or in danger, or the exploitation/corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
  - Possible signs - extreme anxiety, withdrawing or becoming clingy, seeking of adult attention, not mixing well, speech disorders, negative statements about self, highly aggressive or cruel to others, extreme shyness or passivity, running away, stealing
- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
  - Possible signs - dirty skin, body smells, unwashed/uncombed hair, clothing that is dirty/too big/too small/inappropriate for weather, untreated health conditions, frequently left unsupervised/alone, frequent diarrhoea/tiredness/hunger

#### SPECIFIC SAFEGUARDING ISSUES

- **All staff** should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger, and that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to St Bede's School's policy and procedures with regards to peer on peer abuse.
- The term **toxic trio** is used to describe the issues of **domestic violence, mental ill-health and substance misuse** as common features of families where harm to children has occurred. They are viewed as definite indicators of increased risk of harm to children.
- Expert organisations are best placed to provide up-to-date guidance and practical support on specifics. Information can be found on the TES, MindEd and NSPCC websites. Staff can also access government guidance as via GOV.UK and other government-based websites.
- **Children missing from education:** all children, regardless of their circumstances, are entitled to a full time education - suitable to their age, ability, aptitude and need.
- **Child sexual exploitation (CSE):** a form of sexual abuse where children are sexually exploited for money, power or status - can involve violence/humiliation/trafficking.
- **Honour based violence:** these are crimes committed to protect and/or defend the honour of the family and/or community - includes FGM, forced marriage and breast ironing.
- **Preventing radicalisation:** averting the process by which a person comes to support terrorism and extremism - specific background factors contribute to vulnerability.

**BETTER TO REPORT CONCERNS THAT LEAD TO NOTHING, THAN FAIL TO PROTECT AN ABUSED CHILD**

St Bede's School

# Policy for Acceptable Use of Mobile Phones, Cameras and Recording Devices (EYFS)

- 1. To protect children from harm by ensuring the appropriate management and use of mobile phones by everyone who comes into contact with EYFS at St Bede's School.**
  - 1.1 To minimise any risks, all personal mobiles must not be used where children are present. This applies to shared use of rooms where non setting staff may be present at the start of the session, for example an out of school club using a classroom with teaching staff present.
  - 1.2 Procedures must be put into place that will ensure safe and secure storage of practitioners' personal belongings including mobile phones. It is recommended that personal mobile phones are security marked, password protected and insured.
  - 1.3 Visitors, including other professionals, contractors and parents/carers must be made aware by signs and verbal reinforcement that they are not to use their mobile phone where children are present.
  - 1.4 Under no circumstances are images, videos or audio recordings to be made without prior explicit consent by the Designated Safeguarding Lead (DSL).
  - 1.5 Personal mobiles may be used in designated areas at break times.
  - 1.6 Staff are advised to provide their work place contact number to their family members and other important contacts for use in the event of an emergency.
  - 1.7 The setting will not be held responsible for any loss or damage of personal mobile phones
  
- 2. To safeguard children by promoting appropriate and acceptable use of photographic equipment and resources for storing and printing images.**
  - 2.1 Consent is required under the Data Protection Act 1998 as images are considered to be personal data.

- 2.2 All images are to be stored and disposed of in line with Data Protection Act 1998.
- 2.3 If images are to be stored for a short period of time they must be password protected on a computer storage device.
- 2.4 Security procedures must be monitored by the Headmaster. The security procedures include protection against theft of equipment and computer security.
- 2.5 Consent forms must be signed by parents/carers with parental responsibility when they register their child with the setting and copies of the consent forms should be provided for the parents.
- 2.6 Images must not be used for anything other than the agreed purposes unless additional consent is obtained.
- 2.7 Photographs must be appropriately disposed of should they be no longer required. This could include giving the images to parents, deleting or shredding.
- 2.8 Where group photographs of children are to be taken, written permission must be obtained from all parents /carers who have the right to refuse.
- 2.9 The purpose and context for any proposed images should always be considered to decide whether a photograph or video are the most appropriate method of recording the information.
- 2.10 The purpose of taking any images is to be clearly explained - for example: marketing of the business, prospectus, website, or local newspaper, use in display and to document children's learning.
- 2.11 Each reason is to be clearly explained and agreed with an option for parents/carers to refuse any or all of the discussed uses and to withdraw consent at any time. Any consent should be reviewed at least annually.
- 2.12 Consent for the use of images applies to adults as well as children.
- 2.13 A child's full name should not appear alongside their photographs particularly if the images could be viewed by the general public.
- 2.14 Use of a Professional Photographer
  - Only a reputable photographer who can provide evidence of authenticity should be used. Their photographic identity should be checked on arrival.
  - They should be viewed as visitors therefore appropriate supervision should be in place at all times to ensure no unsupervised access to children. They should be supervised by a person who is in regulated activity.
  - They may be asked to sign an agreement to ensure that they comply with Data Protection requirements, to agree that images will only be used for the agreed specified purpose and not be disclosed to any third person.
- 2.15 Parents/Carers
  - The use of any photographic equipment by staff, parents or visitors must be with the consent of the person in charge of EYFS at the specific time.

