



**Bishop Bridgeman CofE Primary School**

**SAFEGUARDING AND CHILD PROTECTION**

**POLICY AND PROCEDURE**

**Author:** Jacqui Parkinson

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## **Bishop Bridgeman CofE Primary School Principles for Child Protection and Safeguarding Children**

### **PURPOSE AND PRINCIPLES**

**Bishop Bridgeman** School will strive to ensure that all its pupils remain safe and free from harm and is committed to playing a full and active part in the multi-agency response to child protection concerns. The purpose of this document is to ensure that all staff are aware of the arrangements that **Bishop Bridgeman** school has in place for safeguarding and promoting the welfare of its pupils. It gives guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to all aspects of the child protection process.

**HEAD TEACHER:**

Mrs Hafeji

**DESIGNATED SAFEGUARDING LEAD & DEPUTY:**

Mrs Hafeji, Mrs Patel and Mrs Fazakerley

**CHAIR OF GOVERNORS:**

Canon Thompson

**DESIGNATED SAFEGUARDING GOVERNOR:**

Canon Thompson

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## INTRODUCTION

The duties imposed by section 175 or 157 (for Independent/voluntary schools) of the Education Act 2002 make explicit the responsibility of proprietors to safeguard and promote the welfare of children as part of their common law duty of care towards the children for whom the school is responsible. The responsibility for making sure arrangements are in place, in accordance with the guidance given by the Secretary of State lies with the Governors.

There are two aspects to safeguarding and promoting the welfare of children. They are that arrangements are in place:

- To take all reasonable measures to ensure that risks of harm to children's welfare are minimised, and
- To take all appropriate actions to address concerns about the welfare of any child, or children, working together with the Bolton's Safeguarding Children Board (BSCB) and the agreed policies and procedures in full partnership with other local agencies.

The arrangements that the school has in place will provide for both these aspects of safeguarding children's welfare.

The document entitled "Working Together to Safeguard Children" (DfE March 2015) places a general duty on schools to work and co-operate with other agencies to safeguard and promote the welfare of children. **BISHOP BRIDGEMAN** School is committed to do this by having an open and honest transparent line of communication.

The School's responsibilities are outlined in the statutory guidance for schools and colleges "Keeping Children Safe in Education (KCSiE)" (DfE July 2015).

This policy document and related procedures are underpinned by the good practice on the information linked to the Bolton Safeguarding Children Board 'Framework for Action' (October 2014)

## KEY DEFINITIONS AND CONCEPTS

### Child

The Children Acts 1989 and 2004, states a child is anyone who has not reached their 18<sup>th</sup> birthday. The commitment to safeguarding and promoting the welfare of children however will extend to all children who visit **BISHOP BRIDGEMAN** School as well as all pupils of school.

### Safeguarding and Promoting the Welfare of Children

“Keeping Children Safe in Education” (DfE July 2015), states safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Safeguarding children’s welfare encompasses matters such as bullying and health and safety, (about which there are specific statutory requirements) together with a range of other issues, for example, arrangements for meeting the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse, etc. about which the Secretary of State has issued guidance. Details of the School’s policies in these areas are contained in other documents.

### Child Protection

Is one part of safeguarding and promoting the welfare of children and refers to the activity that is undertaken to protect children who are suffering, or at risk of suffering significant harm.

### Significant Harm

The definition of significant harm is not prescriptive. The interpretation will depend largely on professional judgement, based on the known facts. It can include inappropriate touching, an assault, or a series of compounding events e.g. bullying. Other factors to be considered include the age and vulnerability of the child, the degree of force used, the frequency of the harm, the nature of the harm in terms of ill treatment, and the impact on the child’s health and development.

## GENERAL PRINCIPLES

- The child’s welfare is paramount.
- All children have an absolute right to a childhood free from abuse, neglect or exploitation.
- All members of **BISHOP BRIDGEMAN** staff have a responsibility to be mindful of issues related to children's safety and welfare and a **duty to report and refer** any concerns however “minor” they appear to be. [NB It is NOT, however the role of school staff to investigate those concerns.]

- Parents have a right to be informed in respect of any concerns about their child's welfare, or any action taken to safeguard and promote the child's welfare, providing this does not compromise the child's safety.
- Children are best protected when professionals work effectively together and share responsibility for protective action.
- Where there are possible concerns about a child's safety, unconditional confidentiality cannot be guaranteed and should not be offered. When a child is subject to Child Protection Plan, information about the child and their circumstances will only be shared on a "need to know" basis.
- **BISHOP BRIDGEMAN** School is proactive and takes positive steps to inform children of their rights to safety and protection and the options available to express their fears or concerns.
- The school has in place robust systems that deter possible abusers and will manage effectively any allegations or concerns about abuse if they arise.
- When children make allegations about abuse or neglect they will always be listened to, have their comments taken seriously and, where appropriate, the allegations will be investigated thoroughly by the child's social worker.

## **SCOPE**

This policy and its procedures do not form part of the contract of employment; however, they apply to all full and part time employees of the school, including those employed on temporary or fixed-term contracts. Volunteers and contractors who offer their services to the school and parents will be made aware of this document (see Appendices 1 and 2).

The school's Policy and Procedures will apply at all times when the school is providing services or activities directly under the management of **BISHOP BRIDGEMAN** school staff. This policy and procedures will be reviewed annually and may be amended from time to time. Should any deficiencies or weaknesses in child protection arrangements become apparent, these will be remedied without delay.

## **BISHOP BRIDGEMAN School – Procedures and Guidelines for Child Protection and Safeguarding Children**

### **PREVENTION**

**BISHOP BRIDGEMAN** School takes seriously its duty of pastoral care and is proactive in seeking to prevent children becoming the victims of abuse, neglect or exploitation. It does this in a number of ways:

- Through the creation of an open culture which respects all individuals' rights and discourages bullying and discrimination of all kinds
- By identifying members of staff who have overall responsibility for Child Protection matters
- By ensuring these members of staff receive training in this field and act as a source of advice and support to other School staff
- By informing children of their rights to be free from harm and encouraging them to talk to school staff if they have any concerns, and
- Through SMSC (Spiritual, Moral, Social & Cultural) and promoting British values **BISHOP BRIDGEMAN** School provides an on-going programme of support through the curriculum at an age appropriate level, to promote self-esteem and social inclusion, and to address the issue of child protection in the wider context of child safety in general.

### **EARLY HELP**

Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

**BISHOP BRIDGEMAN** School is committed to early help and identification of unmet needs and vulnerabilities of its pupils and works in partnership with other agencies to promote the welfare of the pupils and to keep them safe. **BISHOP BRIDGEMAN** adheres to Bolton's Framework for Action (October 2014) and will implement the Early Help process to support the wellbeing of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. The Early Help process involves working with children and their families to engage and include them as equal partners and to support them to access additional services and support them to access additional services that can promote positive outcomes.

Bolton's Integrated Working Team provides advice, support, guidance documents and training on Early Help processes. They can be contacted by phone: 01204 331392; Email: [boltonISA@bolton.gov.uk](mailto:boltonISA@bolton.gov.uk) or by writing to: Integrated Working Team, 3rd Floor Paderborn House, Civic Centre, Bolton, BL1 1UA. Or on the <http://boltonsafeguardingchildren.org.uk/resources>



## Concerns

All staff employed by **BISHOP BRIDGEMAN** of school has a duty to report and refer any concerns to the relevant member of staff who has overall responsibility for Child Protection matters.

Definitions/categories of abuse may be of limited help where signs are inconclusive; however staff will be expected to familiarise themselves with the definitions/categories of abuse and the indicators as shown below.

