



Safeguarding & Child Protection Policy

Policy written February 2017 – Review date September 2021

1.0 **Statement**

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

Keeping Children Safe in Education, September 2020

1.2 At Bradford Christian School there is nothing more important to us than the physical, emotional and spiritual welfare of our pupils. For this reason, we regard Safeguarding as vitally important. The school recognises its legal and moral duty to promote the well-being of children, protect them from harm, and respond to child abuse, by following the Department for Education’s (DfE’s) statutory guidance for schools and colleges, ‘Keeping Children Safe in Education’, September 2020.

1.3 We believe that every child regardless of age has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically, psychologically or spiritually damaged. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place at all times.

1.4 Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action when there is a concern about a child.

2.0 **Aims**

2.1 At Bradford Christian School we aim to minimise risk to the safety of our pupils and promote their safety by:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe & effective care
- Taking action to enable all children to have the best outcomes.
(Keeping Children Safe in Education, September 2020)

2.2 This will be achieved by:

- Ensuring that all members of staff and volunteers who have suspicion that a child may be suffering, or may be at risk of suffering significant harm, know to refer such concerns to the Designated Safeguarding Lead immediately using the child’s actual words (using the form at Appendix 4), who will refer on to Children’s Services in accordance with the procedures issued by the Bradford Safeguarding Partnership where appropriate. Staff also know that they are able to refer such matters directly to the Bradford Safeguarding Partnership if they feel the need to. (Appendix 1 gives direction on how to do this and Appendix 5 provides an overview of the safeguarding process.)
- Ensuring that children’s worries and fears are taken seriously if they seek help from a member of staff. However, staff must not promise secrecy if concerns arise a referral must be made to the Designated Safeguarding Lead in addition to appropriate agencies in order to safeguard the child’s welfare.
- Accepting totally that safeguarding children is an appropriate function for all members of staff in the school, and wholly compatible with their primary pedagogic responsibilities.
- Recognising that safeguarding children in this school is a responsibility for all staff, including volunteers, and the Governing body
- Recognising that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school (Peer on Peer Abuse).

- Recognition that abuse is abuse and will not be tolerated or passed off as banter, or having a laugh or just growing up.
- Recognising that children are capable of abusing their peers.
- All staff, and especially the designated safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur i.e. contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- Recognising that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. The school has members of staff from the designated specialist provision unit on the Student Support Team to provide additional pastoral support for children with SEN and disabilities as required.
- Ensuring through annual training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm, and know how to report concerns or suspicions
- Designating a senior member of staff with knowledge and skills in recognising and acting on child protection concerns as Designated Safeguard Lead. He or she will act as a source of expertise and advice, and is responsible for co-ordinating action within the school and liaising with other agencies
- Ensuring that the designated member of staff responsible for child protection will receive appropriate training to the minimum standard set out by the Bradford Safeguarding Partnership.
- All staff should be prepared to identify children who may benefit from early help and share our concerns with others who need to know, and assist in any referral process
- Ensure all staff are aware of the early signs of abuse and neglect (Appendix 3) and report any concerns to the DSL
- Safeguarding the welfare of children whilst in the school, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs
- Ensuring that all staff are aware of the child protection procedures established by the Bradford Safeguarding Partnership, and act on any guidance or advice given by them. This will be updated for all staff at least once every year.
- Ensuring through our recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children,
- Acting swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
- Ensuring children know how to complain and understand the process for doing so. They can identify a trusted adult with whom they can talk about any concerns.
- Putting in place appropriate safeguarding responses to young people who regularly go missing.
- A child safeguarding programme through PSHE will seek to support the child's development in ways which will foster security, confidence and independence. It is central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills-based, set alongside a knowledge component, with an emphasis on helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.
- We will encourage children to feel safe and to talk about their feelings. It can:
 - reduce isolation in the emotions they experience
 - relieve tension by enabling children to talk and be listened to
 - provide an opportunity to develop an appropriate vocabulary, making violence less likely as a way of expressing needs
 - allow children to perceive situations more clearly for planning an action or change
 - make children feel protected by a culture which actively promotes a 'listening environment'
- All children need to know what to do in case someone tries to harm them. Knowing that the vast majority of children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching and comments, can encourage them to trust their own judgement and to feel safer, more aware and confident.

3.0 Roles and Responsibilities

3.1 The Governing Body

Bradford Christian School has a Governing Body and a Designated Governor, **Kevin Ryan**, whose legal responsibility is to make sure that the school has appropriate safeguarding policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare and ensure that a DSL is appointed. .

3.2 Where appropriate, the Governors will ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under inter-agency procedures.

3.3 The Governors will ensure that the DSL is given sufficient time to carry out his/ her duties, including accessing training.

3.4 The Governors will review safeguarding practices in the school on a regular basis, and no less than annually, to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school.
- Members of staff and volunteers are aware of current safeguarding practices, and that staff receive training where appropriate.
- That all staff have a copy of Part One of 'Keeping Children Safe in Education' Statutory Guidance for schools and colleges September 2020, & a copy of Bradford Christian Schools safeguarding policy and procedures.
- Child protection is integrated with induction procedures for all new members of staff and volunteers.
- The school follows the procedures agreed by the Bradford Safeguarding Partnership.
- Only persons suitable to work with children shall be employed in the school, or work here in a voluntary capacity and that safe and effective recruitment procedures are followed.
- Substantiated safeguarding concerns about a member of staff result in appropriate disciplinary action being taken.
- There is an effective safeguarding & child protection policy that describes procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Bradford Safeguarding Partnership. That the policy is updated annually and is available publicly on the school website.
- There is a staff code of conduct that includes specific direction relating to the acceptable use of technologies, staff/pupil relationships and communications including the use of social media.
- That Bradford Christian School has appropriate safeguarding and child protection responses for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent them going missing in the future.

3.5 Designated Safeguarding Lead

The designated safeguarding lead for child protection in Bradford Christian School is: **Mrs Zeilah Chadwick**
In her absence, these matters will be dealt with by: **Mr Phill Moon and Mrs Jane Prothero, the deputy DSL's.**

3.6 The designated safeguarding lead (DSL) is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. The DSL will provide advice and support to other staff on child welfare and child protection matters, take part in strategy discussions and interagency meetings, and/or support other staff to do so, and contribute to the assessment of children.

3.7 The school recognises that the DSL must have the status and authority within the school management structure to carry out the duties of the post and they must therefore be a member of the senior management team. All members of staff (including volunteers) will be made aware of who this person is and what their role is. The DSL will act as a source of advice and coordinate action within the school over child protection cases. She will need to liaise with other agencies and build good working relationships with colleagues from these agencies. The DSL is the first person to whom members of staff report concerns. The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by the Bradford Safeguarding Partnership.

3.8 To be effective the DSL will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.

- Cascade safeguarding advice and guidance issued by the Bradford Safeguarding Partnership.
- Ensure each member of staff and volunteers at the school, and trainee teachers are aware of, and can access readily, this policy on the staff intranet and school webpage.
- Liaise with the head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for the role.
- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding this.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the DSL.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.

3.9 The DSL also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend safeguarding training every 2 years on how to identify abuse and know when it is appropriate to refer a case
- Have a working knowledge of how the Bradford Safeguarding Partnership operates and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves known to all staff, volunteers and governors (including new starters) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

4.0 **Working with other agencies and seeking professional advice**

4.1 The DSL may need to contact Social Services to find out if a child is known to social care, to seek advice about necessary action, to contact the child's assigned social work team or to make a referral to that team. Where the wellbeing and safety of a child is considered to be at risk, action must be taken. Where suspicions have been aroused, advice from the Initial Contact Point can be sought on what action to take. (See Appendix 1 – Safeguarding Procedures Flowchart).

4.2 Schools are not investigating agencies and it is essential that child protection issues are addressed through agreed procedures. However, schools continue to play a role after referral and need to develop strong links with partner agencies particularly social care. Bradford Christian School recognises the importance of multi-agency working and will ensure staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

5.0 **Listening to Students**

5.1 Bradford Christian School recognises the importance of listening to students at all times, particularly when they are distressed, worried or concerned. It is appreciated that at times students may feel stressed and confused. The school shall identify quiet areas and provide the opportunity for students to take respite from the normal day when necessary.

5.2 All staff shall be made aware that children who are not known to be the subjects of concern may, however, be experiencing ill treatment, neglect or abuse. This means that staff should be aware of the need for sensitivity when dealing with all students at all times.

5.3 Bradford Christian School recognises that students who are distressed through experiences outside the classroom may be less able to achieve their potential. While it is clear that such students need firm boundaries, staff will take into account the student's distress when managing behaviour.

5.4 Students in the school will be annually surveyed regarding their perceptions of how 'safe' they feel when at the school. The data collected from these surveys will be used to inform changes in policies and practice.

6.0 **Handling information and confidentiality**

- 6.1 The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the requirements of the law, and any national and local guidance.
- 6.2 If a child discloses information relating to abuse or neglect this will be handled sensitively. It is important that staff do not promise confidentiality in relation to serious allegations or concerns as staff have a duty of care to inform the DSL. A disclosure from a child may be sudden and unexpected or it may arise from a normal enquiry into a particular incident. On other occasions, disclosure may be through stories or comments, possibly sparked by a particular lesson or TV programme. **It is important that all staff are prepared to receive disclosures from children, to listen to and support them and to report the incident to the DSL. (See Appendix 2 – Child Protection: Everyone’s Responsibility and Appendix 3 – Recognising Signs of Abuse)**
- 6.3 Staff who have suspicions but no evidence of abuse or neglect should discuss their concerns with a DSL; the DSL may already be aware of that concern or hold other relevant knowledge. The DSL may need to talk to other staff involved with the child in school, or with professionals working with the child to gain further information or to clarify the concern, e.g. School Nurse, SENCo. Information is only shared on a ‘need to know’ basis; in other words, where background knowledge of a child’s difficulties aids staff to better support them. Any member of staff who has access to sensitive information about a child or the child’s family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.
- 6.4 Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the DSL. Where any member of staff fails to report concerns about a child, this will be considered as misconduct and dealt with as a disciplinary matter.
- 6.5 Social workers occasionally need to seek information from school when allegations or concerns have been highlighted by other sources. Information about attendance, care and appearance, or changes in behaviour may be sought. It is important to work with children’s social care in the best interests of the child.
- 6.6 Normally, personal information should only be disclosed to the third parties (including other agencies) with the consent of the subject of that information (General Data Protection Regulation - GDPR) However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children’s social care. Information may be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. Bradford Christian School follows the information sharing guidance provided by Bradford Children’s Safeguarding Board (BCSB) when considering the sharing of personal information when there is a safeguarding concern.
- 6.7 The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under section 47 of the Children Act 1989, statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or children’s social care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation.
- 6.8 When a child or children transfer to a new school, child protection information will be transferred with them.
- ## 7.0 **Talking to parents/carers**
- 7.1 The school’s relationship with family is very important and in the interests of the child, every effort must be made to retain a working relationship with the family. Wherever possible, school will seek to work with parents and carers and inform them of action taken. If it is deemed that by informing them of a referral this may put a child in danger, then the referral should go ahead without parental permission (see 5.6). Guidance from children’s social care, as the lead agency, can be sought in such situations.
- ## 8.0 **Record Keeping**
- 8.1 The Designated Safeguarding Lead is required to manage the keeping of records in relation to safeguarding children matters. These records will be stored securely. Where a person makes an oral statement, a written record will be produced, signed and dated by the author.
- 8.2 Staff will be given as much information as necessary in order to help the child concerned. In general, this will mean that, where a child is on the Safeguarding register, or where there are concerns about a child, the member of staff chosen by the student to provide support will be kept informed. It may be appropriate in

some cases to inform other staff, giving few details but raising general awareness, that there are issues that may affect a student's behaviour and level of achievement at that time.

8.3 In the event of a student causing concern transferring to another school, the school will:

- find out the name of the receiving school
- contact the relevant member of staff at that school to discuss the transfer
- where appropriate hand deliver the records to the new school's Designated Safeguarding Lead, where not appropriate to visit in person send via registered post all information relating to the student to the receiving school plus transfer of records receipt slip to be signed by Safeguarding Lead.
- check with the receiving school that the student has actually arrived there on the expected day; inform all of the relevant agencies of the transfer.

8.4 The safeguarding lead will on an annual basis audit the school's safeguarding children files to ensure that adequate records are being kept in an appropriate manner. The check should cover the following:

- Check sheet in front of active cases
- If there are concerns re a student a concern file should be placed in the safeguarding file for further reference
- File cross-referenced with other family members, if appropriate
- Records and notes typed or written in legible handwriting
- Name, address and date of birth of child(ren) concerned recorded on each sheet
- Factual outline of incident /concern/allegation/disclosure
- Clear names of staff involved
- Signature, printed name, of person making record
- Note of action taken, and with whom information was shared
- Safeguarding Referral form sent to Children's Services Social Care if appropriate
- All minutes of meetings related to a vulnerable child e.g. child protection conferences, external agencies are to be filed in the safeguarding file in the locked cupboard in the Designated Safeguarding Lead's office

8.5 The DSL is responsible for keeping careful and accurate written records. Required details for each child include:

- The date
- The child's name
- Date of birth
- Address
- Nature of any concerns
- Names of people with whom concerns have been discussed.
- All actions, advice and decisions, including those not to proceed with a referral, should be recorded. These notes must be made as soon as reasonably possible after an observation has been made. Written notes serve to build a full and accurate school record and may also be required as factual evidence in any subsequent Court proceedings.

9.0 **Staff – providing a safe working culture**

9.1 All staff have a responsibility to provide a safe environment in which children can learn.

9.2 Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children. Staff and volunteers must adhere to this guidance and policies. All the above includes expectations about staff behaviours including outside of the working environment, staff/learner relationships and communications including the use of social media. The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. At all times, members of staff are required to work in a professional way with children. All staff will be aware of the dangers inherent in:

- working alone with a child
- physical interventions

- cultural and gender stereotyping
 - dealing with sensitive information
 - giving to and receiving gifts from children and parents
 - contacting children through private telephones (including texting), e-mail, MSN, or social networking websites.
 - disclosing personal details inappropriately
 - meeting pupils outside school hours or school duties.
- 9.3 Staff are advised to use the following sensible precautions when working alone with children:
- Avoid working in isolation with children unless thought has been given to safeguards
 - Work in a room where there is a glass panel in the door or leave the door open
 - Make sure that other adults visit the room occasionally
 - Do not give children a lift in your car (unless specifically agreed by senior leadership)
- 9.4 All staff must have an awareness of safeguarding issues that can put a child at risk of harm (Appendix 3) . Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, and sexting put children in danger.
- 9.5 We recognise that staff who become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 9.6 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents and carers to be conducted in view of other adults.
- 9.7 All staff should be aware of and abide by The Staff Code of Conduct. Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction of new members of staff.
- 9.8 We understand that a student may make an allegation against a member of staff. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the Allegations against staff policy will be followed
- 10.0 **Whistleblowing**
- 10.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Local Authority Designated Officer.
- 10.2 Whistleblowing regarding the Head teacher should be directed to the Chair of the Governing Body.
- 11.0 **Reasonable Force**
- 11.1 Bradford Christian School acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, may damage property/buildings or compromise the orderly operation of the school. Such events should be recorded and signed by a witness. Please see positive handling policy for more information
- 11.2 Staff who are likely to need to use physical intervention will be appropriately trained.
- 11.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 11.4 As appropriate the DSP SENCO or School SENCO will plan positive and proactive behaviour support, for certain individuals by drawing up a positive handling plan for more vulnerable children, and agreeing them with parents and carers.
- 12.0 **Recruitment (*For more specific guidance in relation to recruitment see Safer Recruitment Policy and Procedures*)**
- 12.1 In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. We accept that it is our responsibility to follow the guidance set out in “Keeping Children Safe in Education Sept 2020” and ensure we meet requirements to have experienced and trained governors in Safer Recruitment, in particular:
- Before appointing someone, ensure that 2 references are obtained, one being from the current employer.

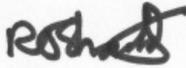
- Ensure that all staff, governors and volunteers have an enhanced DBS checks before starting work. Where a convictions identified a risk assessment will be completed to ascertain the appropriateness of employing the individual and withdrawing the employment offer if there is a safeguarding conflict.
 - New teaching staff will also require prohibition checks through NCLT.
 - All staff, volunteers, trainee teachers and governors will be recorded on the Single central Register.
 - Staff involved in the recruitment and appointment of staff will have refresher training every two years.
 - Every interview panel will contain at least one person who has undertaken safer recruitment training.
- 12.2 In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:
- Identity checks to establish that applicants are who they claim to be through birth certificate, passport, new style driving licence etc.
 - Academic qualifications, to ensure that qualifications are genuine
 - Professional and character references prior to offering employment
 - Satisfy conditions as to health and physical capacity
 - Previous employment history will be examined and any gaps accounted for.
 - Section 128, EEA and prohibition checks will be completed using the information provided by the Department of Education.
- 12.3 The site caretaker and cleaner have access to all areas of the building during school hours and therefore will be included in the same rigorous checking process via DBS as staff working with children. All occasional contractors who attend the school premises to complete work not able to be completed by the caretaker will, wherever possible, complete the work out of hours, outside the normal school day. Where work has to be completed whilst school is in session, the contractor will be accompanied by a member of staff and will not be left alone to work in areas to which students have access unless they have a valid DBS certificate from the company they are working for. Such details will be recorded by the school.
- 12.4 Occasional visitors do not need to be DBS checked when visiting provided they are permanently in the presence of a member of school staff. Visitors may be shown round the school by a group of students but at no time should the visitor be left on their own with one student. All visitors must sign in at reception and receive a visitor badge which must be worn at all times whilst on the premises.
- 12.5 The Governing body deems it best practice to renew all DBS certificates on a 10-yearly basis.
- 13.0 **Volunteers**
- 13.1 We understand that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will undergo the same checking and security vetting as paid staff. Please see volunteer policy for more information.
- 13.2 Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with any child. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will undergo the same checking and security vetting as paid staff.
- 13.3 The outcomes of the checks carried out on all adults working in school (staff and volunteers) are held in the Single Central Record, maintained by the School Business Manager.
- 14.0 **Induction & Training**
- 14.1 All new staff and volunteers on day one of their employment will complete a formal induction process that includes safeguarding and child protection policies and procedures as well as Health and Safety and the staff code of conduct. They will be given an overview of the school and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.
- 14.2 All new staff at the school (including volunteers) will receive basic safeguarding and child protection information and a copy of this policy and Keeping Children Safe in Education Part 1 on their first day at the school.
- 14.3 All staff will be expected to attend training on safeguarding children that will enable them to fulfil their

- responsibilities in respect of child protection effectively. The school will provide this training.
- 14.4 Staff will attend refresher safeguarding and child protection training every year delivered by the DSL, and the DSL and deputy every two years.
- 14.5 Records will be kept of all staff training completed and the date it was undertaken.
- 15.0 **Safeguarding In School**
- 15.1 **Prevent**
- We will ensure that all members of staff will be able to assess the risk of children being drawn into terrorism or support for terrorist ideology. We will ensure that staff are adequately trained and equipped to identify children that may be at risk. The school will act in accordance with the policies and procedures of the Bradford Safeguarding Partnership. Finally, we will ensure that suitable internet filtering is in place in order to prevent children accessing extremist material in school.
- 15.2 **Female Genital Mutilation**
- We will ensure that all staff are aware of the existence of procedures which involve partial or total removing of the external female genitalia. Staff will be made aware that this practice together with any other injury to female genital organs is illegal and constitutes a serious form of child abuse. Staff will be made aware of any individuals who are in relevant communities in order to be alert for the possibility of a child being at risk. If a member of staff in the course of their work discovers an act of FGM has been carried out on a girl under the age of 18 the member of staff MUST report this to the police. We will ensure that any concerns will activate local safeguarding procedures and will activate multi agency liaison with police and children's social care.
- 15.3 **Photographing Children**
- We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life, and we will not discourage parents from celebrating their child's successes. However, if there are Health and Safety issues associated with this - i.e. the use of a flash when taking photos could distract or dazzle the child, and cause them to have an accident, we will encourage parents to use film or settings on their camera that do not require flash. We will not allow others to photograph or film pupils during a school activity without the parents' permission.
- 15.4 We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, and if we do obtain such permission, we will not identify individual children by name. The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.
- 15.5 Members of staff may take photographs of children whilst engaged in school activities for teaching and learning purposes; for assessment purposes or as means of celebrating successes in school using equipment provided by the school.
- 16.0 **Child on Child Sexual Violence and Sexual Harassment**
- SEXUAL VIOLENCE-** means any offence under the Sexual Offences Act 2003 such as rape, assault by penetration and sexual assault.
- SEXUAL HARRASSMENT-** Is unwanted conduct of a sexual nature that can occur online and offline. These offences can include: sexual comments, sexual jokes and taunting, physical behaviour e.g. brushing up against someone, online harassment, non-consensual sharing of sexual photos/video, sexual exploitation, coercion and threats, upskirting. (Upskirting which typically involves taking a picture under someone's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation and distress or alarm as highlighted in the Voyeurism Offences Act, which came into force on 12 April 2019.)
- 16.1 In the event of a report from a child of sexual violence, the member of staff should reassure the child they have done the right thing in disclosing what has happened and should reassure them that they will be taken seriously and will be supported and kept safe. The child should not be made to feel like they are creating a problem or to be ashamed for making the report.
- 16.2 The member of staff must not promise that the disclosure will be kept secret, and must inform the child that it may need to be shared with Mrs Chadwick the DSL and /or Children's Social Services.
- 16.3 The member of staff should listen carefully to the child and be non-judgmental in what is shared, they should ask open questions, what, where, when to help a child relate their concern.

- 16.4 The member of staff will inform the child what they will do with the report e.g. report to Mrs Chadwick
- 16.5 After the disclosure the member of staff should write a summary of the disclosure only using the facts and language presented by the child and not inserting any personal opinions or assumptions.
STAFF SHOULD BE AWARE THAT WHERE THERE ARE ILLEGAL IMAGES INVOLVED, THEY SHOULD NOT VIEW THESE IMAGES OR FORWARD THEM TO ANYONE ELSE.
- 16.6 The member of staff should inform the DSL as soon as possible after the disclosure.
- 16.7 The DSL should then complete a risk assessment considering the protection and support of the victim, alleged perpetrator, and any other child that may be at risk
- 16.8 The DSL should engage with children's social services or the police as appropriate.
- 16.9 The DSL will always consider what is in the best interests of the child when dealing with an incident of this nature.
- 16.10 The DSL will refer to directions contained in KCSIE when dealing with a disclosure of this nature.
- 17.0 **Serious violence**
All staff will be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- 18.0 **Review**
- 18.1 In writing this version of the policy the following have been referenced:
- Keeping Children Safe in Education – Statutory guidance for school and colleges Sept 2020
 - The Children's Act 1989
 - Working Together to Safeguard Children – A guide to interagency working to safeguard and promote the welfare of children July 2018
 - General Data Protection Regulation
 - Contextual Safeguarding – An overview of the operational, strategic and conceptual framework
- 18.2 As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge. To this end, this policy must be seen in light of the school's policies on:
- Sex Education
 - Anti-Bullying Policy
 - Safe recruitment Policy
 - Staff code of conduct
 - On line Safety
 - Confidentiality Policy
 - Behaviour and Discipline Policy
 - Health & Safety
 - Fire Safety Policy
 - Educational Visits Policy
 - Attendance Policy
 - Inclusion and SEN
 - Allegations against members of staff
 - Medical and Intimate care policy
 - Missing child policy
 - Data Protection Policy
 - Volunteer and visitor policy
 - Late Collection Policy
 - Staff Induction mentoring and Monitoring Policy

- Preventing radicalisation and extremism Policy
- First Aid Policy
- Equality Policy
- Positive Handling Policy

18.3 This policy was first written in January 2017 and is reviewed on an annual basis, this latest review being completed in September 2019

Formally agreed through Governors compliance:	11th November 2020
Signed Richard Shackleton – Chair of Governors	
Signed Jane Prothero – Head Teacher	
Review Date:	September 2021

Safeguarding Procedure Flowchart

The Designated Safeguarding Lead (DSL) should take the following action upon being informed of
a) suspicion of child abuse,
or
b) discovery of child abuse...



- A) Where it is clear that a Child Protection Referral is needed, contact without delay:
Children's Social Care 01274 435600
Emergency Duty Team (out of hours) 01274 431010
OR
- B) Where the DSL is not sure if it is a child protection issue, or where the DSL needs to check children's social care involvement seek advice from:
Initial Contact Point 01274 435600
OR
- C) If there is reason to believe that a child is in immediate risk of harm contact:
Police on 999



If asked to monitor the situation, the DSL should make sure they are clear what is expected to be monitored, for how long and to whom information should be reported.



The DSL must keep a written record of all events and action taken; each entry to this record must be dated and signed. Records must be kept confidential and secure.

Child Protection – Everyone’s Responsibility

Child Protection relates to children who are in need or at risk of abuse. Abuse relates to physical injury, sexual or emotional abuse, neglect or witnessing domestic violence.

What do I do if I suspect that a student is being abused because of:

- Marks/bruising
- Behaviour
- Comments a child has written or said
- Hearsay from others.

Then it is my responsibility to pass on my concerns:

- Tell the Designated Safeguarding Lead by completing the Logging a concern about a child form as soon as possible. This form can be accessed by clicking the link here. [Logging a concern about a child part 1 and annex A.docx](#)
- You do not need to question the child yourself but may make an enquiry if they are clearly upset or their behaviour is of concern.
- Maintain confidentiality – don’t tell others who do not need to know.

If a child tells you he/she has been subject to physical or sexual abuse, emotional abuse or neglect or has witnessed domestic violence.

- Never agree to keep ‘secrets’/confidentiality even if the child is very persuasive
- Listen carefully to the child and allow them to say what they need to
- Use questions for clarification; avoid leading questions
- Reassure the child that they have done the correct thing by telling someone
- Tell the child that this information must be passed to a DSL
- When the child has finished speaking, write down what has happened using the logging a concern about a child form, [Logging a concern about a child part 1 and annex A.docx](#) , including where possible, the exact words or phrases they used and hand immediately to the DSL.

If I suspect or receive information about any adult who may be abusing a child or children

- Write down what you know and pass it to the DSL.

Designated Safeguarding Lead : Mrs Zeilah Chadwick

Deputy Safeguarding Officers: Mr Phill Moon and Mrs Jane Prothero

Recognising Signs of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The signs of child abuse aren't always obvious, and a child might not tell anyone what's happening to them. Children might be scared that the abuser will find out, and worried that the abuse will get worse. Or they might think that there's no-one they can tell or that they won't be believed. Sometimes, children don't even realise that what's happening is abuse. The effects of abuse may be short term or may last a long time - sometimes into adulthood.

Children develop and mature at different rates. So, what's worrying for a younger child, might be normal behaviour for an older child. If a child looks or acts a lot older or younger than their age, this could be a cause for concern. However, if a child develops more slowly than others of a similar age and there's not a cause such as physical or learning disabilities, it could be a sign they're being abused. Long term effects of abuse and neglect include:

- emotional difficulties such as anger, anxiety, sadness or low self-esteem
- mental health problems such as depression, eating disorders, post-traumatic stress disorder (PTSD), self-harm, suicidal thoughts
- problems with drugs or alcohol
- disturbing thoughts, emotions and memories that cause distress or confusion
- poor physical health such as obesity, aches and pains
- struggling with relationships
- worrying that their abuser is still a threat to themselves or others
- learning difficulties, lower educational attainment, difficulties in communicating
- behavioural problems including anti-social behaviour, criminal behaviour.

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

Possible signs of physical abuse: -

- Unexplained injuries or burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries
- Admission of punishment which appears excessive.
- Fear of parents being contacted.
- Bald patches
- Withdrawal from physical contact.
- Arms and legs kept covered in hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved,

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

Possible signs of emotional abuse: -

- Physical, mental and emotional development lags.
- Over reaction to mistakes.
- Continual self-deprecation
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug or solvent abuse.
- Running away.
- Compulsive stealing or scavenging.

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

Possible signs of sexual abuse: -

- Sudden changes of behaviour or school performance.
- Displays of affection in a sexual way inappropriate to age.
- Tendency to cling.
- Regression to younger behaviour e.g. thumb sucking, acting like a baby, playing with discarded toys.
- Complaints of genital itching or pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, baby sitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Apparent secrecy.
- Chronic illnesses, especially throat infections and venereal disease.
- Anorexia or bulimia.
- Self-mutilation, attempted suicide, frequently running away.
- Unexplained pregnancy.
- Fear of undressing for PE
- Phobias or panic attacks.

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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical

and emotional harm or danger; ensure adequate supervision (including the use of inadequate 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 of neglect: -

- Constant hunger
- Poor personal hygiene
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or nonattendance at school.
- Untreated medical problems.
- Destructive tendencies.
- Low self-esteem.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking).
- No social relationships.
- Running away.
- Compulsive stealing or scavenging.

Peer on Peer Abuse

All staff need to be aware that children abuse other children, and that incidents of peer on peer abuse should be dealt with using the school's behaviour and discipline policy. Peer on peer abuse is most likely to include but not limited to:

- Bullying including cyberbullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm.
- Sexual violence such as rape, assault by penetration and sexual assault.
- Sexual harassment such as sexual comments, remarks, jokes, online sexual harassment which may be stand alone or part of a broader pattern of abuse.
- Upskirting which typically involves taking a picture under someone's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation and distress or alarm.
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

Specific safeguarding issues: -

- Child sexual exploitation (CSE)
- Bullying including cyber bullying.
- Domestic violence.
- Drugs.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM)
- Forced marriage.
- Gangs and youth violence.
- Violence against girls.
- Mental health.
- Private fostering.
- Radicalisation.
- Sexting.
- Teenage relationship abuse.
- Trafficking.

Logging a concern about a child's safety and welfare

Part 1 (for use by any staff)

Pupil's Name:	Date of Birth:	Year:
Date & Time of Incident:	Date & Time (of writing):	
Name:		
.....	
Print	Signature	
Job Title:		
Does the pupil know that this form has been completed?		YES / NO
If No, why not?		
If yes, what did the pupil say?		
Why are you concerned about this child? Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is hearsay or opinion. You must not ask the pupil leading questions or try to investigate the concern yourself.		
What have you observed and when? This relates to anything that you have personally witnessed.		
What have you been told and when? Write here anything that you have been told by the pupil or any other person. Be clear about who has said what.		
What have you heard and when? This may be third party information that is relevant but as yet unsubstantiated. If an allegation has been made, give any details you have about the alleged abuser.		
Does the pupil have any visible injury, or have they told you that they have been injured? Yes / No		
If yes, record visible signs of harm and physical injuries or marks seen on child using the body maps at Annex A to record injuries (Do not remove clothing for the purpose of the examination unless the injury site is freely		

available because of treatment. **At no time, should an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person. The body map at Annex A should be used. Any concerns should be reported without delay to the appropriate safeguarding services.)**

Injuries or marks recorded on Annex A Yes / No

If there are injuries has medical advice been sought?

Write here what medical advice has been sought and from whom

Has any action already been taken in relation to this concern?

Write here what action has been taken e.g. pupil removed from class, first aid administered.

Name and position of the person that this record was handed to:

Date and time the above person received this record.

If this record has been handed to someone other than the designated safeguard lead, please explain why:

Check to make sure your report is clear to someone else reading it.

Please pass this form to your Designated Safeguard lead if unavailable it should be passed to the deputy/ head teacher.

If you have used additional sheets to complete this record of concern, please staple them to this form and write the number of additional sheets here:

Annex A

Name of Child..... Date injuries or marks recorded.....

Injuries or marks recorded by..... Time injuries or marks recorded.....

Name of any others present when recording marks or injuries on child:

.....

Use these body maps to document and illustrate visible signs of harm and physical injuries.

- Always use a black pen (never a pencil) do not use correction fluid or any other form of eraser.
- Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment. At no time, should an individual teacher/member of staff take photographic evidence of any injuries or marks to a child's person
- Ensure that if used this form is securely attached to the logging information form

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations, wounds, scalds and burns:

- Exact site of the injury on the body e.g. upper outer arm, left cheek.....
- Size of the injury – in centimetres or inches.....
- Approximate shape of the injury e.g. round, square or a straight line.....
- Colour of injury – if more than one colour, say so.....
- Is the skin broken?.....
- Is there any swelling at the site of the injury or elsewhere?.....
- Is there a scab, any blistering, any bleeding.....
- Is the injury clean or is there grit, fluff etc.?.....
- Is mobility restricted as a result of the injury?.....
- Does the site of the injury feel hot?.....
- Does the child feel hot?.....
- Does the child feel pain?.....
- Has the child's body shape changed, are they holding themselves differently?.....

Ensure first aid is provided where required and record:

.....
.....
.....
.....
.....

Name of Child.....

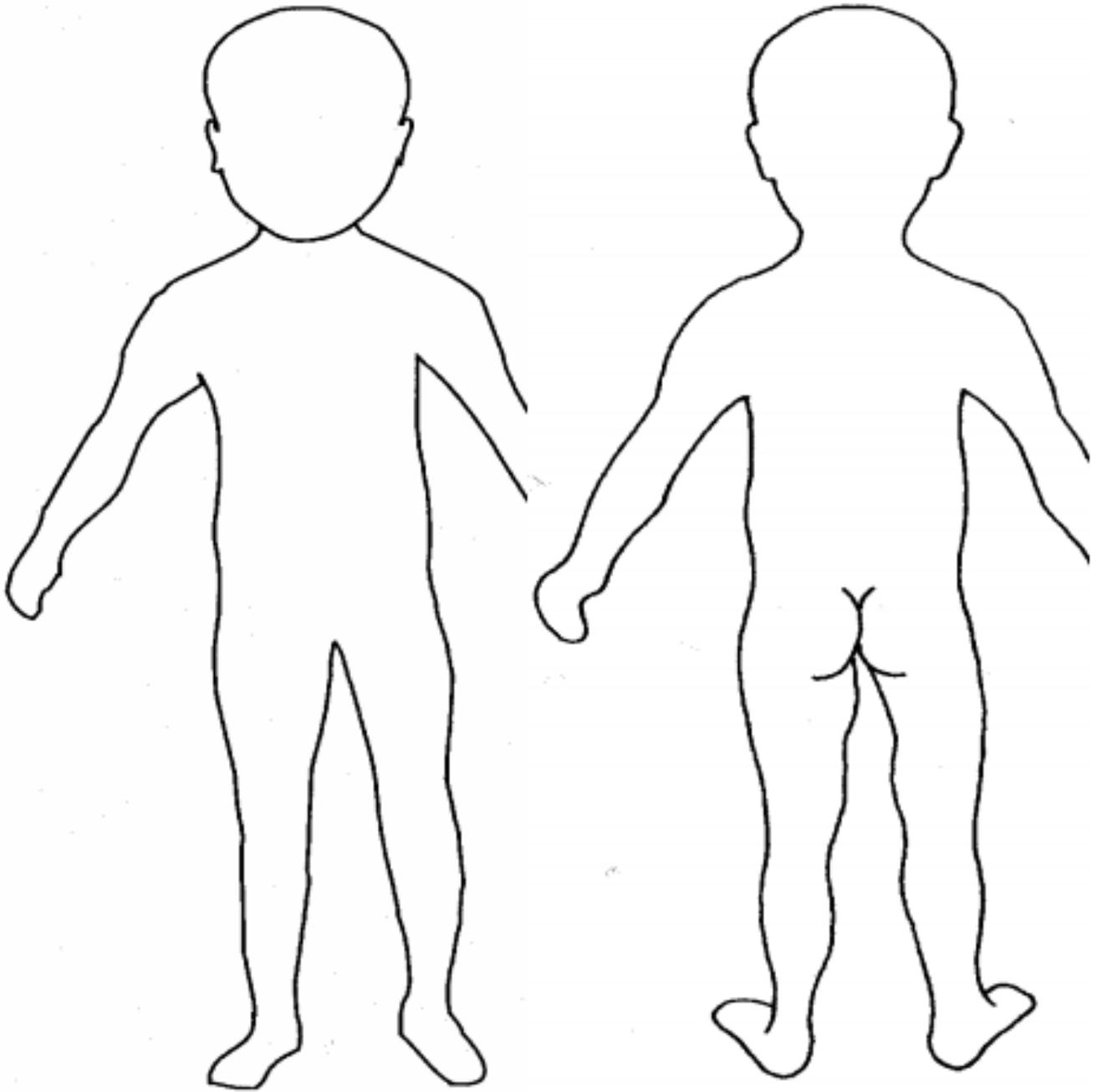
Date of birth.....

Name of member of staff.....

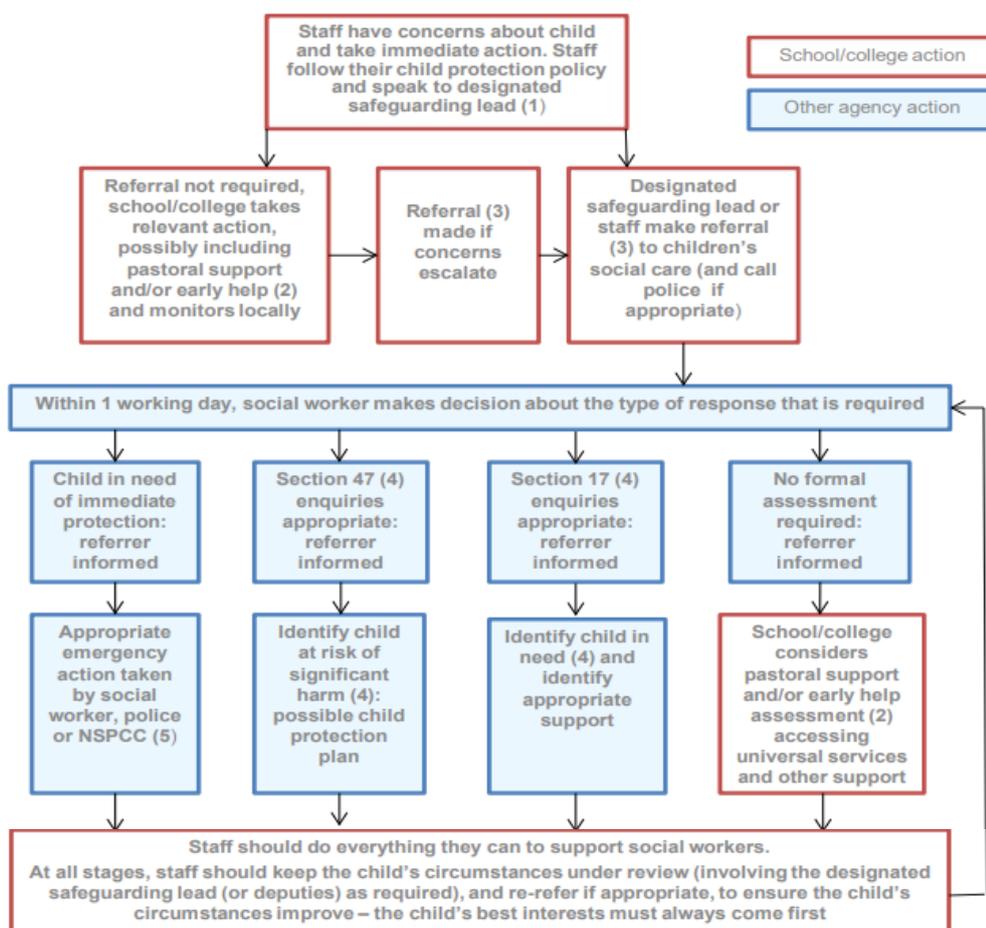
Position.....

Signature of staff member.....

Date and time of observation.....



Actions where there are concerns about a child



Covid 19 Safeguarding and Child Protection Policy (Student/Parents)– Annex

Created 1st April 2020

- In these difficult times it can be difficult to know who to turn to if you are worried or upset about things that are happening at the moment. There are people who you can contact if you need to talk to someone outside your family unit like
 - Can also contact your assigned member of staff by email.
 - For Primary EYFS – Y4 – Mrs Prothero
 - For Middle Y5-8 – Mr Moon
 - For Upper Y9 – Y11 – Mr Prothero



- Child line
- Bullying at any time is unacceptable whether it is face to face or online. If you feel that you have been bullied in any way you should contact your assigned member of staff who will help you to deal with your concerns.
- We are doing all we can to keep school work moving forward and will develop new ways to present your classes to you. Please be ready to work with us as we try to find the best way to help you continue to learn.
- Whilst working online only visit sites and areas agreed with your teacher and parents. This is not a time to experiment.
- As we move to use different platforms to deliver lessons there are protocols (rules) that we will expect you to follow. Please look at these rules to make sure you know what they are.
- If whilst you are working on line you have a concern about your safety or items appear on your screen that are inappropriate please contact Mr McGrail by email and he will help you to deal with your concern.

For Parents

As students are now completing work for school completely on line and as we develop our digital provision, we will keep you updated on how we will be looking to educate your child(ren).

As a school community we would also like to emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. If you require support to keep your children safe online includes please see the following suggested information:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

We would also like to alert you to a on line safety concern that has come to our attention:

The Education Safeguarding Team have had numerous queries and safeguarding concerns raised about an APP called House Party in respect to live streaming.

The house party is taking social media by storm. It's from the same company that created Fortnite. As with all live-streaming platforms, screenshots, unsolicited messages and self-generated sexualised imagery can put young people at risk. Links to 'rooms' can also be shared publicly – to other platforms which could see uninvited users joining.

In order to manage this risk: 'Rooms' should be locked to prevent uninvited guests from joining – remember all rooms will lock by default if a user enables 'private mode'. If an uninvited guest joins a room they can easily 'friend' others taking part in the live stream. It appears that when a friend is invited, their friends can also join a 'room' without the invitation. Therefore potentially increase the opportunity to cyber-bully and troll others.

Ineqe, an organisation that supports school with online safety resources have shared a link and a short animation as well for those who want to know more: <https://www.ineqe.com/2020/03/30/houseparty-how-safe-is-the-app-taking-the-uk-by-storm/>



The New
Google
Hangouts
Meet

BCS Meet code of conduct

Students

- Enter class Meet sessions and **immediately** turn your microphone off.
- Use the chat feature **only** for showing you have a question to ask and wait patiently for the teacher to acknowledge you.
- **DO NOT** repeatedly comment and so clog up the comment stream.
- **ONLY** present your screen if asked to do so by the teacher.
- If your computer is not in a shared space, you **must** turn your camera off.



Google Hangouts

BCS Hangouts code of conduct

Students

- Whilst BCS understands that students conversations will inevitably veer into more non-educational content, BCS will monitor hangouts content to ensure it is being used for as close to as is possible educational conversations and resource sharing.
- Students at BCS are given an @bxs.org.uk account in Year 3 but do **not** have access to Google Hangouts and passwords are set by teachers for ease of access and have limited accesses.
- From Year 5 onwards, Students have access to Google Hangouts to instant message both other students and staff. **All** conversation history is saved, is searchable, monitored and can **not** be turned off by students.
- Staff and Students are trained to recognise negative online behaviour and how to report issues they come across online. Any report received by BCS leadership will be immediately investigated.
- **Anyone** who is found to be in breach of this code of conduct will have their access to Hangouts removed.

Covid 19 Safeguarding and Child Protection Policy (Staff)– Annex

Created 1st April 2020 amended 23/4/20

1.0 **Safeguarding Statement**

- 1.1 As a school we continue to be guided by Keeping Children Safe in Education (September 2019). ***Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes in to contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child', being aware that this may vary for different children and different families at this present time.***
- 1.2 It is important in these times of different working that Safeguarding and Child Protection still remains one of our essential priorities and this document is to remind all working staff of these principles:-
- with regard to safeguarding, the best interests of children must always continue to come first
 - If a member of staff working with students on line has a safeguarding concern about a child, they should act immediately as they would do if they work on in school.
 - a DSL or deputy will be available – currently the DSL is Zeilah Chadwick with Jane Prothero and Phill Moon as deputies. If there are any concerns please contact one of us immediately either by phone or email.
 - children should continue to be protected when they are online
- 1.3 This document does not supersede the existing safeguarding and child protection policy, it remains as the schools direction when dealing with incidents and concerns.

2.0 **General Protocols**

- 2.1 Although children in care are some of our most vulnerable learners and as such are included in the vulnerable list from DfE advice from our local LEA is that in the main it is best for those children in care to be at 'home' in their care placement accessing the universal education provision provided by school. In these cases the Virtual School will continue to monitor and support the progress of these children in partnership with schools and carers, and promote learning at home and maintaining routines. Where it is deemed that it would be best for the child to be in the school environment this will be accommodated in consultation with all appropriate parties.
- We will maintain a log of our contacts which will be available for scrutiny by the senior leadership team.
- 2.2 CLA reviews and PEPs are still going ahead, and LEA will inform the school when these are due and will work with the school to ensure that the social workers have the relevant information needed to produce the PEPs. It is important as a school for us to continue to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- 2.3 Peer on peer abuse – In incidents where peer on peer abuse has been identified, the senior leadership will continue to follow the processes laid out in the antibullying policy and student discipline policy. However given the different circumstances we are now operating under, students will be informed that where they feel they have been bullied in any way or have any safeguarding concerns, they will be given a named teacher whom they should contact by email.
- 2.4 If any member of staff has a concern about a staff member who may pose a safeguarding risk to children this should be reported in the first instance to the Head Teacher Phill Moon and he will follow the allegations against staff policy in resolving those concerns.

3.0 **Mental Health**

- 3.1 Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home.
- 3.2 Where the school is providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.
- 3.3 We recognise that mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying

problem. Support for pupils in the current circumstances will be provided by those remaining staff who form part of the student support team.

3.4 As teachers receive information in relation to students home situations either directly from students or parents that impact a child's mental health or ability to work within our online school this should be passed to Department leaders who will ensure that all staff currently teaching within school are aware of any concerns.

4.0 **Working Online**

4.1 School is currently closed to all students and will only be opened in the event that a key worker requires childcare of the LEA identify that it would be better for a vulnerable child to receive education in school rather than at home. School is therefore being provided on line by a small core group of teachers. How our online provision is delivered is evolving to find the best mechanisms for engaging our students. Working on line presents a new range of concerns to be addressed and attached to this annex are protocols for staff to keep everybody safe as we work online in these challenging times. All staff will be required to work on line to these agreed protocols.

4.2 Where students experience a concern whilst working on line they should report those concerns in the first instance to Mr McGrail who will try to resolve their concern in accordance with our existing online safety policy.

5.0 **Review**

5.1 This annex should be read in conjunction with the following policies

- Safeguarding and child protection
- Antbullying
- Behaviour and discipline
- Allegations against staff
- On line safety

5.2 This annex will be issued to all staff currently on staff during the Covid19 restrictions.



The New
Google
Hangouts
Meet

BCS Meet code of conduct

Staff

- All Google Meet lessons should be scheduled ahead of time via Google Calendar and not 'Adhoc'.
- Meet lesson events should **always** be shared to whole groups and never individual students.
- Staff should be appropriately dressed whether they are visible on camera or not.
- Teachers will be available to work on line with students via the google platform and BXS emails 9:00 - 3:30. Students may email or return work after 3:30pm but staff will not answer until the next working day, unless vitally necessary.