- The person in charge should have the authority to challenge anyone using photographic equipment without prior consent.
- Parents and carers are not covered by Data Protection Act if they take photographs or make a video recording for their own private use, but announcements before and after performances or other events will make it clear that photos and videos are for own personal use only.

#### 2.16 Digital Photo Frames

- If these are used to display slide shows of children, consent must be obtained from parents and carers.
- Images of children must be purposeful and show them in an appropriate context.
- Careful positioning of photo frames should be considered as they are often displayed in the most public areas of the childcare setting i.e. reception area.

### 3. Code of Conduct

- 3.1 A code of conduct is recommended to ensure that all staff are informed and work together to safeguard and promote positive outcomes for children. See full Code of Conduct for Employees at St Bede's School.
- 3.2 Reasonable steps must be taken to ensure the reliability and suitability of any individual who is to have access to personal data.
- 3.3 All practitioners are required to follow confidentiality and information sharing procedures which will be agreed at the time of induction, have a clear understanding of what constitutes misuse, avoid putting themselves in compromising situations which could be misinterpreted and could lead to potential allegations, and be aware of reporting concerns immediately.
- 3.4 Additional Profession Conduct Agreement for EYFS
- That through recreational use of social networking sites or other technologies to:
    - not bring St Bede's School EYFS into disrepute;
    - observe confidentiality and refrain from discussing any issues relating to work;
    - not share or post, in an open forum, any information that I would not want children, parents/carers or colleagues to view;
    - set privacy settings to block unauthorised access to my social networking page and to restrict those who are able to receive updates;
    - keep my professional and personal life separate, and not accept children as 'friends';
    - consider how my social conduct may be perceived by others and how this could affect my own reputation and that of our early years setting;
    - either avoid using a profile photograph or ensure it is an image I would be happy to share with anyone;
    - report any known breaches of the above;
    - understand codes of conduct as indicators of positions of trust, acknowledging that actions outside of the professional environment could be misinterpreted by others, and being conscious of this when sharing information publicly.

#### **4. Children's Records - Learning Journeys and Profiles**

- 4.1 Learning journeys are to be treated as personal data as each journey relates to an individual, identifiable child.
- 4.2 Where possible blanket consent will be requested from parent and carers for group images to be included in the learning journeys of other children. Parents and carers must be given the opportunity to view any images before they are included in any learning journey and must be given the option to restrict their consent.
- 4.3 If it is not possible to obtain consent, the relevant image must not be shared across learning journeys of other children.
- 4.4 Parents and carers must be reminded that they must not share, distribute or display images containing other children without the relevant permission or consent from their parents.
- 4.5 Parents should be encouraged to contribute information to this learning journey, by including some information and photographs which show what their child enjoys doing at home.
- 4.6 Learning journeys should remain on site at all times.

Headmaster  
September 2016

Director of Studies  
September 2016

**Appendix A - EYFS Consent Form for Children's Records / Learning Journeys / Profiles**



**Saint Bede's Preparatory School**  
Bishton Hall, Wolseley Bridge,  
Stafford ST17 0XN  
Telephone: 01889 881277  
Email: [admin@saintbedes.co.uk](mailto:admin@saintbedes.co.uk)  
[www.saintbedes.co.uk](http://www.saintbedes.co.uk)

To: *(Name of parent or carer)*

Re: *(Name of child)*

- We need detailed individual learning journeys for all children in our setting, which will document, evidence and monitor their learning and development progress.
- We will include observations of your child at play, including individual and group photographs and other information.
- Group photographs will sometimes capture your child at play, so we ask that you give permission for such visual records to be included in other children's learning journeys.
- Please note that you will be given the option to view any photographs before they are included in any learning journey, should you request this.
- As a parent/carer you are also given the opportunity to restrict your consent to only allow group photographs featuring your child in specific learning journeys.
- This form is valid for the duration of your child's time at our early years setting. The consent will automatically expire after this time. It is your responsibility to let us know if you want to withdraw or change your consent at any time.

*I consent / I do not consent* (delete as appropriate) to group photographs which show my child being included in other children's learning journeys.

By signing this declaration I understand that any data included in my child's learning journey which relates to another child is for my information only and I will not publicise or share it in any way.

