Great Barford Primary Academy
Child Protection Policy

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School Name:	Great Barford Primary Academy
Designated Safeguarding Lead:	Sarah Evans
Deputy Designated Safeguarding Lead:	Karen Pickard
Designated Governor For Safeguarding:	Anne Lovesey
Date Last Reviewed:	August 2017

Introduction

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

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

- Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures http://bedfordscb.proceduresonline.com/chapters/contents.html.
- Working Together to Safeguard Children (2015).
- Keeping Children Safe in Education (2016).
- What to do if you're worried a child is being abused
  Advice for practitioners (March 2015).
- Information Sharing Practice Guidance (2015).
- Revised *Prevent* Duty Guidance: for England and Wales 2015.
- Children Act 1989.
- Children Act 2004.
- Children and Young Person Act 2008
- Children and Social Work Act 2017
- Serious Crime Act 2015
- Children and Families Act 2014
  http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted
- Education Act 2002.
- Education Act 2011
- Safeguarding Vulnerable groups Act 2006
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- Guidance for safer working practices for those working with children and young people in education settings October 2015.
- Disqualification under the Childcare Act 2006.

As a school, Great Barford Primary Academy believes in supporting all aspects of children and young people's development and learning, and keeping children safe.

Ofsted's definition of safeguarding

Ofsted's definition of safeguarding as defined in 'Working Together to Safeguard Children' March 2015:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

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

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

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

- Children's and learners' health and safety and well being.
- The use of reasonable force.
- Meeting the needs of children and learners with medical conditions.
- Meeting the needs of children with special educational needs and disabilities.
- Awareness of the needs of Looked After children in the school.
- Providing first aid.
- Intimate care and emotional well being.
- Online safety and associated issues.
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate arrangements for children visiting host families, attending work experience and school visits (procedures available in other school policies).
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context."

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

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

Ethos:

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

All staff will work to ensure that:

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

All staff who work with children will have appropriate checks carried out to ensure they are not disqualified under the School Staffing Regulations 2017 and for Teachers, the Teachers Disciplinary (England) Regulations 2012 and Childcare (Disqualification) Regulations 2009. http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made Education staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

All staff at Great Barford Primary Academy should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, 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. The role of the FSW is particularly important in working alongside social care and educational professionals in developing strategy and family support.

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.

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

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

- We have a Designated Safeguarding Lead (DSL) and a Deputy DSL who undergo training to provide them with the knowledge and skills required to carry out the role at least once every two years. In addition to their formal training, as set out above, their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role. The designated safeguarding lead will undertake Prevent awareness training.
- We have a Designated Lead for Looked after children and Ex Looked After Children.
- All staff are trained in basic Child Protection awareness every three years.
- All staff have read and understand the Child Protection Policy and are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children.

- All staff will undertake Prevent training.
- All staff have read at least Part 1 of 'Keeping Children Safe in Education', current guidance. https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- All children, young people and their families are familiar with the Child Protection Policy.
- We have a designated governor for safeguarding.
- The child protection policy is reviewed on an annual basis by the DSL and the board of Governors.

Recognising Abuse

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

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2015) as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

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

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger, for example via the internet. They may be abused by an adult or adults, or another child or children.

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

Physical abuse

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

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

Emotional abuse

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

- It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs.
- It may involve seeing or hearing the ill-treatment of another – for example where there is fighting or violence in the home.
- It may involve serious bullying (including via electronic media), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

For more information, see our Anti-Bullying Policy.

Sexual abuse

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

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

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caregivers); or
- ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Special Circumstances

The Bedford Borough Safeguarding Children Board Interagency Child Protection Procedures http://bedfordscb.proceduresonline.com/chapters/contents.html. outline responses to special circumstances in child protection cases, including issues such as:

- Bullying.
- Child Sexual Exploitation (CSE.)
- Domestic violence.

- Drugs.
- Fabricated or induced illness.
- Faith abuse.
- Female genital mutilation (FGM).
- Forced marriage.
- Gangs, serious youth violence and violent extremism.
- 'Honour'-based violence (HBV).
- Information and communication technology (ICT)-based forms of abuse, including cyberbullying.
- Missing from care and home.
- Not attending school.
- Parental lack of control.
- Parental mental illness.
- Parents with learning disabilities.
- Parents who misuse substances.
- Pregnancy.
- Private fostering.
- Self-harming and suicidal behaviour.
- Sexually active children.
- Spirit possession or witchcraft.
- Trafficked and exploited children.
- Young carers.
- Gender-based violence/violence against women and girls (VAWG).
- Hate.
- Preventing radicalisation.
- Sexting.
- Relationship abuse.

The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) takes the lead responsibility for child protection, including support for other staff and information sharing with other agencies, developing policies and staff training. Most settings have one DSL although it is good practice for settings to also have a Deputy DSL who will be trained to the same level as the DSL. Usually, the DSL is also the named person who responds to allegations made against members of staff.

The DSL must be a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL cannot delegate this overall responsibility.

DSL Responsibilities

- Refer suspected abuse and neglect to the Multi Agency Safeguarding Hub (MASH). Tel: 01234 718700 or email multiagency@bedford.gov.uk
- Report allegations made against members of staff to the Local Authority Designated Officer or LADO (and Ofsted if Early Years /Play Providers /Childminders). Tel: 01234 276693 or email: lado@bedford.gov.uk
- Develop and update the Child Protection and other safeguarding policies, ensuring that staff and children/families/parents are aware of them.
- Provide support and advice to all members of staff within the setting regarding child protection concerns.
- Keep the Head teacher informed about any issues that arise.
- Ensure that cover is provided for the role when absent from the setting.
- Ensure that a child's child protection file is copied for the new educational establishment as soon as possible when a child moves educational settings, and that this file is transferred securely and separately from the main pupil file.
- Ensure that all staff receive appropriate Child Protection and Safeguarding Training, and maintain training records.
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.
- Ensure there is an agreed Whistle Blowing Policy and that it is accessible to staff at all times.

Responsibilities of other staff members

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

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

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

All staff members receive appropriate child protection training which is regularly updated. The school ensures that all new staff receive safeguarding training as part of their induction in line with advice from the LSCB. for Bedford Borough this is the Bedford Borough Safeguarding Children Board (BBSCB).

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

All staff receive a copy and understand 'Keeping Children Safe in Education, Part 1: Information for all school and college staff, including Annex A, September 2016. Signature required on completion

As outlined in the Serious Crime Act 2015 Any member of staff, discovering that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 must report this to the police and the DSL.

The Governor with Responsibility for Safeguarding

The governing board must have regard to the DfE guidance 'Keeping Children Safe in Education', September 2016 https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 to ensure that the policies, procedures and training in the school are effective and comply with the law at all times.

The role of the Safeguarding lead will include ensuring:

- A DSL has been appointed and trained.
- Training for the DSL every two years and that the DSL is kept abreast of developments and changes in law.
- That sufficient time and resources are allocated to the DSL to carry out their role effectively.
- All staff /governors/volunteers have received safeguarding training including induction training for all staff and at regular intervals.
- The Single Central Record is accurate and up to date.
- Numbers and trends of safeguarding issues are monitored.
- Regular meetings with DSL.
- The School child protection and safeguarding policies are updated in line with legislation and annually.
- Governing board is informed about safeguarding regularly and provided with an annual report.
- Support DSL and Headteacher in preparing for Ofsted and other inspections.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- Robust safer recruitment practice is in place.
- Ensure safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and to have enhanced DBS checks.

(This list is not exhaustive and governors can access an information sheet with more information about their role by contacting the Bedford Borough Governor Training & Development Co-ordinator, governorstraining@bedford.gov.uk and by reading 'Keeping Children Safe in Education, 2016).

Child Protection Procedures

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

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

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

c) Something another professional said or did

Even if you think your concern is minor, the Designated Child Protection Officer (DCPO) may have more information that, together with what you know, represents a more serious worry about a child.

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

The 5 R's

- Receive or Recognise: Listen sympathetically with an open mind
- Reassure: They have done the right thing but do NOT promise to keep a secret
- Respond: Clarify what has been said but NEVER ask Leading questions
- Record: Accurately ASAP with a date, time, location and any other witnesses & sign it.
- Report: To Designated Lead

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

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

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

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

4. **Inform the DSL immediately**. If the DSL is not available, inform their Deputy. If neither of these staff members are available, speak to the Head teacher or another senior member of staff. If there is no other member of staff available, you must make the referral yourself.

5. **Make a written record** as soon as possible after the event, noting:

   a) Name of child
   b) Date, time and place
   c) Who else was present
   d) What was said / What happened / What did you notice
      speech, behaviour, mood, drawings, games or appearance

   e) If the child or parent spoke, record their words rather than your interpretation
   f) Analysis of what you observed and why it is a cause for concern.
   g) Sign the document

<u>Do's and Don'ts</u>

- It is acceptable to ask questions to clarify context, however staff should take care **<u>not to ask leading questions.</u>**
- Never take photographs of marks on children. A body map should be completed, indicating size, shape and whereabouts on the body they are.

<u>The DSL</u>

Will action the concern in the most appropriate way, keeping the child's BEST interests and safety as a priority.

6. The DSL may **take advice from MASH.**

7. The DSL makes the **referral to MASH.**

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

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

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

   MASH may suggest to delay informing the parent in cases of suspected sexual abuse, or where informing the parent might put the child at further risk, to prevent the child being harmed or intimidated (and retracting their disclosure).

   In cases of suspected Fabricated or Induced Illness by proxy, the parent is not informed that this is being considered.

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

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

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

The FSW (Assistant DSL) may also attend CP conferences, reviews and strategy meetings to support families. She works in close co-operation with the DSL and Deputy DSL.

Where there is a safeguarding concern governing boards and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the **best** interests of the child at their heart.

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

Looked After Children and Ex Looked After Children

As the Children and Social Work Act 2017 states, our school staff and governing body promote the educational attainment of our looked after and ex looked after children. We actively support the family by offering tailored support when needed.

As stated in section 20 of the Children and Young Persons Act 2008 there is a designated member of staff for Looked after children.

Safe Practice

Safer Recruitment

Safeguarding Children in Education (2015) outlines Safer Recruitment processes in education settings. At least one member of staff on every recruitment panel has undertaken training in Safer Recruitment. As per the Safeguarding Vulnerable Groups Act 2006 Staff and governors have undertaken safeguarding checks including Disclosure and Barring Service (DBS) checks, barred list checks together with references and interview information. In addition to obtaining the DBS certificate, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. Volunteers are appropriately supervised.

Safer Recruitment processes aim to:

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

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

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

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

Allegations Against Staff

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

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

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

In all cases, the Local Authority Designated Officer (LADO) should be notified. Tel: 01234 276693 or email: lado@bedford.gov.uk

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

The Head teacher should take the following actions:

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

- Contact the LADO in Bedford Borough immediately.
- Contact the parents/carers of the child, following advice from the LADO.
- Following advice from the LADO, review the member of staff's working arrangements, and if no safe alternative identified suspend the member of staff pending the investigation.
- Attend strategy meetings convened by the LADO and act upon the decisions made at these meetings.

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm; or
- The allegation warrants investigation by the police; or
- The allegation is so serious that it might be grounds for dismissal.

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

Visitors

- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose.
- Children should not be collected by people other than their parents unless written notification has been received in advance.

Supporting School Provision

We ensure safeguarding including online safety is taught as part of a broad and balanced curriculum.

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children and young people to learn about keeping safe. PSHE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL).
- Citizenship Curriculum.
- Sexual Health Initiatives.
- School Nurse checks.

Use of Force, Restraint and Positive Handling

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

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

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

The current guidance is: *Use of reasonable force: Advice for Head teachers, staff and governing bodies.* Reviewed July 2015.

Staff Conduct

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

Consideration needs to be given to:

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

Appropriate and safe staff conduct is supported in the following policies: (*insert organisations specific policies)*

- *Allegations Against Staff Policy.*
- *Central record of recruitment and vetting checks Policy.*
- *Disability and Equality Policy.*
- *Staff Discipline, Conduct and Grievance Policy.*
- *Safer recruitment policy*
- *Intimate care policy*
- *E-Safety and Acceptable Use Policy*
- *Positive Handling Policy*

Child Protection Training

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

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

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

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

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

Implementation, Dissemination and Review Strategies

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

All members of staff read and agree to the child protection policy before the start of their employment.

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

Copies of this policy and supporting materials, such as the Bedford Borough Child Protection Procedures and Safeguarding Children in Education (2016) are easily accessible in the following areas:

- School website
- Staff room on the board and in the policy folder

Please note that the procedures are updated regularly therefore the accurate version is always the on-line version on the Safeguarding Board website.

Useful Contacts:

Multi Agency Safeguarding Hub (MASH) – Tel: 01234 718700

multiagency@bedford.gov.uk

Local Authority Designated Officer – Tel: 01234 276693

lado@bedford.gov.uk

Bedford Borough Safeguarding Children Board – Tel: 01234 276512 or email: lscb@bedford.gov.uk

website: www.bedford.gov.uk/lscb

Children Missing Education Officer (Debi Momi)– Tel: 01234 2281178