## TYPES OF ABUSE AND NEGLECT

**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

**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.

**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.

**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:** 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.

## **SPECIFIC SAFEGUARDING ISSUES**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk)

Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- child sexual exploitation (CSE) – see also below
- bullying including cyber bullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

## **FURTHER INFORMATION ON CHILD SEXUAL EXPLOITATION AND FEMALE GENITAL MUTILATION**

**Child sexual exploitation (CSE):** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Technology is widely used by perpetrators as a method of grooming and coercing victims, often through social networking sites, such as Facebook, Snapchat, Instagram, BBM (Blackberry Messenger) and mobile devices. More information about Child Sexual Exploitation is available on the <http://boltonsafeguardingchildren.org.uk/resources> in the resources section.

If you are worried that a child or young person you know may be being sexually exploited you should speak to Phoenix/Exit, Bolton's Child Sexual Exploitation Team for advice on 01204 337195 or email Phoenix.ExitTeam@gmp.pnn.police.uk

**Female Genital Mutilation (FGM):** Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Indicators**

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi agency guidance this will apply to schools and colleges.

### **Actions**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

More information about FGM is available on the Bolton Safeguarding Children website: which is <http://boltonsafeguardingchildren.org.uk/resources> in the resources section.

### **Mandatory Reporting Duty for FGM**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## **PREVENTING RADICALISATION:**

Protecting children from the risk of radicalisation is seen as part of BISHOP BRIDGEMAN School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people from being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which this duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ('Prevent Guidance'). Paragraphs 57-76 of the Prevent Guidance are concerned specifically with schools.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and

support to other members of staff on protecting children from the risk of radicalisation. Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

### **Channel**

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

More information can be found on the website of Bolton Safeguarding Children Board. When it is suspected that a pupil is vulnerable to radicalisation or there are concerns regarding a pupil's behavior, the process is to refer to Bolton's Channel Panel, this generally would be the Safeguarding Lead who would contact Caroline Lynch (Achievement, Cohesion and Integration Service (ACIS) Teacher) on 01204 338055 or DC Keith Galley (12507) North West Counter Terrorism Unit Prevent Engagement Officer Bolton & Bury Divisions Greater Manchester Police HQ, Central Park, Northampton Road, Newton Heath, M405BP. Email: [Keith.Galley@gmp.pnn.police.uk](mailto:Keith.Galley@gmp.pnn.police.uk) Telephone: 0161 856 5662

### **LOOKED AFTER CHILDREN**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. (See appendix 7 for more inform on designated teacher for looked after children).

- Looked After Children IRO team manager – Hajra Yaseen, Child Protection Unit: 01204 337372 email address: [hajra.yaseen@bolton.gov.uk](mailto:hajra.yaseen@bolton.gov.uk)
- Looked After Children – Education Bob Horrocks, Castle Hill Centre Castleton Street Bolton BL2 2JW. Contact details: 07887634065 [bob.horrocks@bolton.gov.uk](mailto:bob.horrocks@bolton.gov.uk)

## Other

- Staff need to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.

## INDICATORS

The school acknowledges that members of staff will not be experts at recognising where abuse may occur, or has already taken place, however staff will be expected to look out for any of the following indicators and take the appropriate action. The child may:

- Show unexplained or suspicious injuries such as bruising, cuts or burns, particularly if situated on a part of the body not normally prone to such injuries
- Have an injury for which the explanation seems inconsistent
- Describe what appears to be an abusive act in which they were involved – verbally or in written form such as an essay or drawing
- Show unexplained changes in behaviour - e.g. becoming very quiet, withdrawn, or displaying sudden outbursts of temper or hysteria. Academic work may suddenly deteriorate at this time
- Demonstrate age inappropriate sexual awareness
- Engage in sexually explicit behaviour in games/PE or other areas of the school
- Be distrustful of adults, particularly those with whom a close relationship will normally be expected
- Have difficulty in making friends
- Be prevented from socialising with other children
- Showing signs of depression, self-injury, suicidal tendencies
- Display variations in eating patterns including overeating or loss of appetite
- Lose weight for no apparent reason
- Become increasingly dirty or unkempt, with inadequate or damaged clothing

The above list is not exhaustive and the presence of one or more of the indicators will not be proof that abuse is actually taking place. It is **not** the responsibility of members of staff to decide that child abuse is occurring, but it is their responsibility to act on any concerns.

## **MISSING FROM EDUCATION**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

**All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:**

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).**

## **Notification and Referral Route**

If a practitioner becomes aware of a child missing from education (in whatever capacity), they should notify the CME Officer 01204 332139.

All cases of children and young people missing education or at risk of doing so should be reported to the CME Officer to ensure that comprehensive data on the issues is recorded. Even if a worker is ensuring that the child or young person moves swiftly into appropriate provision they should still make a [referral](#)

### **Process within Bolton**

- Complete the [CME referral form](#)
- Email to CME Officer at [childrenmissingeducation@bolton.gov.uk](mailto:childrenmissingeducation@bolton.gov.uk)
- Telephone CME Officer, Jane Roscoe on 01204 332193

The CME Officer will make necessary enquiries and create a referral to the Early Intervention Team Service, if appropriate, so that further investigations can be undertaken.

For further information and guidance please refer to the Children Missing from Education on the Bolton Schools Extranet <http://mossextranet.bolton.gov.uk/website/pages/ChildrenMissingEducation.aspx>

### **WHAT BISHOP BRIDGEMAN SCHOOL STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD:**

**BISHOP BRIDGEMAN school** staff who have concerns about a child they should raise these with the school's designated safeguarding lead.

*INSERT NAME OF DESIGNATED SAFEGUARDING LEAD & THEIR DEPUTY*

**It will be the responsibility of the designated safeguarding lead to ensure that appropriate advice is obtained from the Children's Social Care Department and that the relevant paperwork is completed.**

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

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

The Department for Education has produced advice '*What to do if you are worried a child is being abused*' (2015) – *Advice for practitioners* to help practitioners identify child abuse and neglect and take appropriate action in response

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such



as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.

If an incident happens outside normal school time or during an out of school activity, and neither the designated safeguarding lead, nor the Head, nor any other senior staff member is available, then the member of staff will contact the Police or the Children's Social Care within the Children's Services Department of the Local Authority as soon as possible. The member of staff will inform the Designated Person, Head, Deputy Head or other senior member of staff as soon as possible.

**What school or college staff should do if they have concerns about safeguarding practices within the school:**

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's management team.

Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

## ACTION WHEN A CHILD HAS SUFFERED OR IS LIKELY TO SUFFER HARM

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral**

### Sharing/recording concerns

Teaching or non-teaching staff with concerns about a child shares these with the designated safeguarding lead who records them. The individual with concerns may refer to children's social care directly in exceptional circumstances such as in emergency or a genuine concern that appropriate action has not been taken.

### Consideration

If referred to them the designated safeguarding lead considers if an early help assessment is needed or if s/he should swiftly move to the next step.

### Referral to children's social care

An individual with concerns or the designated safeguarding lead may make a referral to children's social care – this must be backed up in writing on an Early Help Assessment within 48 hours.

### No referral to children's social care

The individual with concerns or the designated safeguarding lead should monitor the situation.

If the child's situation does not appear to be improving the referrer should press for reconsideration

### Children's social care consideration

Children's social care decides within one working day what action will be taken, including if an assessment is needed, and feed back to the referrer.

**Assessment** Children's social care completes the assessment within 45 working days of the referral; it could be a section 17 or 47 assessment all schools should allow LAs access to facilitate arrangements.

**No Assessment:** If no section 17 or 47 assessment is recommended an early help assessment may be recommended and/ or onward referral to other specialist or universal services; children's social care will feedback to the referrer.

It is recognised that a child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when School staff or volunteers are present.

In these situations staffs are required to:

- Listen to the child, and allow the child to freely recall significant events, keeping questions to the absolute minimum necessary to ensure a clear and accurate understanding of what has been said.
- Reassure the child but tell them that a record of the information given will be made, and do this. Include timing, setting and others present. Record the child's demeanour as well as what is said.
- Explain that they cannot promise to keep confidential anything the child says if the matter is related to child protection or abuse.
- Explain that help may be required to keep them safe, but do not ask the child to repeat their account of events to anyone else.

The individual who receives the information will be expected to pass it on as a matter of urgency to the relevant Designated Safeguarding Lead (see Appendix 3) to record the information.

## **ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF**

The vast majority of adults who work with children act professionally and aim to provide a safe and supportive environment that secures the wellbeing and very best outcomes for children and young people in their care; however children can be subjected to abuse by those who work with them in any and every setting.

We also know that some professionals may feel vulnerable to false allegations. The length of time taken to deal with cases, plus the widespread publicity some cases attract can have very damaging effects on children, the adults involved, their families and their carers. It is in everyone's interest to have a rigorous, fair and timely system for dealing with allegations of abuse.

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

This part of the guidance relates to members of staff who are currently working in XXX school or regardless of whether the school is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

On receipt of such an allegation, the head teacher must follow the first five minutes (see appendix 4) and contact Paula Williams, Local Authority Designated Officer (LADO) at the Local Authority Child Protection Unit to seek advice within one working day. If the LADO is not available advice can be sought by the Local Authority Safeguarding in Education Office: Jacqui Parkinson (who is also the Senior Nominated Officer).

If the allegation concerns the head teacher, the member of staff receiving the allegation will speak immediately to or Paula Williams (LADO), if unavailable, Jacqui Parkinson – Safeguarding in Education Officer or a Police officer at the Police Protection Investigation Unit. Additionally, the Chair of Governors (or the Vice Chair in their absence) will be notified

### **Information for Staff**

**BISHOP BRIDGEMAN** school have a duty of care to our employees. Our school ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation

## Initial Considerations

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence

Schools may wish to use the additional definition of '**unfounded**' to reflect cases where there is no evidence or proper basis which supports the allegation being made. It might also indicate that the person making the allegation misinterpreted the incident or was mistaken about what they saw. Alternatively they may not have been aware of all the circumstances

In the first instance, the head teacher or principal, or where the Headteacher or principal is the subject of an allegation, the chair of governors, chair of the management committee or proprietor of an independent school (the 'case manager') should immediately discuss the allegation with the LADO following BSCB first 5 minutes. The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action.

LADO may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the LADO in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern; in which case this decision and a justification for it should be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation. See the BSCB tracking form for a allegation/concern raised against School Staff.

The case manager should inform the accused person about the allegation as soon as possible after consulting the LADO. It is extremely important that the case manager provides them with as much information as possible at that time. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step. (See the full Managing allegations policy/guidance further information on <http://boltonsafeguardingchildren.org.uk/working-with-children-and-young-people/managing-allegations/>).

If there is cause to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children (2015). If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated office(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school or college's staff.

However, in other circumstances, such as lack of appropriate resource within the school or college, or the nature or complexity of the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained schools and colleges can buy in from the authority. It is important that local authorities ensure that schools and colleges have access to an affordable facility for independent investigation where that is appropriate.

### **Confidentiality**

It is extremely important that when an allegation is made, the school or college makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).

The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts

restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

The legislation imposing restrictions makes clear that “publication” of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. “Publication” includes “any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public”. This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Association of Chief Police Officers’ (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates’ court to request that reporting restrictions be lifted).

The case manager should take advice from the LADO, police and children’s social care services to agree the following:

- **WHO** needs to know and, importantly, exactly what information can be shared;
- **HOW** to manage speculation, leaks and gossip;
- **WHAT**, if any information can be reasonably given to the wider community to reduce speculation; and
- **HOW** to manage press interest if and when it should arise

## **Managing The Situation And Exit Arrangements**

### **Resignations and ‘settlement agreements’**

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. A referral to the DBS must be made, if the criteria are met – see paragraph 81. If the accused person resigns or their services cease to be used and the criteria are met it will not be appropriate to reach a settlement/compromise agreement. A settlement/compromise agreement which prevents the school or college from making a DBS referral when the criteria are met would likely result in a criminal offence being committed as the school or college would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence, and reaching a judgement about whether it can be substantiated on the basis of all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person’s period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

‘Settlement agreements’ (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person’s notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

## **Record Keeping**

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer. (See the BSCB tracking form for a allegation/concern raised against School Staff.)

## **References**

Cases in which an allegation was proven to be false, unsubstantiated or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

## **Timescales**

It is in everyone's interest to resolve cases as quickly as possible consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

## **Oversight and Monitoring**

LADO has overall responsibility for oversight of the procedures for dealing with allegations; for resolving any inter-agency issues; and for liaison with Bolton Safeguarding Children Board (BSCB) on the subject. LADO will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.



**Police forces should also identify officers who will be responsible for:**

- Liaising with the designated officer(s);
- Taking part in the strategy discussion or initial evaluation;
- Subsequently reviewing the progress of those cases in which there is a police investigation; and
- Sharing information on completion of the investigation or any prosecution

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

**Suspension**

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported; all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the LADO or police. But suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school or college is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the LADO. In cases where the school or college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual at the school or college it will be necessary to immediately suspend that person from teaching pending the findings of the NCTL's investigation.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the LADO, police and children's social care services have no objections to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- Redeployment within the school or college so that the individual does not have direct contact with the child or children concerned;
- Providing an assistant to be present when the individual has contact with children;
- Redeploying to alternative work in the school or college so the individual does not have unsupervised access to children;
- Moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- Temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or work for the local authority or academy trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that

can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the LADO. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the proprietor of the school, or governing bodies of the school or college who are the employers of staff at the school or college. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, LADO should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school or college consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

### **Information Sharing**

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation and about the alleged victim.

Where the police are involved, wherever possible the School should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

### **Specific Actions**

Following a criminal investigation or a prosecution

The police should inform the employer and LADO immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or children's social care services should inform that decision. The options will depend on the circumstances of the case and the consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

## **On Conclusion Of A Case**

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO should discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager should consider how best to facilitate that. Most people will benefit from some help and support to return to work after a stressful experience. Depending on the individual's circumstances, a phased return and/or the provision of a mentor to provide assistance and support in the short term may be appropriate. The case manager should also consider how the person's contact with the child or children who made the allegation can best be managed if they are still a pupil at the school or college.

## **In respect of malicious or unsubstantiated allegations**

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the head teacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

## **Learning lessons**

At the conclusion of a case in which an allegation is substantiated, the LADO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The LADO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

## USEFUL TELEPHONE CONTACT NUMBERS

- Children’s Social Care: Child Protection Unit: 01204 337479
- Referral and Assessment Team – North District: 01204 337408
- Referral and Assessment Team – South District: 01204 337729
- Referral and Assessment Team – West District: 01204 334625
- Paula Williams Local Authority Designated Officer (LADO): 01204 337474
- Jacqui Parkinson or Natalie France - Safeguarding in Education Team: 01204 337472
- Karen Presto – Early Help Integrated working Team Manager: 01204 331392
- Bolton Safeguarding Children Board Website:  
<http://boltonsafeguardingchildren.org.uk/>
- Emergency Duty Team – Out of Hours: 01204 337777
- Police – Safeguarding Vulnerable Persons Unit: 0161 8566583
- Police Public Protection Investigation Unit (Child protection): 0161 8567949

## **THE MANAGEMENT OF SAFEGUARDING**

### **The responsibility of governing bodies and proprietors**

Governing bodies and proprietors must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

### **Inter-agency working**

Governing bodies and proprietors should ensure that the school or college contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (2015). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools and colleges should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Governing bodies and proprietors of all schools and colleges should ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Bolton Safeguarding Children Board (BSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the LSCB can require a school or college to supply information in order to perform its functions; this must be complied with.

Governing bodies and proprietors should ensure a member of the governing body, usually the chair, is nominated to liaise with the LADO from the relevant local authority and partner agencies in the event of allegations of abuse made against the head teacher, the principal of a college or proprietor or member of governing body of an independent school. In the event of allegations of abuse being made against the head teacher and/or where the head teacher is also the sole proprietor of an independent school, allegations should be reported directly to the LADO.

### **Safeguarding policies**

Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include- staff/pupil relationships and communications including the use of social media. Both should be provided to all staff – including temporary staff and volunteers – on induction.

The child protection policy should describe procedures which are in accordance with government guidance and refer to the Bolton Safeguarding Children Board (BSCB) 'Framework for Action' (October 2014) put in place by the BSCB, they should be updated annually and be available publicly either via the school's or college's website or by other means.

Head teachers and principals should ensure that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

## **The Designated Safeguarding Lead – DSL**

Governing bodies and proprietors should appoint a member of staff of the school's or college's leadership team to the role of designated safeguarding lead. This should be explicit in the role-holder's job description (see Annex B from KCSiE (2015) which describes the broad areas of responsibility). This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The designated safeguarding lead should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children (2015). There should always be cover for this role.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**

The designated safeguarding lead should undergo updated child protection training every two years. The head teacher and all staff members should undergo child protection training which is updated regularly, in line with advice from the BSCB.

## **Opportunities to teach safeguarding**

Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).

## **Inspection**

The assessment of the quality of leadership and management made during an Ofsted inspection includes an assessment of the effectiveness of the safeguarding arrangements in place in the school or college to ensure that there is safe recruitment and that all children are safe. The [Ofsted handbook](#) provides further information on what inspectors must do and what school and colleges can expect, and provides guidance for inspectors on making their judgements. Ofsted have also produced a [handbook on the inspection of further education and skills](#). There is also best practice material available. Inspections of independent schools will check that the Independent School Standards which concerns the welfare, health and safety of children, are met. Individual inspectorates have published frameworks which inform how they inspect independent schools.

## **Safer recruitment**

In line with part three of this guidance, governing bodies and proprietors should prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required; and ensuring volunteers are appropriately supervised. The school or college should have written recruitment and selection policies and procedures in place. The School Staffing Schools may choose appropriate training and may take advice from their BSCB in doing so. The training should cover, as a minimum, the content of this guidance.

## **Looked After Children**

Governing bodies of maintained schools and proprietors of academy schools must appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies of maintained schools and proprietors of academies should ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child

## **Missing children**

A child going missing from education is a potential indicator of abuse and neglect. Governing bodies and proprietors should put in place 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.

## APPENDIX 1

### **BISHOP BRIDGEMAN School – Summary of the Child Protection and Safeguarding Children Policy and Procedures for Contractors and Volunteers**

The summary of this policy and procedures is shown below and a copy of this, including the Categories of Abuse (from Working Together to Safeguard Children 2015 & Keeping Children Safe in Education 2015) will be issued to **all** school staff both permanent and temporary, and also to any volunteers or contractors who work with the children.

**All volunteers, contractors and staff engaged or employed by Name of school have a duty to report and refer any concerns they may have to the relevant member of staff who has overall responsibility for child protection matters. The relevant members of staff are:**

*INSERT NAME OF DESIGNATED SAFEGUARDING LEAD & THEIR DEPUTY*

**Definitions/categories of abuse are shown below and volunteers, contractors and staff engaged or employed by Name of school are expected to familiarise themselves with them.**

#### **Physical Abuse**

- Physical attack of any form
- Giving of drugs including alcohol
- Excessive training in sport

#### **Sexual Abuse**

- Penetrative or non-penetrative acts by males or females
- Showing of pornographic material

#### **Emotional Abuse**

- Persistent lack of affection
- Constant threatening behaviour
- Constant overprotection
- Unrealistic pressure to perform to high expectations
- Exposure to violence to other(s) within the child's household

#### **Neglect**

- Persistent failure to meet a child's basic needs
- Failure to protect from harm
- Failure in ensuring access to medical treatment
- Leaving a child without supervision

#### **Other**

- Any actions that single out a pupil for special attention and could therefore be interpreted as 'grooming' a pupil (or a child who is linked to the school in some way)
- Staff needs to be fully aware of the dangers and risks associated with electronic communications. Consequently, they **MUST** ensure that they do **NOT** engage in inappropriate electronic communication of any kind with a child.



**A child may seek out an individual teacher/adult to share information specifically about abuse or neglect, or a child may talk spontaneously, individually or in a group when school staff or volunteers are present.**

**Any member of school staff, or any volunteer hearing an allegation from a child that abuse has, or may have, occurred should:**

#### **Receive**

- What is said
- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief.

#### **Reassure**

- The child
- Acknowledge their courage in telling you
- Do not promise confidentiality
- Remind them they are not to blame – avoid criticising the alleged perpetrator
- Do not promise that “everything will be alright now” (it might not be).

#### **React**

- React calmly, respond to the pupil but do not interrogate
- Avoid leading questions but ask open ended ones
- Clarify anything you do not understand
- Explain what you will do next i.e. inform the Designated Person for Child Protection.

#### **Record**

- Make notes as soon as possible – during the interview if you can
- Include:
  - Time
  - Date
  - Place
  - The pupil’s own words – do NOT assume: Ask “Please tell me what means”.
- Describe observable behaviour
- Do not destroy your original notes – they may be needed later on.

#### **Support**

- Consider what support is needed for the child – you may need to give them a lot of your time
- Ensure you are supported – such interviews can be extremely stressful and time consuming
- Talk to your Designated Safeguarding Lead/Head teacher/Line Manager
- Consider using the Bolton Safeguarding Children Board (BSCB) Staff Care Scheme.  
(Telephone: 337861)

**BISHOP BRIDGEMAN School is committed to safeguarding and promoting the welfare of children**

## **APPENDIX 2**

### **BISHOP BRIDGEMAN – Child Protection and Safeguarding Children Policy for Parents and Carers**

#### **Introduction**

Name of school will strive to ensure that all pupils remain safe and free from harm, and the school is committed to playing a full and active part in the multi-agency approach to child protection concerns. Additionally, the school has a legal duty to safeguard and promote the welfare of children, and to have a child protection policy and procedures in place, which should be shared with parents, to address concerns about the safety and protection of children.

Through their day to day contact with pupils, and direct work with families, staff who work in schools have a crucial role to play in noticing indicators of possible abuse or neglect. Parents should be aware therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the local child protection procedures to report their concern to Children's Social Care immediately. To avoid any misunderstandings therefore, parents of children who sustain accidental injuries outside school, which result in cuts/bruises/fractures should inform the school **without delay** and explain the cause.

#### **Principles**

Children have a right to be safe.

Parents have a right to be informed.

Children are best protected when parents and school can work together.

#### **Partnership**

School will inform parents of any concerns about their children (providing it does not compromise the child's safety) and will help and support them as necessary.

#### **Prevention**

School will take positive action to prevent children suffering abuse and neglect through the development of an open culture that informs children of their rights, and encourages them to speak about any concerns. The school will also address the issue of children's safety through the curriculum.

#### **Responding to Concerns**

School will refer all allegations or concerns that a child has been, or is likely to be, abused or neglected to Children's Social Care within the Children's Services Department.

School will consult with other agencies when it has concerns that a child may have been abused or neglected.

School will discuss with parents/carers any concerns they have about their children.

Parents/carers will be kept informed about what has happened.

## **Child/Child Abuse**

Physical and emotional abuse of children by other children will be dealt with, initially, through the school's anti-bullying policy. Parents/carers will be kept informed. All concerns about possible sexual abuse will be referred immediately to Children's Social Care.

## **Child Protection Strategy Meeting and Conferences**

Members of school staff will attend strategy meetings and conferences when required and will provide information about children and families. This information will be shared with parents beforehand if possible. School will keep confidential child protection records separately from a pupil's academic and other school records.

## **Confidentiality**

Information from any source, including parents, about possible child abuse cannot be kept confidential. Information and records about children who are the subject of a Child Protection Plan will be given only to those people who need it, and will be kept strictly confidential by them.

If parents have concerns about the safety or wellbeing of their child, they should contact:

*INSERT NAME OF DESIGNATED SAFEGUARDING LEAD & THEIR DEPUTY*

Signed: .....

Head Teacher.....

Date: .....

## APPENDIX 3

### RECORD OF CONCERN

Part 1 – for use by any staff

Pupil's Name :		Date of Birth:		Class/Yr:		
Date & Time of Incident:						
Date and time of concern :						
<b>REASON:</b>						
Professional Abuse	Extremism	Domestic Violence	Physical Abuse	Sexual Abuse	Emotional Abuse	Neglect
Your name:.....						
Job Title:.....						
Signature:						
Record the following factually:						
<ul style="list-style-type: none"> <li>• Who:</li> <li>• What – if recording a verbal disclosure by a child, use their word:</li> <li>• Where:</li> <li>• When: (day and time)</li> <li>• Were there any WITNESSES:</li> </ul>						
What is the pupil's account and/or perspective?						
Your professional opinion (where relevant):						
Any other relevant information (distinguish between fact and opinion): *E.g. previous concerns						

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

**Please pass this form to your Designated Safeguarding Lead.**

Part 2 – for use by DSL

<b>Time and date information received and from whom:</b>	
<b>Any advice sought (if required):</b>	Date, time, name, role, organisation & advice given:
<b>Action Taken</b>	Referral to children’s social care/monitoring, advice given to appropriate staff or EHA with reasons:  Note time, date, names, who the information was shared with etc.
<b>Parents/carers informed</b>	Yes/No Reasons:
<b>Outcome</b>	Record names of individuals & agencies who have given information regarding outcome of any referral (if made):
<b>Additional Information</b>	Where can additional information regarding the child/incident be found (e.g. pupil file, serious incident book etc.)
<b>Should a concern or confidential file be commenced*</b>	*if there isn’t already one in place: Yes/No  Why – state reasons:
<b>Signed</b>	
<b>Print Name</b>	
<b>Date</b>	



## **APPENDIX 4**

### **Body Map Guidance for Schools**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care.**

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

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

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.



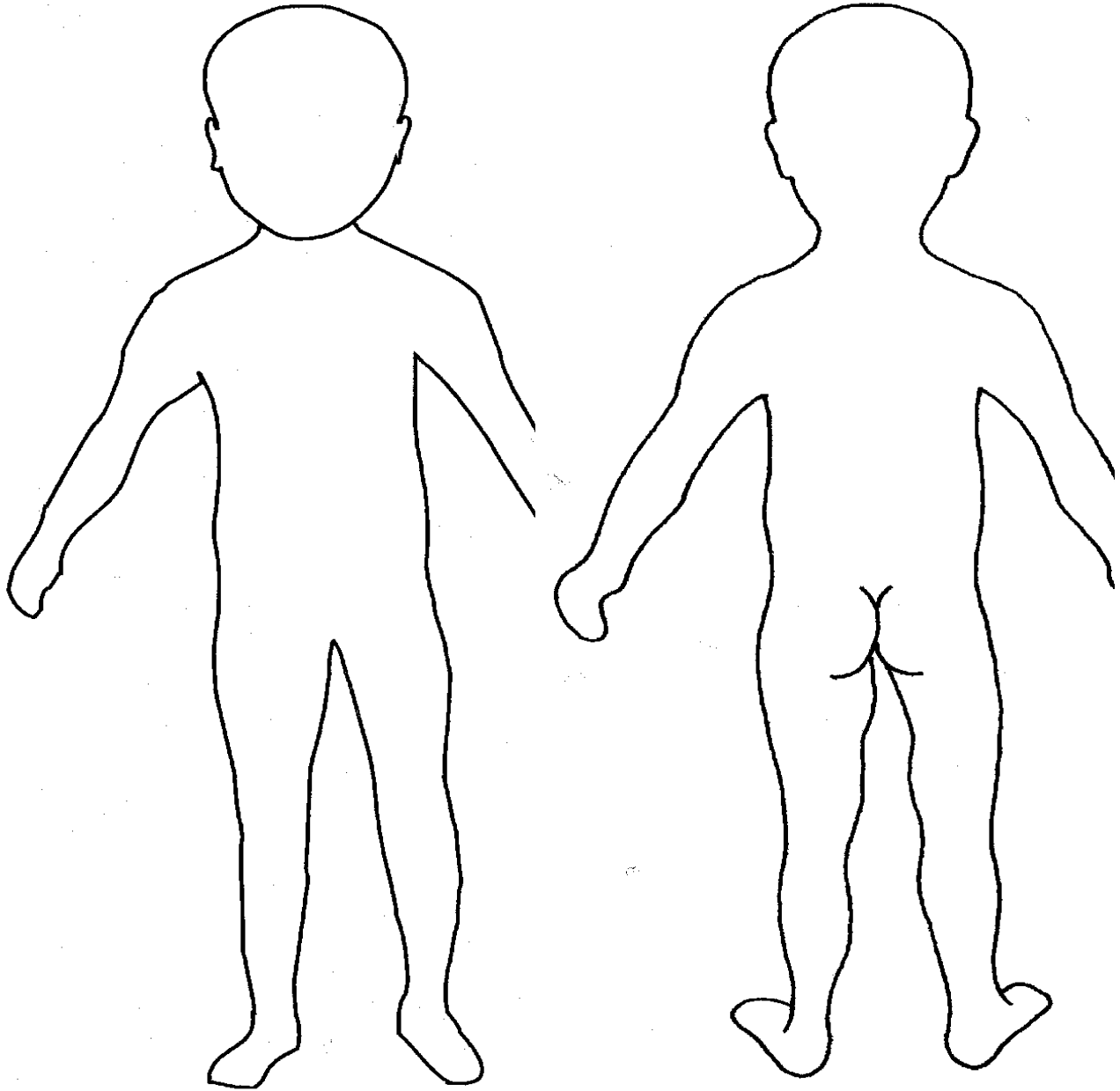
# BODYMAP

(This must be completed at time of observation)

Name of Pupil: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

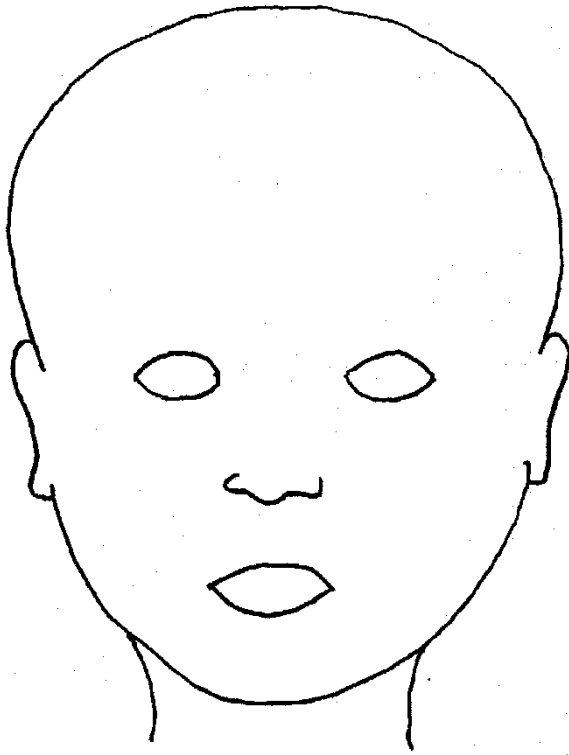
Name of Staff: \_\_\_\_\_ Job title: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

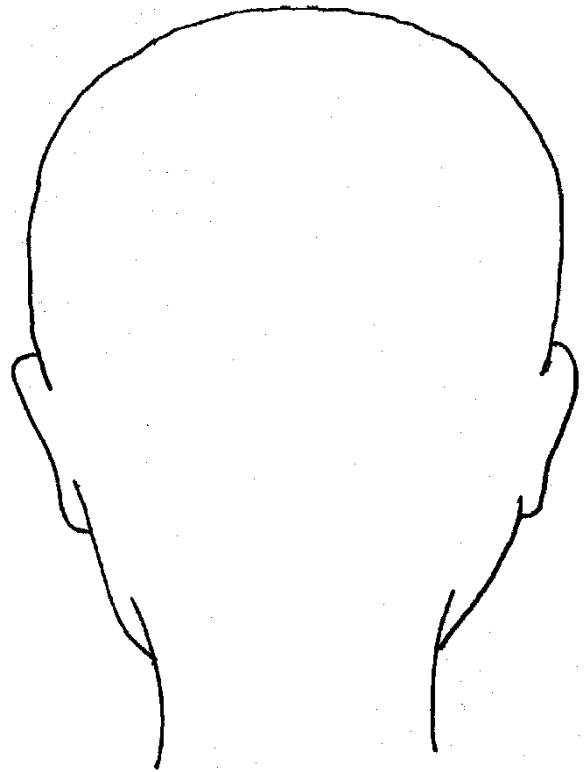


Name of pupil: \_\_\_\_\_

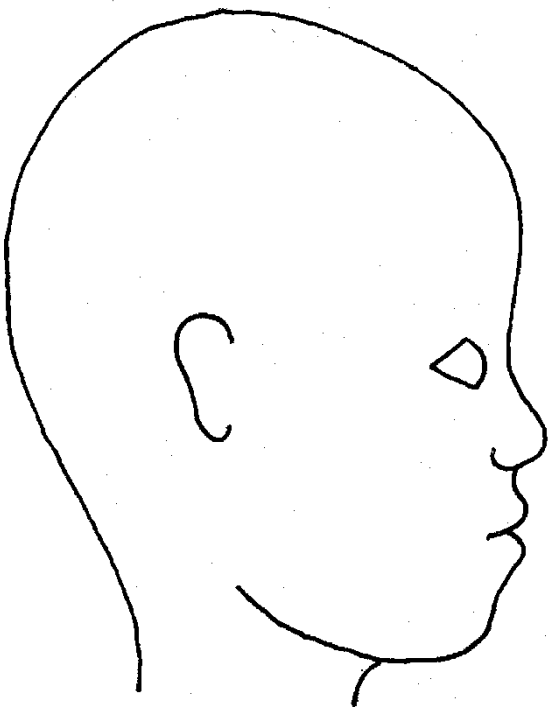
Date and time of  
observation: \_\_\_\_\_