Signature of parent/carer:

Full Name:

Dated:

## Appendix B - EYFS Consent Form for Taking Images



**Saint Bede's Preparatory School**  
Bishton Hall, Wolseley Bridge,  
Stafford ST17 0XN  
Telephone: 01889 881277  
Email: [admin@saintbedes.co.uk](mailto:admin@saintbedes.co.uk)  
[www.saintbedes.co.uk](http://www.saintbedes.co.uk)

To: *(Name of parent or carer)*

Re: *(Name of child)*

- We will take photographs of children to record special occasions and to monitor their learning and development progress. We will not share them with a third party without your explicit consent. We minimise potential for misuse by having effective safeguards in place.
  - The media may wish to take photographs, film footage for publicity or record special events. We will notify you of such occasions, and seek specific permission at the time.
  - Should we wish to use any images in publicity, for the prospectus or on the website, we will ask for specific permission, which will be for a defined period of time only.
  - To comply with the Data Protection Act 1998, we need your permission before we can photograph or make any recordings of your child.
  - This form is valid for the duration of your child's time at our early years setting. The consent will automatically expire after this time. It is your responsibility to let us know if you want to withdraw or change your consent at any time.
- 
- *I consent / do not consent* (delete as appropriate) to photographs of my child being taken by authorised personnel representing St Bede's School.
  - *I agree / do not agree* (delete as appropriate) with any resulting images being displayed on walls or in digital photo frames where they may be visible at times to the general public.
  - I understand that additional consent will be obtained should images be taken or used by a third party, used in publicity materials or in the media.
  - I understand that I can withdraw my consent or request to see photos taken at any time.
  - I understand that no photographs will be taken if my child refuses or becomes upset.

Signature of parent/carer:

Full Name:

Dated:

**Appendix C - EYFS Consent Form for Additional Consent to Use an Image**



**Saint Bede's Preparatory School**  
Bishton Hall, Wolseley Bridge,  
Stafford ST17 0XN  
Telephone: 01889 881277  
Email: [admin@saintbedes.co.uk](mailto:admin@saintbedes.co.uk)  
[www.saintbedes.co.uk](http://www.saintbedes.co.uk)

Dear (*name of parent/carer*)

We would like to use a photograph of your child for the following purpose:

The period of time this image would be used is from..... to.....

After this time, the photograph will be returned to you or destroyed.

We will not share the photograph with any third party or use the image for anything other than the agreed purpose.

**Consent:**

I have read the above statements, and *I agree / do not agree* (delete as appropriate) to this image being used.

Signature of parent/carer:

Full Name:

Dated:

## Appendix D - EYFS Consent Form for Parental Photography and Recording



**Saint Bede's Preparatory School**  
Bishton Hall, Wolseley Bridge,  
Stafford ST17 0XN  
Telephone: 01889 881277  
Email: [admin@saintbedes.co.uk](mailto:admin@saintbedes.co.uk)  
[www.saintbedes.co.uk](http://www.saintbedes.co.uk)

- We recognise that parents/carers will want to record productions or special events that their children are involved in. We therefore request parents/carers sign the following agreement to cover the taking and use of such images. This will ensure that the requirements of the Data Protection Act 1998 are adhered to and the wishes of other parents/ carers are respected.
  
- I agree to:
  - use recording/photography equipment only in the designated areas;
  - use recording/photography equipment on the agreed date and time only;
  - respect the rights of other parents, and will not attempt to make any recordings if full parental consent cannot be obtained;
  - stand to the rear of the designated area to avoid obstructing the view of others;
  - avoid taking unnecessary close-ups of individual children (other than my own child);
  - avoid taking any photos which could cause embarrassment or distress;
  - stop recording/taking photos on the request of any staff member;
  - ensure any photographs or videos taken are for my personal use only;
  - not sell, publish or display such images in any form, including uploading of photos on to the internet, in line with Data Protection.

Name of production/special event:

Recording equipment used (delete as applicable):

camcorder / camera / mobile phone / other (please state)

Signature of parent/carer:

Full Name:

Dated:

**Appendix E - EYFS Consent Form for Group Activities**



**Saint Bede's Preparatory School**  
Bishton Hall, Wolseley Bridge,  
Stafford ST17 0XN  
Telephone: 01889 881277  
Email: [admin@saintbedes.co.uk](mailto:admin@saintbedes.co.uk)  
[www.saintbedes.co.uk](http://www.saintbedes.co.uk)

Dear *(parent/carer)*

- We are staging a special event on .....
- We are sure some parents/carers would like to take photographs/videos of the production and would be very grateful if you would complete the slip at the bottom of this letter.
- Should any parents/carers not agree with their child being photographed, we will consider alternative options including staging specific photograph opportunities.
- Photographs of special occasions are ones which parents/carers tend to treasure and we will therefore only prohibit the use of cameras and videos as a last resort. We hope you will support us in this.

Yours sincerely

Date:

I am / I am not (delete as appropriate) happy for photographs to be taken of the special event in which my child is participating, taking place on .....

Signature of parent/carer:

Full Name:

Dated: