



**Broadwaters Inclusive Learning Community  
Safeguarding and Child Protection Policy**

**Updated September 2020  
to include KCSIE 2020 and Covid-19 guidance**

Policy Originators	Dawn Ferdinand and Maureen Duncan
Governor Responsible	Marilyn Francis
Status	Statutory
Last reviewed	September 2020
Ratified on	To be ratified October 2020
Review period	Annual
Signed	

This policy is reviewed annually by the designated safeguarding leads and ratified by the governing body. All staff read and agree to the policy during their induction. At this time and when updates occur they also read and sign Keeping children safe in education (2020) Part 1.

Families are encouraged to be familiar with this policy via the school website. Copies of this policy and its associated documents are available from the school office.

## KEY CONTACTS

<b>The Willow Primary School and Broadwaters Children Centre</b>	
Designated Child Protection Lead	Dawn Ferdinand
Deputy Designated Child Protection Lead	School –Sarah Harris, Edyta Ballantyne and Safiya Clunis, Umarani Nathan CC – Cherri Fox and Alison Walmsley
Nominated Child Protection Governor	Marilyn Francis
Head Teacher	Dawn Ferdinand
Safer recruitment trained staff	Dawn Ferdinand, Sarah Harris, Edyta Ballantyne, Umarani Nathan, Marilyn Francis (Gov)
<b>The Brook Special Primary School</b>	
Designated Child Protection Lead	Maureen Duncan
Deputy Designated Child Protection Leads	Sukina Campos, Ed Putman, Felicia Rock
School Nurse Designated Lead for Health	Wendy Oudemans
Nominated Child Protection Governor	Marilyn Francis
Head Teacher	Maureen Duncan
Safer recruitment trained staff	Maureen Duncan, Sukina Campos, Edward Putman, Felicia Rock, Carlos Teixeira Thibaut de Wolf, Marilyn Francis
<b>Haringey Local Authority CONTACTS</b>	
Multi Agency Safeguarding Hub	Mon to Fri 8:45am to 4:45pm: 020 8489 4470 Out of hours: 020 8489 0000 <a href="mailto:mashreferral@haringey.gcsx.gov.uk">mashreferral@haringey.gcsx.gov.uk</a>
Local Authority Designated Officer	Shauna McAllister

	<a href="mailto:shauna.mcallister@Haringey.gov.uk">shauna.mcallister@Haringey.gov.uk</a> <a href="mailto:LADO@Haringey.gov.uk">LADO@Haringey.gov.uk</a> 020 8489 2968/1186
Haringey Local Safeguarding Children Board	8th floor, River Park House, 225, High Road, London N22 8HQ <a href="https://haringeyscp.org.uk/">https://haringeyscp.org.uk/</a> 020 8489 3145
<b>Channel Helpline</b>	020 7340 7264
<b>Haringey Council's Children's Services</b> Out of hours number to be used if you are calling outside of normal working hours. Your call will be logged and the operator will take brief details. An out of hours social worker will ring you back.	<ul style="list-style-type: none"> <li>Monday to Thursday 8:45 am to 5:00pm; Friday 8:45 am to 4:45 pm <b>020 8489 4470</b></li> <li>Out of office hours, including weekends: <b>020 8489 0000</b></li> </ul> <b>Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999</b>
<b>Making a MASH referral</b>	During your phone call (above) if you are a professional working with children you may be asked to complete a <b>MASH referral form</b> within 24 hours. This should be emailed securely to <a href="mailto:mashreferral@Haringey.gcsx.gov.uk">mashreferral@Haringey.gcsx.gov.uk</a>
NSPCC Helpline	080 8800 5000 <a href="https://forms.nspcc.org.uk/content/nspcc---report-abuse-form">https://forms.nspcc.org.uk/content/nspcc---report-abuse-form</a>

## Contents

What to do if you have a welfare concern flowchart		Page no
1.	Introduction and Ethos	
2.	Policy Context	
3.	Definition of Safeguarding	
4.	Related Safeguarding Policies	
5.	Policy Compliance, Monitoring and Review	
6.	Key Responsibilities	
7.	Recognising Indicators of Abuse and Neglect	
8.	Child Protection Procedures	
9.	Record Keeping	
10.	Multi-Agency Working	
11.	Confidentiality and Information Sharing	
12.	Complaints	
13.	Staff Induction, Awareness and Training	
14.	Safe Working Practice	
15.	Staff Supervision and Support	
16.	Safer Recruitment	
17.	Allegations Against Members of Staff and Volunteers	
18.	Safeguarding Children with Special Educational Needs and Disabilities	
19.	Peer on Peer Abuse	
20.	Gangs, County Lines, Violent Crime and Exploitation	
21.	Mental Health	
22.	Online Safety	

---

23.	Curriculum and Staying Safe	
24.	The Use of Premises by Other Organisations	
25.	Security	
	Appendix 1: Categories of Abuse	
	Appendix 2: National Support Organisations	
	Appendix 3: Notes of concerns	
	Appendix 4: School Use of Social Media Policy	
	Appendix 5: Policy for Managing Allegations Against Other Children	
	Appendix 6: 'Guidelines for Good Practice in Intimate Care	
	Appendix 7 – Guidelines for working with pupils of the opposite sex	

---

## What to do if you have a welfare concern in BILC

### Why are you concerned?

- For example
  - Something a child has said – e.g. allegation of harm
  - Child's appearance – may include unexplained marks as well as dress
  - Behaviour change
  - Witnessed concerning behaviour

### Act immediately and record your concerns. If urgent, speak to a DSL first.

- Follow the school procedure (e.g. My Concern)
  - Reassure the child
  - Clarify concerns if necessary (**TED**: Tell, Explain, Describe)
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL

### Inform the Designated Safeguarding Lead (See list above)

#### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated children's services
- If unsure then consult with Area Education Safeguarding Advisor (Shauna McAllister) or Local Authority Social Worker at the Haringey's Safeguarding Team.

#### If you are unhappy with the response

##### Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

##### Learners and Parents:

- Follow school complaints procedures

### Record decision making and action taken in the learner's child protection/safeguarding file

#### Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.

### Review and request further support (if necessary)

At all stages, the child's circumstances will be kept under review

The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

## 1. Introduction and Ethos

- Broadwaters Inclusive Learning Community (BILC) recognises our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families and learners) are an important part of the wider safeguarding system for children and have an essential role to play in making this community safe and secure.
  - Staff working with children at the BILC are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
  - BILC believes that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
  - BILC recognises the importance of providing an ethos and environment within our schools/CC that will help children to be safe and feel safe. In our schools/CC children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies.
  - Our core safeguarding principles are:
    - **Prevention**
      - positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.
    - **Protection**
      - following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
    - **Support**
      - for all learners, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm.
    - **Working with parents and other agencies**
      - to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.
  - BILC expects that if any member of our community has a safeguarding concern about any child or adult, they should act, and must act immediately.
  - This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2020 (KCSIE) which requires individual schools and colleges to have an effective child protection policy.
  - The procedures contained in this policy apply to all staff, including governors, temporary or third-party agency staff and volunteers) and are consistent with those outlined within KCSIE 2020.
-

## 2. Policy Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE Keeping Children Safe in Education 2020 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework' 2019
  - Framework for the Assessment of Children in Need and their Families 2000)
  - Early Years and Foundation Stage Framework 2017 (EYFS)
  - The Education Act 2002
  - The Education (Independent School Standards) Regulations 2014
  - The Non-Maintained Special Schools (England) Regulations 2015
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The way BILC is currently operating in response to coronavirus (Covid-19), however, our safeguarding principles in accordance with KCSIE 2020 and related government guidance, remain the same. We will continue to follow government guidance and will amend this policy, as necessary.
- We acknowledge that some learners have returned in September 2020 having been exposed to a range of adversity and trauma including bereavement, anxiety and in some cases increased welfare and safeguarding risks. We will work with local services (such as health and the local authority) to ensure necessary services and support are in place to support learners.

## 3. Definition of Safeguarding

- In line with KCSIE 2020, safeguarding and promoting the welfare of children is defined for the purposes of this policy as:
    - protecting children from maltreatment;
    - preventing impairment of children's mental and physical health or development;
    - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
    - taking action to enable all children to have the best outcomes.
  - BILC acknowledges that safeguarding includes a wide range of specific issues including (but not limited to):
    - Abuse and neglect
    - Bullying (including cyberbullying)
    - Children with family members in prison
    - Children Missing Education (CME)
    - Child missing from home or care
    - Child Sexual Exploitation (CSE)
    - Child Criminal Exploitation
    - County Lines
-



- Domestic abuse
- Drugs and alcohol misuse
- Extra Familial Harm
- Fabricated or induced illness
- Faith based abuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based abuse and violence against women and girls
- Hate
- Homelessness
- Honour based abuse
- Human trafficking and modern slavery
- Mental health
- Missing children and adults
- Online safety
- Peer on peer abuse
- Preventing radicalisation and extremism
- Private fostering
- Relationship abuse
- Serious Violence
- Sexual Violence and Sexual Harassment
- Upskirting
- Youth produced sexual imagery or “Sexting”

(Also see Annex A within ‘Keeping children safe in education’ 2020)

## 4. Related Safeguarding Policies

- This policy is one of a series in BILC’s integrated safeguarding portfolio and should be read and actioned in conjunction with the policies as listed below:
    - Behaviour management, linked to the use of physical intervention
    - Online Safety; Social media and Mobile technology
    - Anti-Bullying
    - GDPR
    - Use of photographs policy
    - Use of social media (see appendix)
    - Relationship and Sex Education (RSE)
    - Personal and intimate care (see appendix)
    - School use of social media (see appendix)
    - Health and safety, including plans for BILC full opening
    - Attendance
    - Risk assessments (e.g. school trips, use of technology, BILC full opening)
    - First aid and accidents
    - Managing allegations against staff (see appendix)
    - Managing allegations against other children (see appendix)
    - Staff code of conduct
    - Safer recruitment
    - Whistleblowing
-

## 5. Policy Compliance, Monitoring and Review

- BILC will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our procedures.
- All staff (including temporary staff and volunteers) will be provided with a copy of this policy and part one of KCSIE. This policy can be found on the school shared drive: Staff Resources, Broadwaters, BILC Policies **and is also available on the schools' websites.**
- Parents/Carers can obtain a copy of BILC Child Protection Policy and other related policies on request. Additionally, our policies can be viewed via BILC website : <http://www.broadwaters.haringey.sch.uk/>
- The policy will be reviewed annually by the governing body which has responsibility for oversight of safeguarding and child protection systems.
- The Designated Safeguarding Leads will ensure regular reporting on safeguarding activity and systems to the governing body. The governing body will not receive details of individual learner situations or identifying features of families as part of their oversight responsibility.

## 6. Key Responsibilities

- The governing body has read and will follow KCSIE 2020.
- BILC has a nominated governor for safeguarding. The nominated governor will support the DSLs and have oversight in ensuring that BILC has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The governing body and the leadership teams will ensure that the Designated Safeguarding Leads are supported in their role.

### 6.1 Designated Safeguarding Lead (DSL)

BILC has appointed members of the leadership team (Maureen Duncan – The Brook, Dawn Ferdinand – The Willow and CC) as the Designated Safeguarding Leads (DSL). Additionally, BILC have appointed Deputy DSLs (The Willow School –Sarah Harris, Edyta Ballantyne and Safiya Clunis, Umarani Nathan. Broadwaters Children's Centre – Cherri Fox and Alison Walmsley. The Brook School Sukina Campos, Ed Putman, Felicia Rock) who will have delegated responsibilities and act in the DSLs' absence.

- The DSLs have overall responsibility for the day to day oversight of safeguarding and child protection systems in BILC. Whilst the activities of the DSLs may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSLs and this responsibility will not be delegated.
-

- The DSLs will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs are trained to the same standard as the DSLs. The DSLs and any deputy DSLs training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- The Head Teachers will be kept informed of any significant issues by the DSL.
- The DSLs (and deputies) will be provided with sufficient time so they can provide appropriate support to staff and children regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.
- **It is the role of the DSLs to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Co-ordinate safeguarding action for individual children
    - When supporting children with a social worker or looked after children the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (with the DSL liaising closely with the designated teacher)
  - Liaise with other agencies and professionals in line with KCSIE 2020 and WTSC 2018
  - Ensure that locally established procedures as put in place by the three safeguarding partners (Haringey LA; the police and clinical commissioning groups), including referrals, are followed, as necessary.
  - Represent, or ensure BILC is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
  - Manage and monitor BILCs role in any multi-agency plan for a child.
  - Be available during term time (during school/CC hours) for staff in the school/CC to discuss any safeguarding concerns.
  - help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school/CC leadership staff as appropriate.
  - Ensure adequate and appropriate DSLs cover arrangements in response to any closures and out of hours and/or out of term activities.
  - Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020)

## 6.2 Members of Staff

### All members of staff have a responsibility to:

- Provide a safe environment in which children can learn.
  - Be prepared to identify children who may benefit from early help.
  - Understand the early help process and their role in it.
  - Understand their school/CC safeguarding policies and systems.
  - Undertake regular and appropriate training which is regularly updated.
  - Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
-

- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or are at risk of, developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

### 6.3 Children and Young People

#### **Children and young people (learners) have a right to:**

- Feel safe, be listened to, and have their wishes and feelings taken into account.
- Contribute to the development of school/CC safeguarding policies.
- Receive help from a trusted adult.
- Learn how to keep themselves safe, including online.

### 6.4 Parents and Carers

#### **Parents/Carers have a responsibility to:**

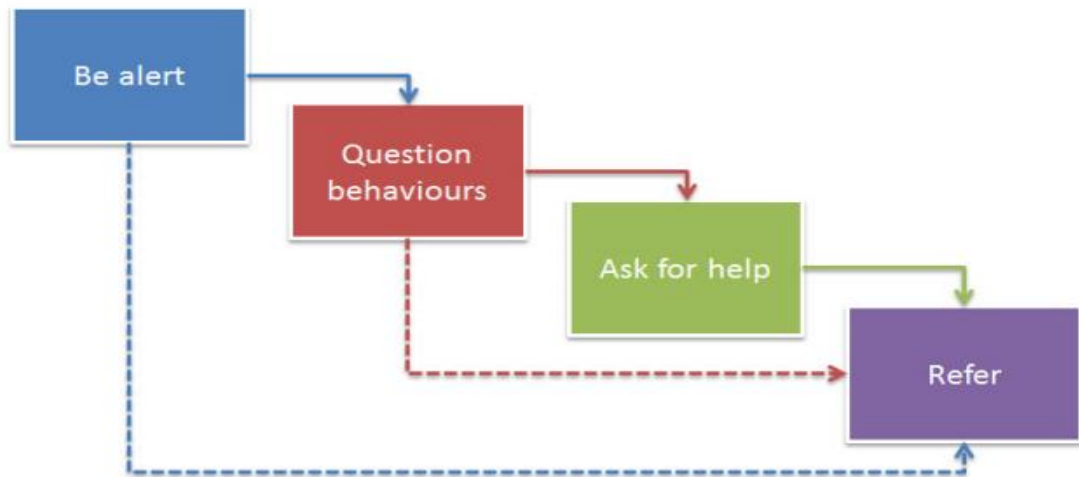
- Understand and adhere the relevant school/CC policies and procedures.
- Talk to their children about safeguarding issues with their children and support the school/CC in their safeguarding approaches.
- Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school/CC or other agencies.

## 7. Recognising Indicators of Abuse and Neglect

- All staff in BILC are made aware of the definitions and indicators of abuse and neglect as identified by Working Together to Safeguard Children (2018) and Keeping Children Safe in Education 2020.
- BILC recognises that when assessing whether a child may be suffering actual or potential harm there are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect

For further information see Appendix 1.

- All members of staff are expected to be aware of and follow this approach if they are concerned about a child:



‘What to do if you are worried a child is being abused’ 2015

- Members of staff are aware that concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. The indicators of child abuse and neglect can vary from child to child. Children develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. The indicators of child abuse and neglect can also vary in children with SEND who may have delayed development and/or be unable to express themselves verbally.
- It is important to recognise that indicators of abuse and neglect do not automatically mean a child is being abused however all concerns should be taken seriously and explored by the DSLs on a case by case basis.
- Parental behaviours’ may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- Safeguarding incidents and/or behaviours can be associated with factors outside the School/CC and/or can occur between children offsite. Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
- By understanding the indicators of abuse and neglect, we can respond to problems as early as possible and provide the right support and services for the child and their family.

## 8. Child Protection Procedures

- Broadwaters' Inclusive Learning Community recognises that some children have additional or complex needs and may require access to intensive or specialist services to support them.
  - BILC adheres to the Haringey Safeguarding Children multi-agency partnership procedures (Haringey LA). The full Haringey LA procedures and additional guidance relating to specific safeguarding issues can be found on their website: <https://haringeyscp.org.uk/>
  - All staff are aware of the process for making request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
  - BILC recognises that in situations where there are immediate child protection concerns identified in line with Support Level Guidance, it is NOT to investigate as a single agency but to act in line with Haringey LA guidance which may involve multi-agency decision making.
  - If a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Integrated Children's Services (Haringey's Safeguarding Team) and/or the police in line with Haringey LA procedures.
  - The DSLs may seek advice or guidance from their Area Education Safeguarding Advisor from the Education Safeguarding Service before deciding next steps. They may also seek advice or guidance from a social worker at the Haringey's Safeguarding Team service who are the first point of contact for Integrated Children's Services (ICS).
  - In the event of a request for support to the Haringey's Safeguarding Team being necessary, parents/carers will be informed and consent to this will be sought by the DSLs in line with guidance provided by Haringey LA.
    - Parents/carers will be informed unless there is a valid reason not to do so, for example, if to do so would put a child at risk of harm or would undermine a criminal investigation.
  - If the DSL is not immediately available to discuss an urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Haringey's Safeguarding Team. If anyone other than the DSL makes a referral to external services, they will inform the DSL as soon as possible.
  - The DSLs will keep all early help cases under constant review and consideration will be given to a request for support to the Haringey's Safeguarding Team if the situation does not appear to be improving or is getting worse.
  - If, after a request for support or any other planned external intervention, a child's situation does not appear to be improving, the DSLs will ensure their concerns have been addressed and, most importantly, that the child's situation improves. DSLs may request support with this via the Education Safeguarding Service.
-

## 9. Record Keeping

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on Myconcern (or the concern form) without delay. A body map will be completed if injuries have been observed.
  - If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL.
- Concern forms are kept in the staff room.
- Records will be completed on Myconcern as soon as possible after the incident/event, using the child's words. If there is an immediate concern the member of staff should consult with a DSL before completing the form as reporting urgent concerns takes priority.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school/CC. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSLs. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In addition to the child protection file, the DSLs will also consider if it would be appropriate to share any information with the DSL at the new school in advance of a child leaving. For example, information that would allow the new school to continue to provide support.

## 10. Multi-Agency Working

- BILC recognises and is committed to its responsibility to work within the Haringey LA multi-agency safeguarding arrangements. The leadership team and DSLs will work to establish strong and co-operative local relationships with professionals in other agencies in line with statutory guidance.
  - BILC recognises the importance of multi-agency working and is committed to working alongside partner agencies to provide a co-ordinated response to promote children's welfare and protect them from harm. This includes contributing to Haringey LA processes as required: such as, participation in relevant safeguarding multi-agency plans and meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.
-

## 11. Confidentiality and Information Sharing

- BILC recognises our duty to share relevant information with appropriate agencies in matters relating to child protection at the earliest opportunity as per statutory guidance outlined within KCSIE 2020.
- All staff must be aware that they cannot promise confidentiality in situations which might compromise a child's safety or wellbeing.
- The Headteacher or DSL will disclose information about a learner on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- BILC has an appropriately trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our schools/CC are compliant with all matters relating to confidentiality and information sharing requirements. Our trained DPO is: Duwan Farquharson, Director of Business and Operations.
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children (KCSIE 2020).
- DfE Guidance on Information Sharing (July 2018) provides further detail (this can be found on the shared drive).

## 12. Complaints

- The schools/CC have a Complaints Procedure available to parents, learners and members of staff and visitors who wish to report concerns. This can be found on the website and on the shared drive.
  - All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy. This can be found in the appendix.
-



### 13. Staff Induction, Awareness and Training

- All members of staff have been provided with a copy of part one of 'Keeping Children Safe in Education' (2020) which covers safeguarding information for all staff.
    - School/CC leaders, including the DSL will read the entire document.
    - School/CC leaders and all members of staff who work directly with children will access annex A within Keeping Children Safe in Education 2020.
    - All members of staff have signed to confirm that they have read and understood KCSIE. *(This is kept by the Headteacher's PAs)*
  - The DSLs will ensure that all new staff and volunteers (including agency and third-party staff) receive child protection training to ensure they are aware of the school/CC internal safeguarding processes as part of their induction.
  - All staff members (including agency and third-party staff) will receive appropriate child protection training to ensure they are aware of a range of safeguarding issues. This training will include online safety and will take place at least annually.
  - In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates (half termly email reminders and updates are sent) and training at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
  - All staff members (including agency and third-party staff) will be made aware of the school/CC expectations regarding safe and professional practice via the staff code of conduct.
  - Staff will be encouraged to contribute to and shape BILC safeguarding arrangements and child protection policies.
  - The DSLs and Headteachers will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
  - Although the BILC has a nominated lead for the governing body (Marilyn Francis), all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.
-

## 14. Safer Working Practice

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the schools' code of conduct.
- Staff will be made aware of the schools/CC behaviour management and physical intervention policies, and any physical interventions/use of reasonable force must be in line with agreed policy and procedures and national guidance.
- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant schools/CC policies including Code of Conduct and Social Media policy.

## 15. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from their DSL.
  - The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.
  - The schools/CC will provide appropriate supervision and support for all members of staff to ensure that:
    - All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
    - All staff are supported by the DSL in their safeguarding role.
    - All members of staff have regular reviews of their own practice to ensure they improve over time.
  - The DSLs will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.
  - The schools/CC will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2017.
-

## 16. Safer Recruitment

- BILC is committed to ensuring the schools/CC have a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our learners and staff.
- BILC will follow relevant guidance in Keeping Children Safe in Education 2020 (Section 3 'Safer Recruitment') and from The Disclosure and Barring Service (DBS):
- The governing body and leadership team are responsible for ensuring that the schools/CC follow safe recruitment processes outlined within guidance.
- The schools/CC maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The governing body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- BILC is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.
- We will ensure that all staff and volunteers have read the staff behaviour policy/code of conduct and understand that their behaviour and practice must be in line with it.

## 17. Allegations Against Members of Staff and Volunteers

- BILC recognises that it is possible for any member of staff, including volunteers, governors, contractors, agency and third party staff (including supply teachers) and visitors to behave in a way that:
  - Indicates they have harmed a child, or may have harmed a child;
  - Means they have committed a criminal offence against or related to a child;
  - behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - behaved or may have behaved in a way that indicates they may not be suitable to work with children.

**17.1** Any allegation of abuse made against a member of staff will be reported straight away to the head teacher. In cases where the head teacher is the subject of an allegation, it will be reported to the chair of governors. The school will have a risk assessment for the victim and the alleged perpetrator.

---

The schools will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against any member of staff and adhere to the relevant procedures as set out in the schools' managing allegations against staff and volunteers policy, Keeping Children Safe in Education and the LSCB's guidance, available on Haringey LSCB website.

The schools will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended. See Managing allegations against staff and volunteers policy for guidance.

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

- 17.2** The schools will ensure that all staff; paid and unpaid, are trained in good practice so that they can reduce the risk of allegations being made against them. Staff are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the schools' code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The schools will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The schools will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny (see social media policy).

### **17.3 Agreed procedures for staff to reduce risk of allegations**

#### **Working 1:1**

This must always take place in a room where staff can be seen and / or heard from outside the room with the door open or appropriate window provision for viewing.

#### **Use of personal mobile phones during school hours**

Personal mobile phones should not be used in class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices in designated areas. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones **must not** be used to take photographs of school activities. Staff should always use school-owned cameras or tablets if taking photographs of children.

### **Changing Pupils who have wet or soiled themselves (not SEN pupils or EYFS)**

If a child has wet or soiled themselves due to illness, the parent should be called to collect the child. If this will result in a delay, then the child will be changed by school staff. The procedure for changing a child who has wet themselves should be followed:

- member of staff collects clean clothing and wet wipes if required.
- child undresses themselves as appropriate in one of the toilet cubicles.
- member of staff waits outside the toilet cubicle.
- if the child needs assistance, the member of staff will call another member of staff in their phase to assist.
- both members of staff must be within sight of each other and the dignity of child maintained at all times.

### **Changing Pupils who have wet or soiled themselves (SEN pupils and EYFS)**

When changing children who require intimate care, it is ideal, although not always practical, that there are two members of staff who are involved in this. Again, please follow the guidance outlined above. All changing of pupils must only be carried out by teachers, teaching assistants, midday supervisors or office support staff directly employed by the school. Volunteers, work-experience students, teacher training students, sports coaches and consultants must never change any pupil.

### **Physical Restraint of Pupils**

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of pupils. In BILC:

- there will be staff trained in the use of physical restraint;
- all staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of pupils;
- training will include information about the effects of medications pupils may be receiving and how restraint procedures might affect the physical wellbeing of the pupil during restraint procedures;
- training will include multiple methods for monitoring a pupil's well-being during a restraint;

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school/CC safeguarding regime. The leadership team at BILC will take all concerns or allegations received seriously.

- Allegations should be referred immediately to the Headteacher who will contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member.
  - In the event of allegations of abuse being made against the Headteacher, staff are advised that allegations should be reported to the chair of governors who will contact the LADO.
  - All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the leadership team.
-

- All members of staff are made aware of the schools/CC Whistleblowing procedure. It is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Staff can access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
  - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).
- BILC has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.
  - If these circumstances arise in relation to a member of staff at our schools/CC, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

## **18. Safeguarding Children with Special Educational Needs and Disabilities**

- BILC acknowledges that children with special educational needs (SEN) and disabilities (SEND) can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. The DSLs will work closely with the SENDco to plan support as required.
- BILC will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns, such as bullying and exploitation.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our schools/CC will always consider extra pastoral support for children with SEN and disabilities.

## **19. Peer on Peer Abuse**

- All members of staff at BILC recognise that children are capable of abusing their peers. BILC believes that abuse is abuse and it will never be tolerated. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
  - BILC recognises that peer on peer abuse can take many forms, including but not limited to:
-

- bullying (including cyberbullying)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- ‘upskirting’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals.

- BILC recognises youth produced sexual imagery (also known as “sexting”) as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

We will follow the advice as set out in the non-statutory UKCIS guidance: [‘Sexting in schools and colleges: responding to incidents and safeguarding young people’](https://www.haringey.gov.uk/social-care-and-health/health/public-health/sexual-health/im-young-person-25-and-under-looking/information-sexual-health-and-relationships) and the local [\(<https://www.haringey.gov.uk/social-care-and-health/health/public-health/sexual-health/im-young-person-25-and-under-looking/information-sexual-health-and-relationships>\)](https://www.haringey.gov.uk/social-care-and-health/health/public-health/sexual-health/im-young-person-25-and-under-looking/information-sexual-health-and-relationships)

- When responding to concerns relating to child on child sexual violence or harassment, schools/CC will follow guidance outlined in part five of KCSIE 2020 and [‘Sexual Violence and Sexual Harassment Between Children in Schools and Colleges’](#).
- Staff and leadership are mindful that some peer on peer abuse issues may be affected by gender, age, ability and culture of those involved.
- All allegations of peer on peer abuse will be recorded, investigated, and dealt with in line with associated school/CC policies, including child protection, anti-bullying and behaviour.
- Alleged victims, perpetrators and any other child affected by peer on peer abuse will be supported by a member of BILC well-being/pastoral team.

## 20. Gangs, County Lines, Serious violence, Crime and Exploitation

- BILC recognises the impact of gangs, county lines, serious violence, crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
  - All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
    - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
    - Children who go missing for periods of time or regularly come home late
    - Children who regularly miss school or education or do not take part in education
    - Change in friendships/relationships with others/groups
    - Children who associate with other young people involved in exploitation
-

- Children who suffer from changes in emotional well-being
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

## 21. Mental Health

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of how children's experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

## 22. Online Safety

- It is recognised by BILC that the use of technology presents challenges and risks to children and adults both inside and outside of school/CC. BILC will empower, protect and educate the community in their use of technology and establish mechanisms to identify, intervene in, and escalate any incident where appropriate.
  - BILC identifies that the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:
    - content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
    - contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
    - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
  - The DSL has overall responsibility for online safeguarding within his/her school but will liaise as necessary with other members of staff.
  - BILC uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems.
    - All School/CC owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.
-



- BILC recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2020 and EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.
    - Further information reading the specific approaches relating to this can be found in our online safety policy which can be found on the staff shared drive.
  - BILC will do all we reasonably can to limit children's exposure to online risks through our school/CC IT systems and will ensure that appropriate filtering and monitoring systems are in place.
    - If learners or staff discover unsuitable sites or material, they are required to: turn off monitor/screen, report the concern immediately to a member of staff, report the URL of the site to the school IT technician.
    - All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
    - Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.
    - Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the [Internet Watch Foundation](#) and the police.
    - When implementing appropriate filtering and monitoring, BILC will ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
  - BILC acknowledges that whilst filtering and monitoring is an important part of the schools/CC online safety responsibilities, it is only one part of our approach to online safety.
    - Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
    - Learners' internet use will be supervised by staff according to their age and ability.
    - Learners will be directed to use age appropriate online resources and tools by staff.
  - BILC will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.
  - BILC will build a partnership approach to online safety and will support parents/carers to become aware and alert by:
    - providing information on our school website
    - offering specific online safety events for parents/carers
    - highlighting online safety at existing parent events
    - sending links and information to parents to promote online safety
  - BILC will ensure that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.
  - The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.
    - Internal sanctions and/or support will be implemented as appropriate.
    - Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
-

### Where children are asked to learn online at home in response to a full or partial closure:

- BILC will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
- All communication with learners and parents/carers will take place using school/CC provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g. Google Classroom, Microsoft 365 or zoom.
  - Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
- Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our schools behaviour policy/code of conduct.
- Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
- When delivering remote learning, staff will follow the Online Learning Policies.
- Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. BILC will continue to be clear who from the **school/CC (if anyone)** their child is going to be interacting with online.
- Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented at home.

## 23. Curriculum and Staying Safe

- BILC will ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
    - We recognise that our schools/CC play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
  - Our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that learners have a range of age appropriate contacts and strategies to ensure their own protection and that of others.
  - BILC is aware of the most recent communication from the DfE on the mandatory implementation of Relationships Education, Relationships and Sex and Health Education and will ensure that this is embedded into the curriculum.
  - Our BILC systems support children to talk to a range of staff. Children will be listened to and heard, and their concerns will be taken seriously and acted upon as appropriate.
-

## 24. The Use of Premises by Other Organisations

- Where services or activities are provided separately by another body using the BILC premises, the Head Teacher and governing body will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection, and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, an application to use premises will be refused.

## 25. Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. Staff will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into the BILC as outlined within guidance. Visitors will be expected to, sign in and out via the office visitors log and to display a visitor's badge whilst on site. Visitors will be expected to adhere to any safety arrangements implemented because of Covid-19 restrictions.
- Any individual who is not known or identifiable on site should be challenged for clarification and reassurance.
- The BILC will not accept the behaviour of any individual (parent or other) that threatens the schools'/CC security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the BILC sites.

## 26. Local Support

All members of staff in BILC are made aware of local support available.

### **Haringey's Multi-Agency Safeguarding Hub (MASH).**

- Monday to Thursday 8:45 am to 5:00pm;  
Friday 8:45 am to 4:45 pm  
**020 8489 4470**
- Out of office hours, including weekends:  
**020 8489 0000**
- **Do not use this number if a child needs immediate assistance from the Police or Ambulance Services. In these cases, call 999**

- **Contact details for the LADO**

Shauna McAllister [shauna.mcallister@haringey.gov.uk](mailto:shauna.mcallister@haringey.gov.uk)

---

- **Integrated Children's Services**
    - Haringey's Safeguarding Team
  - **Met Police**
    - 101 or 999 if there is an immediate risk of harm
  - **Haringey Safeguarding Children Multi-Agency Partnership (Haringey LA)**
  - **Adult Safeguarding**
    - Adult Social Care
-

## Appendix 1: Categories of Abuse

**All staff should be 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:** 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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

**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.

### Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and performance
- Displays of affection which are sexual and age inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- Tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

**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.

### Signs that MAY INDICATE physical abuse

- Bruises and abrasions around the face
  - Damage or injury around the mouth
  - Bi-lateral injuries such as two bruised eyes
  - Bruising to soft area of the face such as the cheeks
  - Fingertip bruising to the front or back of torso
-

- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.
- Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal concern.

**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 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.


#### **Signs that MAY INDICATE emotional abuse**

- Over reaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

---

**Signs that MAY INDICATE neglect.**

- Constant hunger
  - Poor personal hygiene
  - Constant tiredness
  - Inadequate clothing
  - Frequent lateness or non-attendance
  - Untreated medical problems
  - Poor relationship with peers
  - Compulsive stealing and scavenging
  - Rocking, hair twisting and thumb sucking
  - Running away
  - Loss of weight or being constantly underweight
  - Low self esteem
- 
-

## Appendix 2: National Support Organisations

The following links may help DSLs provide further advice and support to their learners, staff and parents/carers. Additional links can be found in KCSIE 2020 in Annex A and C.

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Learners

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)

### Support for adults

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)

### Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### Domestic Abuse

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
  - Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
  - Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
  - Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
  - Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
  - National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
  - Respect Phoneline: <https://respectphoneline.org.uk>
-



## Honour Based Abuse

- Forced Marriage Unit: [www.gov.uk/guidance/forced-marriage](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)
- Mandatory reporting of female genital mutilation: procedural information: [www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information](http://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information)

## Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: <https://contextualsafeguarding.org.uk>
- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- Rape Crisis: <https://rapecrisis.org.uk>
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Brook: [www.brook.org.uk](http://www.brook.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Disrespect Nobody: [www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)

## Substance Misuse

- We are with you (formerly Addaction): [www.wearewithyou.org.uk/services/kent-for-young-people/](http://www.wearewithyou.org.uk/services/kent-for-young-people/)
- Talk to Frank: [www.talktofrank.com](http://www.talktofrank.com)

## Mental Health


- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

## Online Safety

- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
  - Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
  - Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - Childnet: [www.childnet.com](http://www.childnet.com)
  - UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
  - Report Harmful Content: <https://reportharmfulcontent.com>
  - Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
  - Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
  - Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
  - NSPCC/ Net Aware: [www.nspcc.org.uk/online-safety](http://www.nspcc.org.uk/online-safety) and [www.net-aware.org.uk](http://www.net-aware.org.uk)
  - Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
-

- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
  - Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
  - True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)
- 
-

### Appendix 3 – Note of concerns

All concerns should be logged on Myconcern as far as possible. All staff who have a school email address will be given a Myconcern log in. However, if for any reason a concern cannot be logged via Myconcern, staff, visitors, volunteers should use the form below and pass it to a DSL.



#### CONCERN FORM – Broadwaters

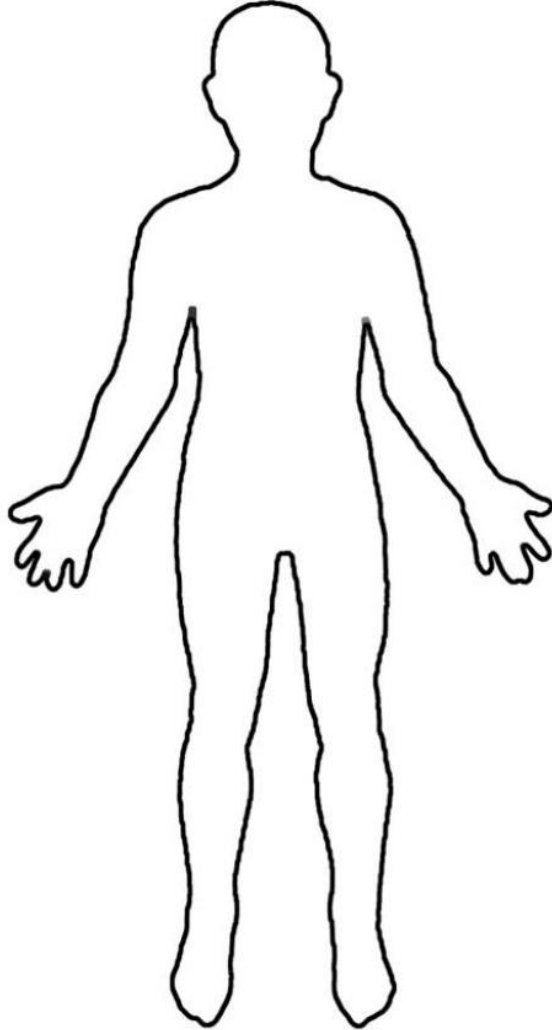
*To be filled out for EVERY concern and passed to the Headteacher/Centre Leader (DSL))*

<b>Child's name</b>								
<b>Child's room</b>								
<b>Date and time of incident</b>								
<b>Concerns</b> (continue on back if necessary) Please include: <b>Presentation of child</b> (including: physical, emotional, behaviour, marks, etc) <b>Full details</b> – do not interpret information – use the same language that was used by child) <b>Keep Questions Open</b> (Tell me what happened, where did it happen, who was there, has it happened before, are you afraid to go home)								
<b>Name of staff writing concern</b>								
<b>Signed and dated</b>					<b>Date</b>			
<b>Action taken by the Designated Teacher (DCPO) And Reason</b>	Parent contacted		Parent consent given to share info		Referral or First response contacted		No referral	
	Threshold guidance level		1/ 2/ 3/ 4		Further action to be taken		Yes/no	
	Reasons/Comments:							
Action/ Outcome:								
<b>Signed CPO and dated</b>								

Skin map – used by non-medical staff to assist you in reporting your concerns.  
Please highlight:

Front view

Back view

Left		Right
		

Action: To be completed by the designated person for child protection

**THIS IS A DOUBLE-SIDED SHEET**

Any discussion to be recorded separately on a note of discussion sheet.

## **Appendix 4 - School Use of Social Media Policy**

### **1. Introduction**

Social media and social networking sites play an important role in the lives of many people. We recognise that sites bring risks, but equally there are many benefits to be reaped. This gives clarity to the way in which social media/mobile phones are to be used by pupils, governors, visitors, parent helpers and school staff at BILC. It will also provide guidance for parents.

This policy should be read in conjunction with the following policies

- Online safety policy and acceptable use agreements
- Safeguarding and child protection policy
- Anti bullying policy
- Behaviour policy

There are four key areas:

- The use of social networking sites by pupils within school
- Use of social networking by staff in a personal capacity
- Comments posted by parents/carers
- Dealing with incidents of online bullying

### **2. The use of social networking sites by pupils within school**

The school's acceptable use agreements outline the rules for using IT in school and these rules therefore apply to use of social networking sites. Such sites should not be used/accessed in school unless under the direction of a teacher and for a purpose clearly apparent from the learning objective of the relevant learning experience. If social media sites are used then staff should carry out a risk assessment to determine which tools are appropriate. Social Media sites to be used in school include blogging sites and Twitter. Parents will give permission for children to access these sites in school as well as permission for images of their child / child's work to be included on the site. (See e-safety agreement form: parents – online safety policy)

In terms of private use of social networking sites by a child it is generally understood that children under the age of 13 are not permitted to be registered, including Facebook and Instagram to name two. Where it comes to the attention of staff that children under 13 have such accounts we will contact parents to inform them.

### **3. Use of social networking by staff in a personal capacity**

It is possible that a high proportion of staff will have their own social networking site accounts. It is important for them to protect their professional reputation by ensuring that they use their personal accounts in an appropriate manner.

Guidelines are issued to staff:

- Staff must **never** add pupils as 'friends' into their personal accounts (including past pupils under the age of 16).
  - Staff are **strongly advised** not to add parents as 'friends' into their personal accounts.
  - Staff **must not** post comments about the school, pupils, parents or colleagues including members of the governing body.
  - Staff must not use social networking sites within lesson times (for personal use).
-

- Staff should only use social networking in a way that does not conflict with the current national teacher's standards.
- Staff should review and adjust their privacy settings to give them the appropriate level of privacy and confidentiality.
- Staff should read and comply with 'Guidance for Safer Working Practice for Adults who Work with Children and Young People' (Safer Recruitment Consortium).
- Inappropriate use by staff should be referred to the Headteacher in the first instance and may lead to disciplinary action.

#### **4. Comments posted by parents/carers**

Parents and carers will be made aware of their responsibilities regarding their use of social networking. Methods of school communication include; the prospectus, the website, newsletters, letters and verbal discussion. School policies and documents provide further information regarding appropriate channels of communication and means of resolving differences of opinion. Effective communication following principles of mutual respect is the best means of ensuring the best learning experiences for the child.

Parents must not post pictures of pupils, other than their own children, on social networking sites where these photographs have been taken at a school event.

Parents should make complaints through official school channels rather than posting them on social networking sites.

Parents should not post malicious or fictitious comments on social networking sites about any member of the school community.

#### **5. Dealing with incidents of online bullying/inappropriate use of social networking sites**

The school's anti-bullying policy sets out the processes and sanctions regarding any type of bullying by a child on the school roll.

In the case of inappropriate use of social networking by parents, the governing body will contact the parent asking them to remove such comments and seek redress through the appropriate channels such as the complaints policy and will send a letter.

