



Houghton Conquest
Lower School
Growing together



Houghton Conquest
Pre-School

Statutory Document Information: SAFEGUARDING AND CHILD PROTECTION POLICY

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School	Houghton Conquest Lower School
LA	Central Bedfordshire Council
Designated Safeguarding Lead:	Miss C McCarthy
Deputy Designated Safeguarding Lead:	Miss J Heaslip
Designated Safeguarding Governor:	Dr S Burton
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SAFEGUARDING POLICY

1. INTRODUCTION

1.1 **Safeguarding** is defined as –

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

1.2 **Child Protection** is defined as –

- The activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm.

(Working Together, DfE 2018)

This includes, but is not limited to safeguarding children in specific circumstances

Neglect	Physical abuse
Emotional abuse	Sexual abuse
Bullying, including online and prejudice-based bullying	Racist, disability and homophobic or transphobic abuse
Gender based violence / violence against women and girls	Radicalisation and /or extremist behaviour
Child Sexual Exploitation and trafficking	The impact of new technologies on sexual behaviour: e.g. Youth Produced Sexual imagery
Teenage relationship abuse	Substance abuse
Gang / youth violence including initiation / hazing	Domestic abuse / violence
Female Genital Mutilation	Forced Marriage
Fabricated / induced illness	Poor parenting
Online including grooming via social networking, online gaming, video messaging	Peer on peer abuse
Self-Harm behaviours	Children with mental health difficulties or illness

See **Appendix 1** for information on signs and indicators of abuse and neglect

Houghton Conquest Lower School and Pre-school is committed to safeguarding and promoting the welfare of all its children. We believe that:

- All children/young people have an equal right to be protected from harm.
- Children/young people need support which matches their individual needs, including those who may have experienced abuse.
- All children/young people have the right to speak freely and voice their values and beliefs.
- All children/young people must be encouraged to respect each other's values and support each other.
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs.
- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours and
- All staff, volunteers and visitors have an important role to play in safeguarding children and protecting them from abuse.

Houghton Conquest Lower School and Pre-school will fulfil their local and national responsibilities as laid out in the following documents:-

- Working Together to Safeguard Children (DfE 2018)
- Keeping Children Safe in Education (DfE July 2018)
- Information Sharing (HM Govt July 2018)
- The procedures of Central Bedfordshire Safeguarding Children Board
- The Children Act 1989
- The Education Act 2002 s175 / s157
- What to do if you are worried a child is being abused (DfE, 2015)
- Use of reasonable force in schools (DfE, 2013)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE, 2016)
- Preventing and Tackling Bullying: Advice for Head Teachers, Staff and Governing Bodies (DfE, 2017)
- Prevent Duty, Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Sexting in Schools and Colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety, 2016)
- Criminal exploitation of children and vulnerable adults county lines (Home office guidance)
- Children missing education (DfE advice for schools)

- Child missing from home or care (DfE statutory guidance)
- Child sexual exploitation advice for practitioners (DfE advice for practitioners)
- Domestic abuse (Home Office advice)
- Drugs (DfE and ACPO guidance)

2. OVERALL AIMS

This policy will contribute to safeguarding our children and promoting their welfare by:

- Clarifying standards of behaviour for staff and children.
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values.
- Creating an organisational culture that is safe for children.
- Introducing appropriate work within the curriculum.
- Encouraging children and parents to participate.
- Developing staff's awareness of the risks and vulnerabilities children face to enable them to recognise and respond to concerns.
- Addressing concerns at the earliest possible stage in the least intrusive way.

3. KEY PRINCIPLES

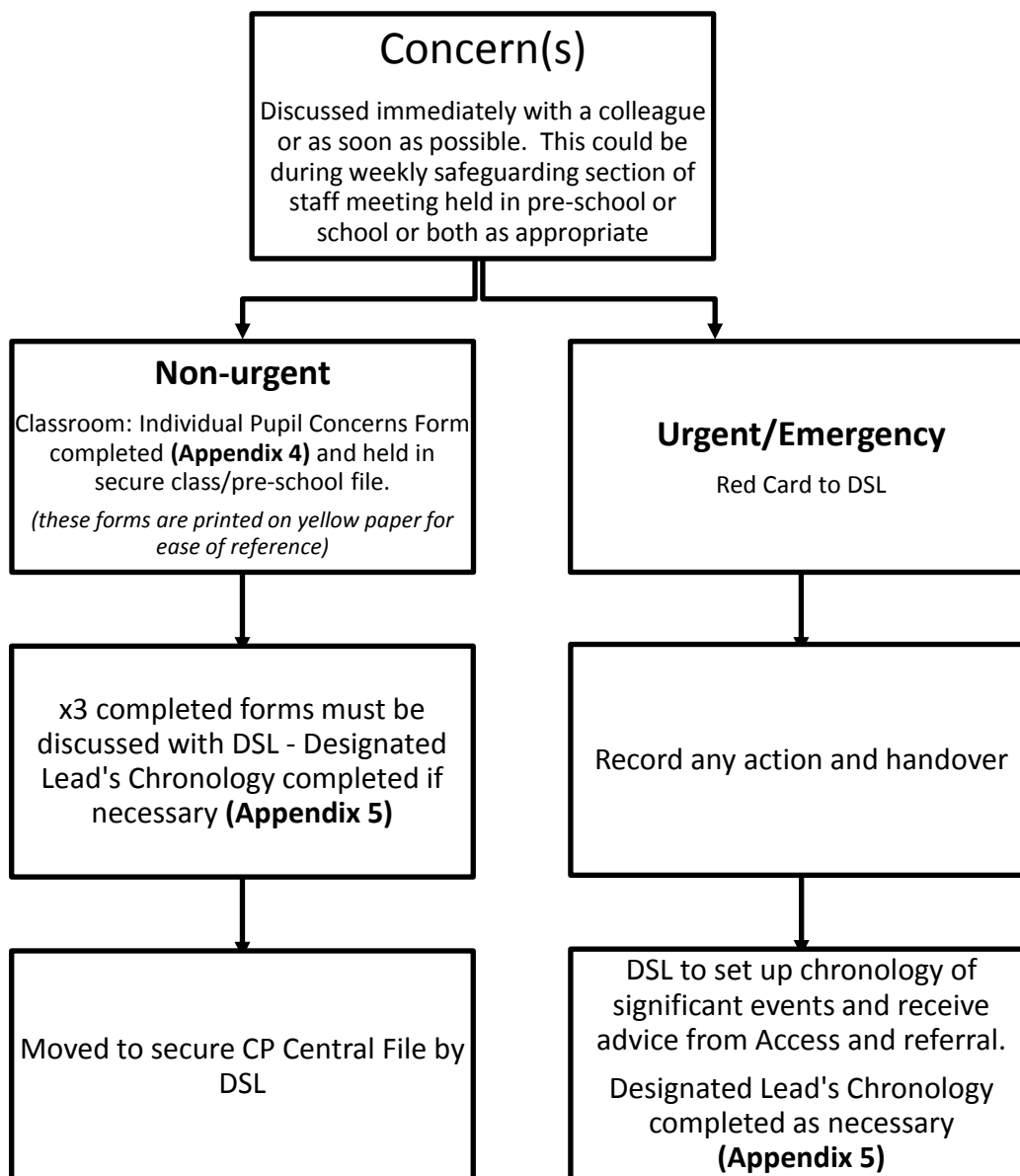
We Will:

- Always see the child first and consider what life is like for the child maintaining a culture of vigilance.
- Provide support and intervention at the earliest possible opportunity in the least intrusive way in accordance with Central Bedfordshire LSCB Thresholds Framework.
- Have conversations, build relationships and maintain professional curiosity.
- Focus on securing improved outcomes for children.
- Build a culture of openness and transparency where all staff are able to demonstrate understanding of their role and responsibility to safeguard and promote the welfare of children.
- Promote every child entitlement to a rich and rounded curriculum.
- Speak out, addressing issues internally where possible and engaging in a multi -agency response when required in accordance with interagency procedures.

4. KEY PROCESSES

All staff should be aware of the guidance issued by Central Bedfordshire Safeguarding Children Board within the Threshold Framework in order to secure support and intervention for children and young people at the earliest possible opportunity in the least intrusive way. This document is integral to safeguarding children in Central Bedfordshire educational establishments and will always be used to underpin decision making. We follow our internal processes in line with guidance from CBSCB:

'Staff Guidance Flow Chart' on how to record and report any concerns.



Further Actions:

- DSL to liaise with Class Teacher/ and or other adults information on a 'needs to know' basis.
- Staff are made aware if child is designated CP, Child in Need (CIN) or TAC and EHA. This can be co-ordinated with EW Partner (DDSL)

NOTE: Where DSL is not available refer to the DDSL

5. EXPECTATIONS

All staff will:

- Be confident about this safeguarding policy and processes (including use of relevant forms) to implement this consistently in the course of their work with children and young people.
- Ensure that they have read and understood their role and responsibilities as set out in Part 1 of the statutory KCSiE, as well as Annex A which contains important information about specific forms of abuse and safeguarding issues, in a prompt and confident manner.
- Be aware of the role and identity of the designated safeguarding leads and deputies for the school.
- Be aware that **any** member of staff can refer their concerns directly to children's social care. They can undertake referrals of child protection concerns to Children's Services in the absence of the designated safeguarding officer and be aware of the statutory assessments under Section 17 and Section 47 of the Children Act 1989 that they may contribute to.
- Be alert to signs and indicators of safeguarding concerns and possible abuse.
- Record concerns and give the record to the Designated Safeguarding Lead: **Miss Catherine McCarthy**.
- Appropriately challenge colleagues from other organisations and services if a child's situation does not improve.
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers or governors.
- Be involved in the implementation of individual education programmes, early help assessments and plans, child in need plans and interagency child protection plans.
- Maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.
- Recognise and respond to concerns about the behaviour of staff, students and volunteers which indicates they may pose a risk of harm to children following interagency procedures agreed by the LSCB.
- Deal with a disclosure of abuse from a child in line with the guidance in **Appendix Two**.
- All Staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal reporting duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.
- All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

- All staff will receive in house training either prior or during their induction. Foundation training will be sought within the first month; this could be online training with an opportunity to discuss this with their line manager. This will be regularly updated at a minimum of three year intervals. The designated Safeguarding lead together with named deputies will undertake additional higher level training in order to ensure they have appropriate knowledge and skills to undertake the role and will utilise these training opportunities available from the LSCB and other organisations as agreed by the Governing Body. This training will be regularly updated at a minimum of two year intervals.
- In addition to the above, all staff will receive annual safeguarding updates which may include E-learning, circulation of information and guidance internally, staff meetings, inset training. The subject / topics for training and updates will take into consideration LSCB priorities, local context, needs of our pupils and identified training needs of staff.

6. THE DESIGNATED SAFEGUARDING LEAD

- **Our Designated Safeguarding Lead: Miss Catherine A McCarthy** is a member of the Senior Leadership Team (Headteacher) and takes lead responsibility for coordinating all child protection activity within the school. They will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as the early help hub, children's social care, health, police etc. This person has lead responsibility and management oversight for safeguarding and child protection.

The Designated Safeguarding Lead is supported a Deputy Designated Safeguarding Leads – see front page for details

- The Deputy Designated Safeguarding Leads are trained to the same level as the Designated Safeguarding Lead and will undertake this role operationally with direct oversight and management from the Designated Safeguarding Lead who maintains lead responsibility
- When the school has concerns about a child, the Designated Safeguarding Lead or Deputy will decide what steps should be taken in accordance with the LSCB Thresholds Framework and initiate a response accordingly. This may include providing a single agency early help response, undertaking an early help assessment or referral to Children's Social Care for a statutory social work assessment. The Headteacher (& DSL) will be kept apprised of cases as appropriate
- The Designated Safeguarding Lead will support staff who make referrals to the Local Authority Children's Social Care and act as a source of support, advice and expertise for all staff.
- The Designated Safeguarding Lead will refer cases to the Police where a crime may have been committed.
- Seek advice in regard to safeguarding matters related to radicalisation and make referrals to Channel as required.
- The Headteacher will ensure where necessary referrals have been made to the Disclosure and Barring Service when a person is dismissed or resigned due to risk/harm to a child.

- The Designated Safeguarding Lead will lead regular case monitoring reviews of vulnerable children. These reviews, together with any actions arising from the review and the rationale for decision making will be recorded in case files.
- The Designated Safeguarding Lead will ensure safeguarding and child protection information will be dealt with in a confidential manner and in accordance with the LSCB information sharing guidance. Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.
- The Designated Safeguarding Lead will ensure safeguarding and child protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child: the school will not keep family files.
- The Designated Safeguarding Lead will ensure access to safeguarding and child protection records by staff other than by the Designated Safeguarding Lead will be restricted, and a written record will be kept of who has had access to them and when.
- The Designated Safeguarding Lead will ensure parents are usually (subject to the point below) aware of information held on their children and are kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will give due regard to which adults have parental responsibility.
- **The Designated Safeguarding Lead will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.** In such circumstances advice will be sought from Children’s Social Care.
- If a child moves from our school, the Designated Safeguarding Lead will ensure child protection records are forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date. The practice guidance produced by Central Bedfordshire Safeguarding Children Board will be adhered to in relation to archiving child protection records.
- If sending by post, children’s records will be sent by “Special/Recorded Delivery”. For audit purposes a note of all children’s records transferred or received should be kept in either paper or electronic format. This will include the child’s name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- If a child is permanently excluded and moves to a Pupil Referral Unit, child protection records will be forwarded on to the relevant organisation.
- If a child is being removed from school roll in order to be home educated, the school will ensure all relevant safeguarding information is shared with the Local Authority Children’s Services and Elective Home Education team.
- When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

7. THE GOVERNING BODY

The Governing Body will:

- Ensure that they comply with their duties under legislation. They will have regard to Keeping Children Safe in Education 2018 to ensure that the policies, procedures and training in our school are effective and comply with the law at all times.

The governing body will ensure that:

- The school contribute to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2018. 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.
- The school provides an appropriate safeguarding response in accordance with the Central **Bedfordshire** LSCB Thresholds Framework in order to safeguard children.
- The school pays due regard to the need to safeguard children in specific circumstances such as Child Sexual Exploitation (CSE), vulnerability to radicalisation, Female Genital Mutilation (FGM) or peer on peer abuse which can include gang related violence, cyberbullying, sexually harmful behaviours, sexual violence, sexual harassment or youth produced sexual imagery.
- The school maintains information about the legal status of all children including whether a looked after child is subject to S20 voluntary arrangements, interim or full care order, contact details for persons with parental responsibility, level of delegated authority, details of the social worker and the virtual head in the authority that looks after the child.
- There is a designated teacher with the appropriate training skills and knowledge appointed to promote the academic achievement of looked after children and children previously looked after.
- The schools 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 Local Safeguarding Children Board (LSCB). This includes working with Children's Social Care from other areas when children attend school in Central Bedfordshire however live outside of Central Bedfordshire.
- The school shares information with other professionals in the interests of safeguarding children in accordance with the guidance within working Together to Safeguard Children 2018 and Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers, 2015.
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- The school will follow local procedures for sharing intelligence in relation to Child Sexual Exploitation with Bedfordshire Police and the Single Point of Contact for CSE within Central Bedfordshire Borough Council.
- The school initiates 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, exploitation or radicalisation and to help prevent the risks of their going missing in future.
- That the Headteacher ensures that safeguarding policies and procedures which have been adopted by the Governing Body are consistently implemented.

- The school has a staff behaviour policy (code of conduct) which amongst other things includes - the use of social media and other online platforms.
- The school has procedures for managing allegations and concerns about adults that work or volunteer with children and that these include the procedures for making referrals to the Disclosure and Barring Service and NCTL as the teaching professional body where appropriate.
- The school operates, “safer recruitment” procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers in accordance with Keeping Children Safe in Education 2018.
- The Designated Safeguarding Lead is a member of the Senior Leadership Team and has lead responsibility for safeguarding which is not delegated. This is clearly defined within the role holder’s job description and that this person has the appropriate authority, time, training, funding and resources to undertake this role as per Appendix B Keeping Children Safe in Education, 2018.
- The Designated Safeguarding Lead maintains management oversight of any work undertaken by the Deputy Designated Safeguarding Lead.
- That any Deputy Designated Safeguarding Lead has the appropriate training skills and knowledge to undertake the operational function of the Designated Safeguarding Lead as per appendix B of Keeping Children Safe in Education 2018.
- The Designated Safeguarding Lead and any Deputies undertake LSCB multi agency higher level training to ensure they have the appropriate training, skills and knowledge to carry out this role. In addition, the designated safeguarding lead and any Deputies will update their knowledge by receiving safeguarding updates via the designated safeguarding officer network events, attendance at training and learning events offered by the LSCB, online updates via NSPCC or attendance at professional development events.
- The Head Teacher and all other staff who work with children undertake safeguarding training in accordance with Keeping Children Safe in Education 2018 and that they receive annual safeguarding updates to ensure their continued professional development. These updates take account of LSCB priorities, the local context, the needs of the pupils and other identified training needs.

All training will incorporate safeguarding children in specific a circumstance which include, but is not limited to Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM), vulnerability to radicalisation and peer on peer abuse (see section 14).

- In addition the training will also ensure staff have the skills and knowledge about the additional vulnerability of Looked After Children when appropriate.
- The school has appropriate safeguarding responses for children who go missing from education which should include holding more than one emergency contact number for pupils.
- Temporary staff and volunteers are made aware of the school’s arrangements for child protection and their responsibilities.

Confidentiality: Governors and the DSL consider carefully and have a proportional risk-based approach to information sharing when considering the level of safeguarding information provided to temporary staff and volunteers. Very short term visitors are given a succinct version of this policy on arrival to sign – **Appendix 3**.

- The school remedies any deficiencies or weaknesses brought to its attention without delay; and recognises the importance of utilising the expertise of the Designated Safeguarding Lead and Deputies in shaping safeguarding arrangements.
- There are appropriate online filtering and monitoring systems within the school which safeguards children from accessing inappropriate or harmful online material. Over blocking of material which could impair children's independent research and learning will be avoided.
- That the curriculum is delivered in such a way to include educating and supporting children how to recognise when they are at risk and how to get help when they need it. At the appropriate age this will include Sex and Relationship Education (SRE), online safety and broader safeguarding messages within PSHE.
- Ensure that there are processes in place which enables children and young people to express their wishes and feelings and provide feedback.
- The governing body reviews its policies/procedures annually.
- The **Nominated Governor** for child protection at the school is: **Dr Susan Burton**. The Nominated Governor is responsible for liaising with the Head Teacher (& DSL) over all matters regarding child protection issues. The role is strategic rather than operational; they will not be involved in concerns about individual children.
- Ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Headteacher, or member of governing body of an independent school.

8. A SAFER SCHOOL CULTURE

- The culture of this school is one that is safe for children. Safeguarding is the responsibility of **all** adults working or volunteering within the organisation and that all concerns will be reported to the Designated Safeguarding Lead or Deputies when concerns relate to an adult. This is an unsafe place for anyone who poses a risk to children.
- The school has a culture of listening to, and hearing the voice of the child. The school as a designated Emotional Wellbeing Lead who promotes the rights of the child at every opportunity.

9. SAFER RECRUITMENT AND SELECTION

- The school pays full regard to 'Keeping Children Safe in Education' (DfE 2018). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking appropriate checks through the Disclosure and Barring Service (DBS) and prohibition order checks in

respect of the following which will also include historic GTCE sanctions and EEA regulating authorities. This includes all governors.

- All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of children.
- Miss Catherine McCarthy & Ms Anna Harvey have undertaken Safer Recruitment training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

10. OUR ROLE IN THE PREVENTION OF ABUSE

In accordance with Working Together 2018, the school recognises the need to safeguard children from:

- Neglect
- Emotional Abuse
- Physical Abuse
- Sexual Abuse

Appendix one contains a brief overview of signs and indicators of abuse and neglect.

- In addition, the school are alert to the need to safeguard children in specific circumstances as defined within Keeping Children Safe in Education 2018 where more in-depth information can be found.
- Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

11. THE CURRICULUM

- We will provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being together with preparing children for life in modern Britain and embedding Fundamental British Values.
- Relevant issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety and bullying. This will be undertaken with reference to guidance around how to promote children's spiritual, moral, social and cultural development. Issues will also be addressed through other areas of the curriculum, for example, circle time, English, History, Drama, Art.

12. SAFEGUARDING IN SPECIFIC CIRCUMSTANCES: Children who are vulnerable to extremism

- In accordance with the Prevent Duty placed upon the school by the Counter Terrorism and Security Act 2015 we understand the specific need to safeguard children, young people and families from violent extremism. Houghton Conquest Lower School and pre-school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.
- Houghton Conquest Lower School and pre-school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both children and teachers have the right to speak freely and voice their opinions. However, free speech that is designed to manipulate the vulnerable or that leads to violence and harm of

others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. Essential to this school is fundamental British values of Democracy, Rule of Law, Equality of Opportunity, Freedom of Speech and the rights of all Women and Men to live free from persecution of any kind and it would be expected that views and opinions expressed would be commensurate with these.

Risk reduction

- The school governors, the Head Teacher /Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly content, the use of school premises by external agencies, integration of children by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- In accordance with the Prevent Duty, Miss Catherine McCarthy is the Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.
- When any member of staff has concerns that a child may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC/DSL. If a child or Young Person is thought to be at risk of radicalisation, advice will be sought from the Early Help Hub, and if advised, information will be shared with the Channel Panel using the Early Help Assessment form.
- In all cases, in accordance with advice provided from the Early Help Hub the school will ensure appropriate interventions are secured which are in line with local procedures in order to safeguard children assessed as being vulnerable to radicalisation.
- If the school are concerned that a child may be at risk of significant harm in relation to radicalisation or involvement in violent extremism a child protection referral will be made to the Multi Agency Safeguarding Hub.

13. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: Peer on Peer abuse

- The school recognises that children can abuse other children and such behaviours are never viewed simply as 'banter' or as part of growing up. We recognise that peer on peer abuse can take many different forms eg:
 - Cyber-bullying

The school will follow Sexual Violence and Sexual Harassment guidance (DfE, 2017) when responding to such issues alongside local interagency procedures and the Harmful Sexual Behaviours strategy. This includes responding to any reports in a child centred manner and undertaking an immediate risk and needs assessment in relation to the victim, the alleged perpetrator and other children. The school will respond to reports of sexual violence and sexual harassment on a case by case basis considering the LSCB thresholds framework, whether a criminal offence may have been considered and whether a report to the Multi-Agency Safeguarding Hub is necessary. The school will also consider seeking specialist advice, guidance and assessment and will work with partner agencies in relation to management of information and what should be shared with staff, parents and carers.

14. SAFEGUARDING CHILDREN IN SPECIFIC CIRCUMSTANCES: Sexualised behaviours

- Where children display sexualised behaviours, the behaviours will be considered in accordance with the children's developmental understanding, age and impact on the alleged victim. Assessment Tools will be used to assist in determining whether the behaviour is developmental or a cause for concern. This will assist in ensuring the child/ren receive the right support at the right time either via an Early Help response or referral to Children's Social Care
- In all cases of peer on peer abuse the school will consider the vulnerability of all children including those alleged to have caused the harm and those alleged to be victims and provide a safeguarding response consistent with the LSCB Thresholds Framework.
- Where necessary, the school behaviour policies will be invoked and any sanctions applied will be consistent with these procedures
- Where issues indicate that a criminal offence may have been committed a report will be made to Bedfordshire police

15. CHILDREN IN SPECIFIC CIRCUMSTANCES

- Further guidance in relation to safeguarding children in specific circumstances can be located in the Central Bedfordshire Safeguarding Children Board / Central Bedfordshire Borough Council procedures as listed below:-
 - Abuse Linked to Spiritual Belief
 - Child Sexual Exploitation
 - Safeguarding Children vulnerable to Gang Activity
 - Supporting individuals vulnerable to violent extremism
 - Private Fostering
 - Children missing from home or care
 - Children missing education
 - Children of Parents who Misuse Substances
 - Children of Parents with Learning Difficulties
 - Working with parents/carers with mental health problems
 - Working with parents/carers with disabilities
 - Disabled Children
 - Protocol for dealing with domestic violence when children are involved
 - Online – Children Exposed to Abuse through the Digital Media
 - Fabricated or Induced Illness
 - Female Genital Mutilation
 - Forced Marriage / Honour Based Violence

- Modern Day Slavery / Human Trafficking
- Criminal Exploitation of children across county Lines
- Practice Guidance & Procedures to distinguish between healthy and abusive sexual behaviours in children and young people
- Safeguarding children who may have been trafficked
- Protocol & Guidance; Working with Sexually Active Young People
- Working with hostile, non-compliant clients and those who use disguised compliance

16. CHILDREN WITH ADDITIONAL NEEDS

- Houghton Conquest Lower School and Pre-school recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example a young carer, a child frequently missing from home/care, Children with disabilities or special educational needs, a child living with domestic abuse, parental mental ill health, or substance abuse or has returned home to their family from care.
- When the school is considering excluding, either fixed term or permanently, a vulnerable child and / or a child who is the subject of a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body.

17. WHAT WE DO WHEN WE ARE CONCERNED ABOUT A CHILD

- All concerns will be viewed alongside the LSCB Thresholds Framework in order to ensure the appropriate support or intervention is provided at the earliest opportunity in the least intrusive way. The school also places due regard to the guidance contained in 'What to do if you are worried a child is being abused', 2015.
- If, in consultation with the LSCB Thresholds Framework the level on concern sits at Level 2 or 3 an Early Help Assessment should be completed with the consent of the parent / carer. Early help may also be provided on a single agency basis by the school, or additional support or advice for this work may be sought from the Early Intervention Hub / Stronger Families team as a multi-agency response. In cases where it is not possible to obtain consent from the Parent / Carer the school will seek advice from the Early Help Hub.
- The school will review each case to ensure that any support or intervention provided has impacted positively on the welfare / safety of the child or young person and that improvement is sustained.
- In the event that provision of Early Help has not led to improvements for the child / young person, or concerns escalate, the school will follow the step-up procedures published by the LSCB.
- In consultation with the LSCB Thresholds Framework, if the concerns about the child or young person indicate that they may be at risk of or suffering significant harm a referral will be made to the Multi Agency Safeguarding Hub. The parent will be informed of the referral unless informing the parent may place the child / young person at increased risk of harm.

- In the event of a professional disagreement in relation to a specific concern, the school will follow the LSCB procedures for resolution of professional disagreements, also known as escalation procedures.

18. INVOLVING PARENTS / CARERS

In general, we will discuss any safeguarding and child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through our school website and referred to when appropriate through our monthly newsletters.

19. RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed.
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb).
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development.
- Reluctance to give information or failure to mention other known relevant injuries.
- Frequent presentation of minor injuries.
- A persistently negative attitude towards the child.
- Unrealistic expectations or constant complaints about the child.
- Alcohol misuse or other drug/substance misuse.
- Parents request removal of the child from home or
- Violence between adults in the household.

20. MULTI-AGENCY WORK

- We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse, initiate an Early Help Assessment, and make referrals to children's social care. Referrals and contacts should be made by the Designated Safeguarding Lead to either the Early Help Hub, or the Multi Agency Safeguarding Hub depending on the level of need. Where the child already has a social worker, the request for service will go immediately to the social worker involved, or in their absence to their team manager or Duty Worker.
- We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as team around the

family meetings, initial and review child protection conferences, together with core group meetings.

- We will provide reports as required for these meetings in accordance with the LSCB interagency procedures. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child is subject to an inter-agency child protection plan, child in need plan or early help assessment, the school will contribute to the preparation, implementation and review of the plan as appropriate.
- If a child is subject to a referral to a multi-agency safeguarding panel such as MARAC, MAGPAN or CHANNEL the school will contribute to such arrangements.

21. RESPONDING TO AN ALLEGATION OR CONCERN ABOUT A MEMBER OF STAFF

- The school will comply with the LSCB procedures for managing allegations and concerns about adults that work or volunteer with children in all circumstances
- This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer 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 in a way that indicates s/he may pose a risk of harm to children

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse or mistreat children.

- All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Head Teacher unless the concern relates to Head Teacher. If the concern relates to the Headteacher, it must be reported immediately to the Chair of Governors. Alternatively concerns can be reported directly to the Local Authority Designated Officer (LADO) in children's social care, who will liaise with the Chair of Governors and they will decide on any action required.
- If the Head Teacher is not available the member of staff should report their concerns to the most senior member of staff available who will make contact with the LADO and discuss the concerns. Contact into the LADO should happen at the earliest possible opportunity and within 1 working day.
- Where an allegation has been made against the Headteacher, then the Chair of the Governing Body takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of this specific procedure see the session on Allegations against Staff and Volunteers in the procedures of the Central Bedfordshire Safeguarding Child

The LADO in Central Bedfordshire can be contacted on 0300 300 4331.

- The LADO may request a referral, if this is requested the referral will be completed and submitted within 1 working day.

- The school will engage with the LADO at all stages of the management of the allegation / concern and comply with the Statutory Guidance contained within Keeping Children Safe in Education (2018) and the local procedures published by the LSCB. In this regard, the school will consider whether it is necessary to suspend the member of staff while the allegation or concern is investigated, however all reasonable alternatives to manage the risk will be considered. Due consideration will be given to the view of the LADO in relation to suspension or in-work safeguards while a matter is investigated.
- Should the school dismiss a member of staff/volunteer as a result of a substantiated allegation, or should a member of staff/volunteer resign before an investigation has been completed, in accordance with Statutory Duty a referral to the Disclosure and Barring Service will be made. If the member of staff is engaged in teaching work, the school will in accordance with published guidance from the Department for Education consider whether a referral to the National College of Teaching and Leadership (NCTL) should be made.
- The school will adhere to the Statutory Guidance contained within Keeping Children Safe in Education (2018) with regard to record keeping, references and compromise or settlement agreements.

If a member of staff, student or volunteer has any concerns about poor, unsafe practice or failures of the safeguarding regime they are encouraged to raise this with the Head Teacher, Senior Leadership Team or Governing Body following the Whistle Blowing Procedures of the school.

The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email help@nspcc.org.uk.

Signs and Indicators of Abuse and Neglect

<p>Neglect</p> <ul style="list-style-type: none"> • Constant hunger • Poor hygiene • Constant tiredness • Poor clothing • Frequent lateness to school • Untreated medical problems • Destructive tendencies • Low self esteem • No social relationship • Running away • Compulsive stealing 	<p>Emotional</p> <ul style="list-style-type: none"> • Emotional development delays • Over-reaction to mistakes • Sudden speak disorders • Fear of new situations • Inappropriate responses • Neurotic behaviour (hair twisting, thumb sucking) • Self-mutilation • Fear of parents being contacted
<p>Sexual</p> <ul style="list-style-type: none"> • Sexual play • Premature sexual awareness • Continual open masturbation • Reluctance to go home • Tummy pains • Lack of trust • Isolation • Eating problems 	<p>Physical</p> <ul style="list-style-type: none"> • Unexplained injuries or burns (recurrent) • Improbable excuses given to injuries • Arms and legs covered in hot weather • Reluctant to change for PE • Fear of medical help • Self-destructive tendencies • Aggression towards others

DEALING WITH A DISCLOSURE OF ABUSE

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher /Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead.



School and Pre School	Houghton Conquest
LA	Central Bedfordshire Council
Designated Safeguarding Lead	Miss C McCarthy
Deputy Designated Safeguarding Lead	Miss J Heaslip
Designated Safeguarding Governor	Dr S Burton
Designated Prevent Lead	Miss C McCarthy
On-line Safety Officer	Miss C McCarthy
Local Authority Designated Officer (LADO)	Central Bedfordshire Local Safeguarding Board Contact Number: 0300 300 4331
Designated teacher for Looked After Children	Miss C McCarthy

Child Protection Guidelines for Supply Teachers, Short Term/one off Visits/Volunteering at Houghton Conquest Lower School and Pre-School

This school has a statutory responsibility to promote safeguarding and the welfare of children. As a person working/visiting/volunteering in the school, you share this responsibility. If you become concerned that a child may have suffered abuse or are concerned about Child Protection issues, you must immediately contact the school's designated teacher for child protection, see above. It is the responsibility of these members of staff to alert statutory agencies of your concerns if appropriate.

If you think a child is likely to make a disclosure, or a child does make a disclosure, never promise him / her confidentiality. You have a duty to refer the matter on. Listen and reassure the child. Make a record of the disclosure, and without delay, refer the matter to the designated teacher. It is important that you do not ask the child to repeat what they have told you to another member of staff. In cases where a child requires immediate medical attention, this must be sought by contacting the emergency services.

Where you have concerns, request a yellow **Classroom Individual Pupil Concerns Form** as your concern must be documented, signed and dated and passed on to the designated teacher as soon as possible. Emergency situations are referred to designated teacher immediately.

You will be expected to read the full policy as well as the behaviour policy if you are a regular visitor/volunteer or the nature of your visits changes to long term.

During your visit please refrain from using your mobile devices at all times.

Miss C McCarthy

Mrs S Burton

.....
Miss C McCarthy (Headteacher)

.....
Mrs S Burton (Chair of the Governing Body)

I wish to confirm that I have read and understood the above guidelines for Child Protection.

Signed **Date**

Name (please print)

Company/Reason for Visit

Classroom Individual Pupil Concerns Form

Please note some children (more likely part of CP, CIN or TAC) have their own separate recording booklet (this will be identified in a staff meeting). All correspondence (concerns/updates/emails) must be kept up to date by class teachers, office staff, DSL and DDSL.

Name of Child (inc initials)	
Person(s) reporting the concern (inc initials)	

Date	Day of Week	Time

Description of Concern – factual	
Does it involve other siblings, peers	
Action taken, by whom and when	
Parent(s) aware <input type="checkbox"/>	
Outcome	
Feedback to referrer from DSL or Deputy after 3 forms	
Signature of Person(s) reporting the concern:	Signature of DSL (<i>if required</i>):

DESIGNATED LEAD'S CHRONOLOGY

Name of Child:	DOB:
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Current School Staff involved with Child

Date	Name	Role

Current Professionals involved with child

Start date of intervention	Name	Role

Current Status – eg SEND, Child in Need Sc17, Child ProtectionSc47, Child subject to CP Plan

PTO

Chronology of significant events/incidents

Name of Child: _____

Sheet Number: _____

Date (s)	Incident/ event/ report relevant to the child's welfare	Action taken and by whom	Full record location	Agreed response to child