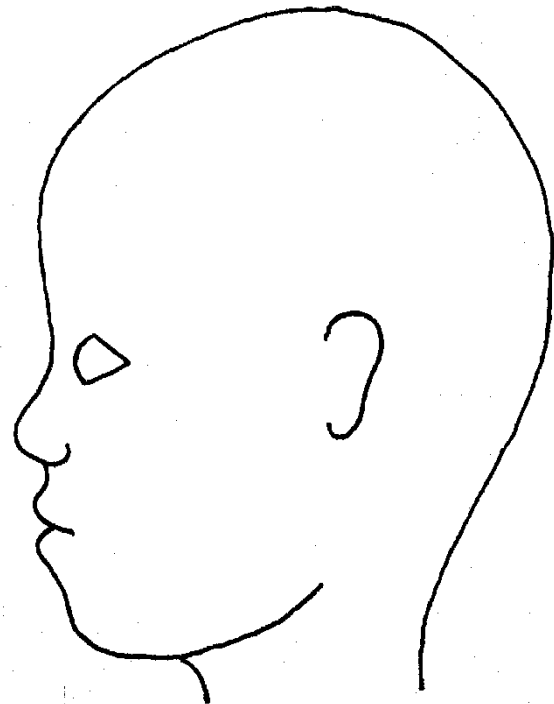
**FRONT**



**BACK**



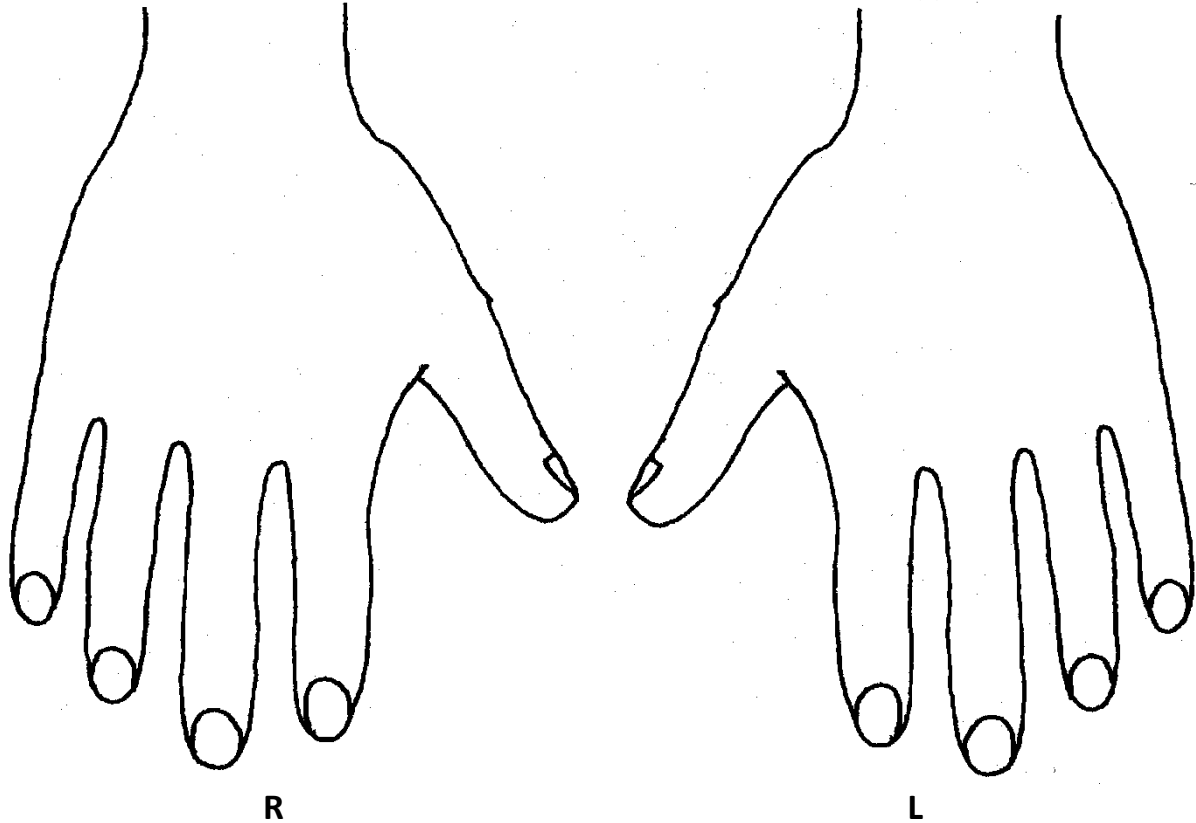
**RIGHT**



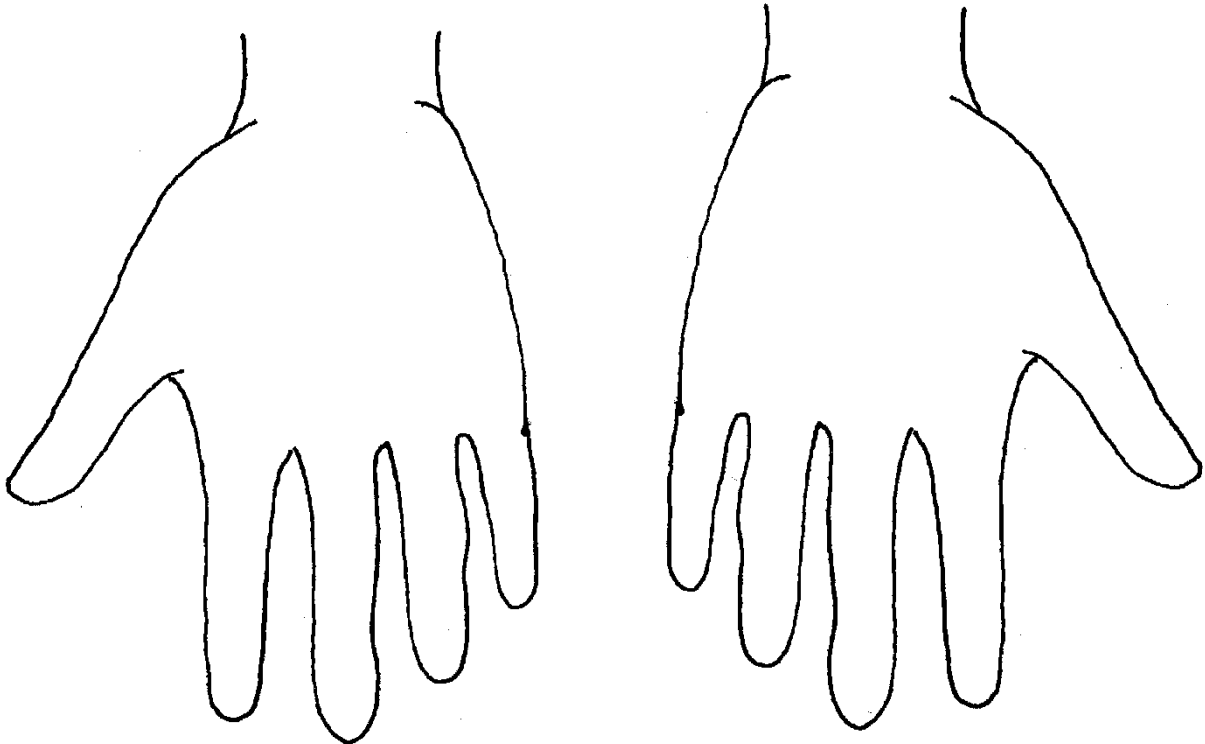
**LEFT**

Name of pupil:

Date and time of  
observation:

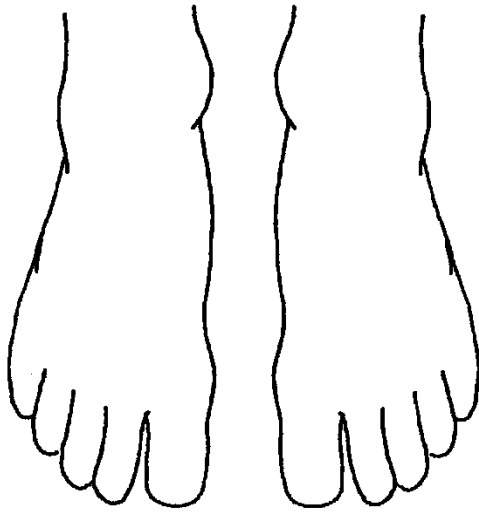


**BACK**

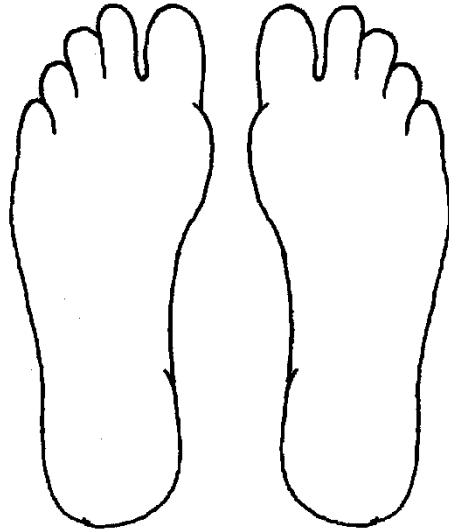


Name of Pupil:

Date and time of observation:



R TOP L



R BOTTOM L

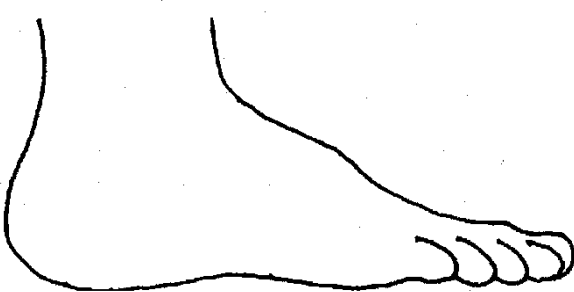


R

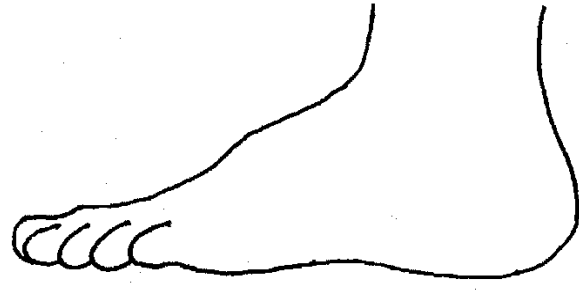


L

INNER



R



L

OUTER

Printed Name,  
Signature and Job title  
of staff:

---





## APPENDIX 6

### INFORMATION/FRONT SHEET for CHILD PROTECTION FILE

<b>Full Name:</b>		<b>DOB:</b>		<b>Class/Form:</b>		<b>Additional needs:</b>	
<b>Gender:</b>		<b>Ethnicity:</b>					
<b>Home Address:</b>				<b>Telephone:</b>			
				<b>E mail:</b>			
<b>Status of file and dates:</b>							
OPEN							
CLOSED							
TRANSFER (include details of school transferred to)							
<b>Any other child protection records held in school relating to this child or a child closely connected to him/her? YES/NO WHO?</b>							
<b>Members of household</b>							
<b>Name</b>	<b>Relationship to child</b>	<b>DOB/Age</b>		<b>Tel No</b>			
<b>Significant Others (relatives, carers, friends, child minders, etc.)</b>							
<b>Name</b>	<b>Relationship to child</b>			<b>Address</b>		<b>Tel No</b>	
<b>Other Agency Involvement</b>							
<b>Name of officer/person</b>	<b>Role and Agency</b>		<b>Status of Child i.e. EHA/CAM/CP/LAC</b>		<b>Tel No</b>		<b>Date</b>

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## APPENDIX 7

### Chronology of Significant Events

<b>Name:</b>	<b>Pupil Class/Form:</b>
--------------	--------------------------

Suggestions below on how to complete this:

Incident logs	S47 Enquiries
Bullying incident	Case Conference details
Racist incidents	Accommodation Episode/De-Accommodation
Early Help Assessment opened	LAC
Early Help Assessment closed	Placement Moves
SEND	Significant events for child eg. Medical examination, change of school etc.
Referral made to Social Care	Key planning meetings and Decision making
Significant Family Event e.g. Birth or Death,	Legal Actions
Changes in household	Telephone call to parents reporting concerns
Professional/Family/Public Concerns	Strategy meeting held

<b>Pupil No.</b>	<b>Date</b>	<b>Detail of Significant Event</b>	<b>Witness or Document Reference</b>



## APPENDIX 8

### TRANSFER OF SAFEGUARDING RECORDS

This form should be completed when a pupil moves to another setting and there are safeguarding concerns and records to transfer.

<b>Child's name</b>	
<b>DOB</b>	
<b>Previous surnames or aliases</b>	
Name of people with parental responsibilities	
Name of social worker/lead professional	

Information and files transferred (to include chronologies and assessments)

***NB: Parental consent is needed to transfer Early Help Assessment***

<b>Name of sending school</b>	
<b>Name of receiving school</b>	
<b>Passed to (name)</b>	
<b>Date of first entry in file</b>	
<b>Date of last entry in file</b>	

**Child status: (please tick)**

<b>Single Agency Support</b>	
<b>Early Help</b>	
<b>Child in Need</b>	
<b>Child Protection</b>	
<b>Looked After Child</b>	
<b>Privately Fostered Child</b>	

<b>Transferred by:</b>	<b>Received by:</b>
Name:	Name:
Position:	Position:
Signed:	Signed:
Date:	Date:

**APPENDIX 9**

**Managing allegations against those working with children**

**“THE FIRST FIVE MINUTES”**

What to do if an allegation or incident against a staff member is received.

Manager/Person in Charge receives complaint.



Make sure children are safeguarded  
Refer to Advice & Assessment (if required)



At this stage **do not** question the victim or alleged perpetrator or witnesses.



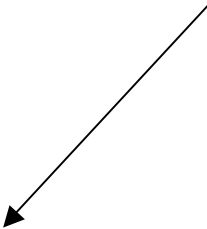
Ring Senior Nominated Officer  
01204 337472  
**Jacqui Parkinson**



Senior Nominated officer will discuss with LADO **Paula Williams** 01204 337474 and agree course of action.



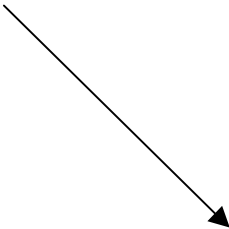
3 Possible Courses of Action



Action by School or Establishment



No Further Action



Strategy Meeting

## APPENDIX 10

### Tracking Form Allegation/concern raised against Staff

1. When an allegation / concern is received brief details should be obtained and passed to SLT as soon as possible.

Date:		Time	
Allegation made by:			
Who the allegation is made against:			
<i>NB: The subject of the allegation should not be informed without first seeking advice</i>			
Allegation first received by:			
Brief details of the allegation:			
Date of alleged incident:			
Does this allegation involve a restraint?	YES / NO / NYK		
Case manager appointed and to complete tracking form			

2. Allegations which appear to meet the criteria should be referred to LADO within 24 hours ( see Note 1)

Does this appear to meet the criteria for managing allegations?	YES / NO
Referred to LADO:	YES / NO      Date:
Advice given:	
Date:	
Action to be taken:	
<i>Suspension should never be automatic but</i>	Decision to suspend YES / NO

<i>should be considered and rationale given for decisions made. See Appendix B</i>	
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**3. Information gathered about the allegation**

Staff witnesses	Account taken	Copy forwarded to LADO
1.		
2.		
3.		
Pupil witnesses		
1.		
2.		
3.		
4		
Plan of setting/classroom etc		
Chronology of event begun		
1 <sup>st</sup> Aid log		

**4. Full details gathered**

Pupil name:	
Date of Birth	
Address:	
Is the pupil known to Social Care?	YES / NO
Does the pupil have Special Educational Needs?	YES / NO If yes - details
Has the pupil raised previous concerns?	YES / NO If yes - details

Staff full name:	
Date of Birth:	
Address:	
Has this person raised concerns before?	

**5. Informing others**

Have parents of the pupil been informed?	
Details of response	

*Staff members should be informed of the allegation ASAP - on advice from LADO*

Has the staff member been informed?	YES / NO
Name of Key person nominated to feedback to them:	



## APPENDIX 11

### **The Role of the Designated Teacher for Looked After Children within the school**

The designated teacher has a leadership role in promoting the educational achievement of every looked after child on the school's roll. The role should make a positive difference by promoting a whole school culture where the personalised learning needs of every looked after child matters and their personal, emotional and academic needs are prioritised.

**The designated teacher should have lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve. Everyone involved in helping looked after children achieve should:**

- Have high expectations of looked after children's involvement in learning and educational progress
- Be aware of the emotional, psychological and social effects of loss and separation from birth families, the reasons for that separation and that some children may find it difficult to build relationships of trust with adults because of their experiences
- Understand the reasons which may be behind a looked after child's behaviour, and why they may need more support than other children but the teacher should not allow this to be an excuse for lowering expectations of what a child is capable of achieving
- Understand how important it is to see looked after children as individuals rather than as a homogeneous group and to not publicly treat them differently from their peers
- Appreciate the importance of showing sensitivity about who else knows about a child's looked after status
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly, depending on age and understanding, the child him or herself of what everyone needs to do to help them to achieve their potential
- Have the level of understanding they need of the role of social workers, virtual school heads (or equivalent) in local authorities and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child

**In promoting the educational achievement of looked after pupils the designated teacher should:**

- Contribute to the development and review of whole school policies to ensure that they do not unintentionally put looked after children at a disadvantage
- Make sure, in partnership with other staff, that there are effective and well understood school procedures in place to support a looked after child's learning. Particular account should be taken of the child's needs when joining the school and of the importance of promoting an ethos of high expectations about what he or she can achieve
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning
- Be a source of advice for teachers at school about differentiated teaching strategies appropriate for individual pupils who are looked after
- Make sure the school makes full use of Assessment for Learning (AFL) approaches to improve the short and medium term progress of looked after children and help them and their teachers understand where they are in their learning, where they need to go and how to get there
- Make sure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers. In particular, they should make sure that carers understand the potential value of one-to-one tuition and are equipped to engage with it at home
- Have lead responsibility for the development and implementation of the child's PEP within school in partnership with others as necessary

## APPENDIX 12

### Statement of Staff Commitment School Safeguarding & Child Protection Policy

To be completed annually BY ALL STAFF and kept in Personnel Files

Staff Member:.....Post:.....

Line Manager:.....

I have read and understood the standards and guidelines outlined in the BISHOP BRIDGEMAN School Safeguarding & Child Protection Policy.

I agree with the principles contained therein and accept the importance of implementing the policies and practices whilst working at BISHOP BRIDGEMAN School.

I confirm that I have:

- Received a copy of Safeguarding & Child Protection Policy
- Had the opportunity to read and discuss the policy and procedure with my Line Manager
- Discussed and recorded training requirements for ongoing action.

Signed (Staff).....

Signed (Line Manager).....

Date .....