The governing body understands that, 'there are circumstances in which police involvement is appropriate. These include where postings have a racist element or where violence is threatened or encouraged.' Furthermore, 'Laws of defamation and privacy still apply to the web and it is unlawful for statements to be written...which:

- expose (*an individual*) to hatred, ridicule or contempt
- cause (*an individual*) to be shunned or avoided
- lower (*an individual's*) standing in the estimation of right-thinking members of society or
- disparage (*an individual in their*) business, trade, office or profession.' (National Association of Headteachers)

#### **4. Further Guidance and advice**

Cyber bullying: Advice for headteachers and school staff (DFE)

[https://www.google.co.uk/search?hl=en&q=social+media+policy+guidance+schools&meta=&gws\\_rd=ssl](https://www.google.co.uk/search?hl=en&q=social+media+policy+guidance+schools&meta=&gws_rd=ssl)

NASUWT Advice

[http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT\\_007513](http://www.nasuwt.org.uk/InformationandAdvice/Professionalissues/SocialNetworking/NASUWT_007513)

---

## **Appendix 5 - Policy for Managing Allegations Against Other Children**

### **1. Introduction**

At BILC we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

This policy should be read in conjunction with the following;

- Safeguarding and child protection policy
- Behaviour policy
- Keeping Children safe in education 2016

### **2. Safeguarding allegations**

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student
- 

**Examples of safeguarding issues against a student could include:**

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour ( For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- encouraging other children to attend inappropriate gatherings
- Photographing or videoing other children performing indecent acts
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

---

### **3. Minimising the risk of safeguarding concerns towards pupils from other children**

On occasion, some students will present a safeguarding risk to other children. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

### **4. What to do if an allegation is made**

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact children's services – single point of access to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the child being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

### **Sexting**

All incidents involving youth produced sexual imagery should be responded to in line with the school's safeguarding and child protection policy.

When an incident involving youth produced sexual imagery comes to the school or college's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (if appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

For further information refer to the guidance 'Sexting in Schools'

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

---



## **Appendix 6 - 'Guidelines for Good Practice in Intimate Care'**

### **GUIDELINES FOR GOOD PRACTICE IN INTIMATE CARE**

All pupils have the right to be safe and treated with dignity and respect, as set out in the Charter of Children's Rights. Their welfare and dignity are of paramount importance.

Intimate Care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene which demand direct or indirect contact with or exposure of genitals. Examples include care associated with continence and menstrual management as well as more ordinary tasks such as help with washing.

These guidelines are designed to safeguard both pupils and staff, and apply to every member of staff involved with intimate care of pupils.

The guidelines aim to support good practice in intimate care and state that;

**1      Every pupil is treated with dignity and respect and privacy is ensured. Every pupil is encouraged to have a positive self-image**

For some pupils intimate care can be carried out by one staff member alone with one pupil, for others, especially those who are not mobile, it may require two staff members working closely together. Having people working alone does increase the opportunity for possible abuse, but this is balanced by the loss of privacy and lack of trust implied if two people have to be present if it is not necessary for the student.

There will also always be other staff members around in the changing/toilet area which can act as a deterrent to possible abusers. Staff should be sensitive to the pupil's need for privacy, dignity and gentle handling. Staff are advised to wear PPE when changing children at present due to COVID19

Please never talk across a pupil and never talk about them, especially in a derogatory fashion.

Privacy is an important issue. Please make sure that you never walk through an occupied toilet or changing area without making absolutely certain that an interruption is acceptable.

**2      The pupil is involved as far as possible in their intimate care.**

Close contact and handling should be kept to the minimum necessary to complete the task. Try to avoid doing things for a pupil that he or she can do alone, and if a pupil is able to help, ensure that they are given the chance to do so. Support the pupil in doing all they can for themselves and always explain to them what you are doing.

**3      Reactions of the pupil are responded to.**

Check your practice by asking the pupil, particularly a pupil you have not previously cared for, e.g 'are you ready?', 'I am going to wash you now etc. etc.'. Forewarn and prepare the pupil and behave

consistently – this is not necessarily a time for choices but do respect the pupils' choice of carer for carrying out intimate tasks.

**4 Intimate care is as consistent as possible.**

Teachers are responsible for ensuring that their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches are not markedly different between different staff eg is caring for menstruation consistent across different staff?

Wherever possible a child will not be cared for solely by the same adult on a regular basis but by a whole class group. This will ensure, as far as possible, that over-familiar relationships are discouraged from developing, whilst at the same time guarding against the care being carried out by a succession of completely different carers.

**5 If you are not sure how to do something, ask.**

If you need to be shown more than once ask again. Certain intimate care or treatment procedures must only be given by the school nurse or staff who have been formally trained and assessed as competent. These are included in the Administration of Medicines Policy.

Please remember that pupils should be supervised at all times in the toilet or changing areas and pupils should never be alone whilst on a plinth. If a pupil is on a programme eg toilet training or working towards independence the supervision should be appropriate to the programme and, under these circumstances, it may be valid to leave a pupil for the amount of time requested in the programme.

**6 Any safeguarding concerns are reported.**

If, during the intimate care of the pupil you accidentally hurt them, or the pupil seems unusually sore in the genital area, or appears to be sexually aroused by your actions, or has a very emotional reaction without apparent cause, report any such incident as soon as possible in line with Child Protection Procedures. We believe that the way in which pupils are physically cared for will give them an understanding of appropriate physical contact which may alert them to inappropriate contacts and help them to respond appropriately as far as they are able.

**7 Volunteers/students/relief staff**

See Child Protection and Safeguarding procedures and Student/Volunteer Guidelines. Staff in these categories should be allowed to familiarize themselves with the students before taking part in any personal care – even changing shoes and socks for PE. No students should be allowed to complete intimate care programmes but can take part in personal care such as dressing/undressing for swimming/PE under the supervision of the class staff.

## Appendix 7 - GUIDELINES FOR WORKING WITH PUPILS OF THE OPPOSITE SEX

These guidelines are based on the following principles:

- a. That there is positive value in both male and female staff being involved with pupils.
- b. That, ideally, every pupil would be offered a same sex carer for all of their intimate care. This, sadly, is often not possible and by necessity female staff must carry out much of the care. However, if it is obvious that a young man is embarrassed being changed by a female member of staff, we should try our utmost to provide a male member of staff if at all possible.
- c. That the individual pupil's safety, dignity, privacy and their right to exercise choice of carer are of paramount importance but need to fit within the Guidelines for Intimate Care. (see section 4)
- d. That intimate and personal care of boys and girls up to the age of 7 years 11months can be undertaken by all special nursery nurses.
- e. That intimate and personal care for boys is undertaken by male staff where at all possible at Key Stage 2
- f. For any relief staff see Child Protection and Safeguarding procedures and Volunteer Guidelines
- g. That parent/carer preferences are taken into account in the intimate care of their children eg the request for a same sex care. These issues will be discussed carefully with the parents and carers when this arises.

These guidelines must be implemented sensitively and with respect for the feelings of all involved.

---